

“National Service Scheme (N.S.S.): A Case Study Of Hill Colleges In Manipur, 2003–2005”

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Abstract

1969 saw the introduction of the National Service Scheme by the Indian government. The programme encompasses a wide range of activities and aims to foster the holistic development of young individuals by engaging them in voluntary services. This report focuses on the evolution of N.S.S. in different colleges within the current state of Manipur. This endeavor also entails a re-examination of the aims and extents of the National Service Scheme (N.S.S.). This paper aims to clarify the significance of youth-led events that foster responsible citizenship in the long run.

Keywords: N.S.S., Tamenglong, Government Aided, C.B.S.E., N.C.E.R.T., N.C.T.E., Y.A.S.

INTRODUCTION: -

As per the N.S.S. Manual Book (2006, amended), it is recommended that academic institutions consider the implementation of the National Service Scheme. The U.G.C., under the leadership of its former Chairman, Dr. S. Radhakrishnan, also clearly envisions the same. The provision of this service entails the voluntary engagement of students, with the aim of fostering positive interactions between students, teachers, the campus, and the wider community. During its January 1950 meeting, the Central Board of Education revisited the notion and proposed that pupils engage in voluntary manual work, with teachers also participating in these activities¹.

The objectives of this study are as follows:

- i) To investigate the historical origins and subsequent evolution of the National Service Scheme (N.S.S.) programme in the hill colleges of Manipur.
- ii) The enhancement of students' personal development through engagement in community service activities.
- iii) To evaluate the rate of progress of the National Service Scheme (NSS) Programme in the colleges of Manipur.
- iv) To demonstrate a genuine interest in the welfare of the community, particularly in relation to the more vulnerable segments of society.
- v) To ascertain the involvement of students in the programme and evaluate the effectiveness of the management system.
- vi) To examine the challenges associated with National Service Scheme (N.S.S.) programmes and their impact on the development of individuals' personalities.
- vii) To propose certain strategies for enhancing the National Service Scheme (N.S.S.) within the state.

SCOPE OF THE STUDY:

¹ <https://www.nss.gov.in/sites/default/files/manualNss2006.pdf>

This study is limited to the attainment of a general education degree at the undergraduate level. This study focuses on the time frame spanning from 1995 to 2005, with the objective of examining the evolution and challenges encountered by the National Service Scheme Programme in the Hill's Colleges & Manipur. Nevertheless, it is possible to expand the scope of this study to a national level in order to extrapolate the findings and make them applicable on a broader scale.

BRIEF HISTORY OF N.S.S. IN MANIPUR:

The National Service (N.S.S.) has been implemented in Manipur since 1980 by the Department of Youth Affairs & Sports, Government of Manipur. This initiative is carried out through Manipur University and its affiliated colleges, as well as various Higher Secondary Schools, under the supervision of the State Liaison Officer, State N.S.S. Cell, Government of Manipur. From the year 1989 onwards, the responsibility of implementing the livelier scheme and managing the finances of the N.S.S. was transferred to Manipur University. In response, the Cell of Manipur University extended the scheme to its affiliated colleges by establishing 45 units. These units consisted of 4,500 students, with each unit comprising 100 volunteers. Additionally, the University itself established 2 units as part of this initiative. Currently, there are a total of 138 units, with 84 units being affiliated with colleges, two units associated with universities, and 52 units affiliated with upper secondary schools. The aggregate number of volunteers in the State amounts to 13,450.

The scheme, which involves the distribution of N.S.S. money to college principals through the registrar of Manipur University, has been implemented by the Directorate of Youth Affairs & Sports, Government of Manipur, from 1992. However, starting in 2007, the Directorate of Youth Affairs & Sports, Government of Manipur, undertook the responsibility of directly allocating N.S.S. funds to colleges with N.S.S. units, deviating from the guidelines outlined in the government of India's N.S.S. manual. As a result, there exists a disconnect between the college N.S.S. units and the N.S.S. Cell, which hinders effective administration.

In recent years, there has been a decline in student enrollment at colleges and higher secondary schools. There is a growing inclination among students towards professional education as opposed to the traditional education system that has been prevalent in our society for the past few decades. Among the 72 colleges associated with Manipur University, a total of 60 colleges are equipped with National Service Scheme (N.S.S.) units. These units typically have a volunteer strength ranging from 100 to 200 individuals. Moreover, among the total of 86 teams, 72 teams are located in the valley region, while the remaining 20 teams are situated in the hill areas of Manipur. As a result of discrepancies in the disbursement of money to the National Service Scheme (N.S.S.), specifically pertaining to the requirement of engaging in 120 hours of regular activities each year and participating in a seven-day special camp annually.

In order to foster more student engagement within the National Service Scheme (N.S.S.), it is recommended that the N.S.S. units operating within colleges organise a wider array of events. These activities should focus on the development of life skills, entrepreneurship, disaster management training, and first aid training for volunteers. These programmes will prioritise practical application over academic knowledge, fostering a more hands-on approach. It is recommended to arrange an orientation programme on the National Service Scheme (N.S.S.) for all students enrolled in colleges and upper secondary schools prior to their formal induction into N.S.S. units as volunteers. It is imperative to emphasise the value and significance of the National Service Scheme (N.S.S.) to students, as this can serve as a catalyst for motivating them to actively engage in societal and community-oriented endeavours upon completion of their academic pursuits. Despite facing numerous challenges, the N.S.S. Cell at Manipur University is diligently working towards ensuring the efficient execution of N.S.S. initiatives within the state of Manipur.

SELECTION OF THE SAMPLE:

The current study involves the selection of 18 general degree-level colleges located in the Hills of

Manipur. The current investigation was exclusively carried out within the public education system of eighteen colleges, encompassing all colleges situated in the rural, urban, and hilly regions of Manipur.

Table 1: Institutions from which data has been collected.

S.I. No.	Name of Colleges	Years of Establishment	Types of Management
1.	Churachandpur College, Churachandpur	1965 Affiliated	Government College
2.	Lamka College, Churachandpur	1977 Affiliated	Government College
3.	Pettigrew College, Ukhrul	1965 Affiliated	Government College
4.	Hill College, Tadubi	1977 Affiliated	Government College
5.	Tamenglong College, Tamenglong	1986 Affiliated	Government College
6.	United College, Chandel	1980 Affiliated	Government College
7.	Presidency College, Motbung	1973 Affiliated	Government College
8.	South East Manipur College, Komlathabi	1981 Affiliated	Govt. Aided College
9.	Bethany Christian College, Churachandpur	1972 Affiliated	Govt. Aided College
10.	Damdei Christian College, Kanglatombi	1987 Affiliated	Govt. Aided College
11.	Ching Tarn College, Churachandpur	1981 Affiliated	Govt. Aided College
12.	Mt. Everest College, Taphou Senapati	1999 Affiliated	Govt. Aided College
13.	Don bosco College, Maram	1999 Affiliated	Govt. Aided College
14.	Moreh College, Moreh	1996 Affiliated	Govt. Aided College
15.	Pamyala Arts & Science College, Churachandpur	1997 Affiliated	Govt. Aided College
16.	Kangpokpi Mission College, kangpokpi	1997 Affiliated	Private College
17.	Rayburn College, Churachandpur	1984 Affiliated	Private College
18.	Sentinal College, Ukhrul	1995 Affiliated	Private College

Various methodologies can be employed to acquire information or data that is currently unknown, in accordance with the specific needs of the research. The present investigation has utilised only two instruments for the examination. The aforementioned tools encompass the utilisation of a questionnaire and an interview schedule. The construction of the object was undertaken with the purpose of acquiring essential information. The questionnaire consists of a total of 18 items. The form in question is of a closed-form nature, with designated sections left intentionally unfilled to allow Programme Officers N.S.S./Principals to provide their comments.

The questionnaire encompassed various dimensions of N.S.S. National Service Schemes in higher educational institutions, including physical conditions, facilities, location, student enrolment, N.S.S. performance, management system, financing, and challenges associated with N.S.S. National Service Schemes in colleges.

The investigation prepared the first draft of the questionnaire with the contemplation of thinking, and it was sharing knowledge of experts in this field. Items found unsuitable were deleted from the questionnaire, and some were modified. After the final drafting of the questionnaire, it was distributed to the P.O./ NSS/Principals of all 18 (eighteen) colleges. The final form of the constructed questionnaire and interview schedule is given in Appendix - II and IV. The questionnaire pattern was based on the design of R.C. Sharma and C.L Sapre of the N.C.E.R.T. in Research Monograph No. 2. Most of the question causes were ticked according to the importance given by the respondents. The percentage was made against each item indicated by the respondent.

The interview schedule for N.S.S. Programme offers/Principals was framed for collecting opinions and facts information rather than bias. The researcher went personally to the concerned persons and talked was than face to face. The researcher met all the Programme Officers of N.S.S. unit-wise in connection with the interview schedule. The schedule was developed to know the opinion of the Programme Officers of N.S.S. units on issues related to the National Service Scheme Programme. It included questions regarding the respondent's personal data and his perception of Programme Officers, N.S.S., and principals. They were asked to make some references, suggestions/ highlights, which largely elaborated on intellectual influence.

THE PROCEDURE OF DATA COLLECTION

The required data about National Service Scheme was collected from various sources. To ascertain the relative importance of the National Service Scheme, the Investigator framed a questionnaire schedule consisting of 18 probable questions. The questionnaire was administered to 18 (eighteen) Programme Officers in N.S.S. units, Principals. The Investigator went personally to the concerned and talked with the P.O. N.S.S. to make them understand the purpose of his visit. Most of the Programme Officers of the college did not like to respond at first time. The reason was that most of the Programme Officers were busy. The collection of all the copies of the questionnaire was completed within 4 (four) months.

SCORING OF STATISTICAL TECHNIQUES USED:

For scoring, most responses were taken in 'Yes' and 'No' forms for each item, counting based on percentage and combined. Then the 'Yes' and 'No' ratios were calculated statistically.

The data are collected from 18 (eighteen colleges) Programmes officers of Hill's colleges in Manipur in the general stream degree college general without technical colleges. Responses to the questionnaire and interview schedule were analysed and interpreted systematically. The interview schedules were analysed and studied systematically, and percentages on each item were calculated as shown in the tables.

Data analysis involves breaking down the existing complex factors into simple parts and combining the components in new arrangements for interpretation. Data are then studied from as many angles as possible to find new facts and simple and complex statistical techniques, generally from the basis of analysis in any research work. Interpretation of data is the process by which the analysed data are given meaning and significance and whether or not answers to the original problems are obtained. Careful and critical thinking is essential to safeguard against misinterpretation.

In the current investigation, the questionnaires that were obtained from the participants were categorised, organised into tables, and subjected to analysis. In the present chapter, endeavours have been undertaken to offer the tabulated materials for the purpose of analysing the data gathered from the participants, the resultant discoveries, and their subsequent interpretation. The analysis and comprehension of the data obtained from questionnaires have been facilitated by the utilisation of percentage calculations. The emergence of higher education in Manipur is a relatively recent development. The State government oversees a total of six colleges, while the remaining twelve institutions are under the governance of the governing body (G.B.). The current investigation examines a total of 18 higher educational institutions that are associated with Manipur University, specifically focusing on colleges located in the hilly regions. These schools encompass a mix of government-funded, assisted, and privately-owned universities.

Table No. 2 (From April 2003 to March 2005):

List of Hill's Colleges having N.S.S. units under N.S.S. Cell Manipur University

SI. No	Name of College with address	N.S.S. Unit	Students Allocation	Name of adopted village	Name of P.O. Trained/Untrained
1.	Churachandpur College	I	100	E11 street, Cheingkonang	L.S.gante (T)
2.	Lamka College Churachandpur	I	100	Laneva New Lamka	Houdung Fimate (T)
3.	Don Bosco College Maram	I	100	Ram long Maram	Mr Daisymo Methou (T)
4.	Hill College, Tadubi	I	100	Makhui Village Tadubi	Dr. K. Surjit Singh (T)
5.	Mount Everest College Senapati	I	100	Senapati Bazar	P.S. Jaram (T)
6.	Presidency college Motbung	I	100	Motbung Village	M. Manglemtomba (T)

7.	Damdai Christian College Kanglatombi	I	100	Toubul Village	L. Budhi Singh (T)
8.	Moreh College Moreh	I	100	Moreh Bazar	N. Henery Singh (T)
		II	100	Moreh Bazar	N. Henery Singh (T)
9.	South East Manipur Village	I	100	Komlathabi	P.Nabakumar Singh (T)
10.	United College, Chandel	I	100	Thulon Village	SK. Sethue (T)
11.	Sentinel College Ukhrul	I	100	Phungteiteng Ukhrul	Haodharlong Jao (T)
12.	Pettigrew College Urkhul	I	100	Samsoi Village	R. Peter Horam (T)
		II	100		Makhou (U)
14.	Ching Tarn College Churachandpur	1	100	Churachandpur	N.Tombi Singh (T)
15.	Mt. Everest College Taphou Senapati	1	100	Senapati	P.A. Thekho (U)
16.	Pamyala Arts G. Science college Churachandpur	1	100	Churachandpur	R.K. Chaoba Singh (T)
17.	Kangpokpi Mission College	1	100	Kangpokpi	Lucy (U)
18.	Rayburn College Churachandpur	1	100	Churachandpur	M. Shyam Singh (U)

Interpretation:

Table 2 shows the list of Hill's Colleges with N.S.S. units under Manipur University's cells with address and National Service Scheme, student enrollment, student allocation, name of adopted villages and Programme Officers. This table indicates the number of Programme Officers in terms of value percentage. It shows that 80% of the college's Programme Officers are trained, and the remaining 20% of the N.S.S. Programme Officers are founded untrained.

Table No. 3: Statistics of college (Value in percentage)

Sl.No.	Response	No. of College	Percentage
1.	Govt. College	6	33.3%
2.	Aided College	3	16.1%
3.	Private College	9	50.7%

Interpretation:

Table No. 3 refers to the number of statuses of the colleges in terms of value percentage. The Investigator has collected information from government-aided and private colleges in the Hill's colleges in our State. The table shows that 33.3% per cent of government colleges and 16.1% percentage of colleges are government aided, and 50.7% per cent of the colleges were found to be private colleges.

The analysis implies there would be better management as almost all the colleges are government and as a sequence to it better facilities in all respect will be available to meet the problems of the lecturers.

Table No.4: Separate room for National Service Scheme.

S.I. No.	Response	No. of colleges	Percentage
1.	Yes	18	100
2.	No.	Nil	Nil

Interpretation:

Table No. 4 refers to the number of programme officers who responded to the college having facilities in terms of value percentage. The table shows that 100 per cent of the colleges must have

N.S.S. unit room facilities separately.

Table No. 5: N.S.S. Programme officer

Sl. No.	Response	No. of colleges	Percentage
1.	Yes	18	100
2.	No.	Nil	Nil

Interpretation:

Table no. 5 refers to the number of colleges appointing N.S.S. programme officers in terms of value percentage. It indicates that 100 per cent of colleges are provided appointments with N.S.S. Programme officers.

Table No. 6: Materials and equipment of N.S.S. unit.

Sl. No.	Response	No. of colleges	Percentage
1.	Yes	18	100
2.	No	Nil	Nil

Interpretation:

Table No. 6 indicates the number of colleges having National Service Scheme materials and equipment in terms of value percentage. It shows that 100 per cent of the colleges have facilities the National Service scheme needs and equipment adequately to meet the needs of the students (N.S.S.) programme.

Table No. 7: N.S.S. fund facilities

Sl. No.	Response	No. of colleges	Percentage
1.	Yes	18	100
2.	No.	Nil	Nil

Interpretation:

Table no. 7 refers to the number of colleges. It shows that 100 per cent of the colleges are getting financial facilities from the government for youth affairs and sports every year.

Table No. 8: Table showing the responses of programme officers and all items (Value in Percentage)

Sl. No.	Statement	Responses	
		Yes	No
1.	Are you satisfied with the present N.S.S. programme?	76	24
2.	Are all the students in N.S.S. regular and special camping	90	10
3.	Whether the college has its own development college Advisory committee for the N.S.S. unit?	100	
4.	Is there a provision for a regular camp in your college?	100	
5.	In their provision for a special camping programme in your college every year?	100	
6.	Is there any programme for National Service Scheme?	100	
7.	Are you satisfied with the student's performance in the programme (N.S.S.)?	80	20
8.	Do you have enough materials and future tools for your college N.S.S. programme	100	
9.	Is there any increase in the enrollment percentage in the college N.S.S. Programme during the last three years?	100	

10.	Does the S.L.O. (State Liaison Officer) of N.S.S. camping regularly participate in your college N.S.S. programme?	80	20
11.	Do you get support from the societies/ Communities?	76	24
12.	Do you give chances to attend refresher and orientation course programme N.S.S. P.O. for improving their knowledge?	90	10
13.	Can you implement some importance of the N.S.S. programme?	72	28
14.	Is there a physically Handicapped student in the N.S.S. unit in your college?	2	98
15.	Do you have any suggestions for improvement of the N.S.S. Volunteers' performance?	100	
16.	Give any suggestions for achieving quality N.S.S. Programme.	100	

Item No.1 shows that 76 per cent of programme officers reported that they are satisfied with the present National Service Scheme programme, and the remaining 24 per cent of programme officers stated 'N', which implies negative.

Item No.2. shows 90 per cent of the P.O. responded 'yes', which amply those students enrolled in the N.S.S. regular and special camping programmes participated, and the remaining 10 per cent of the student's P.O. reported 'No', which implies in negative.

Item No.3. Indicates that 100 per cent of the P.O. reported that 'yes', which implies that all the colleges have their own development college Advisory committee for the N.S.S. unit.

Item No. 4. Indicates that 100% of the Programme Officers reported "Yes", which implies that a regular camping programme was conducted at all the colleges.

Item No.5. Refers to the fact that 100 per cent of the P.O. reported that all the converges provided for espied camping programme conducted in the college and village adopted area every year.

Item no. 6. Indicates that 100 per cent of the colleges got the opportunity for the N.S.S. program.

Item No.7 indicates that 80 per cent of the P.O. report responded 'yes', which implies students' performance of the N.S.S. programme is satisfied. The remaining 20 per cent of the P.O. reported 'No', which is negative.

Item No. 8 refers to 100 per cent of the P.O. responded 100 per cent. They have enough facilities for materials and tools for conducting the N.S.S. camping programme in their own colleges.

Item No.9. refers that 100 per cent of the college N.S. S P.O. responded that enrolment N.S.S. students' percentage in reused in the college during hast 3 to 5 years.

Item No. 10 Refers to 80 per cent of the N.S.S. P.O. responded 'yes', which implies the S.L.O. state Liaison of N.S.S. participated in conducting N.S.S. special camping programme regularly, and the remaining 20 per cent of the P.O. reported 'No'.

Item No. 11 refers to 76 per cent of the college P.O. responded that they get a report from the societies and communities, and the remaining 24 per cent of the P.O. reported 'No', which implies in negative.

Item No. 12 indicates that 90 per cent of the college N.S.S. P.O. provided to attend refresher and orientation training course programme as an N.S.S. P.O. for improving their knowledge and skills development regarding N.S.S. programme and the remaining 10 per cent of the P.O. reported that 'No' which imply in negatively.

Item No. 13. refers to 72 per cent of the P.O. responding 'Yes', which amply they can implement some importance of N.S. S programme in their colleges with the co-operation and internal understanding with the college Advisory committee of the N.S.S. unit and the remaining 28 per cent of the college P.O. reported 'No', which implies it negative.

Item No. 14 refers to 2 per cent of the P.O. who responded 'Yes', which implies there were physically disabled students enrolled under the N.S.S. programme, and 98 per cent of the college reported 'No', which means negative.

Item No. 15 refers to 100 per cent of P.O.'s responses to 'Yes', which implies that they can suggest

improvement in the N.S.S. volunteer's performance.

Item No. 16 refers to 100 per cent of the P.O. who responded 'Yes', which imply that they are provided suggestion for achieving good quality and development of the National Service Scheme programme conducting smoothly academically in the higher institutions.

FINDINGS OF THE STUDY:

Based on the present study, it has been observed that all colleges in the hills are affiliated with the M.U. Section 2 (f) and 12 (B) University Grant Commission opened a National service scheme. The present study also revealed to enrich the sense of team spirit, personality development, the habit of group working, moral development quality of good leadership and discipline in the minds of students and to promote social development during the student life and proper arrangement needs and clean social environment and keeping ecological balance preservation. All the programme officers must dedicate such schemes to development, including the programme coordinator and state liaison officer for skill development during student life.

All the colleges practising the National Service scheme annually service conducted at the college campus and village adopted area from the time-to-time programme to N.S.S. The National Service Scheme (N.S.S.) was introduced in academic institutions with the prime objective of extending an opportunity service. The idea of involving students engaged in tasks of National Service in India dates back to the terms of Mahatma Gandhi, the Father of the Nation, who advised the students to form living contact with the Community in whose midst their institution is located. N.S.S. has aimed at promoting social consciousness, a sense of responsibility, a sense of discipline and dignity of labour amongst the student on the one hand and enabling them to develop their personality through community service on the other. Personality development of the students through community service can be made possible by allowing them to understand the Community in which they work, identifying the needs and problems of the Community, and using their education to find practical solutions to community problems. Thus, the scheme has, in reality, enabled the students to get access to the real-life experience and live issues of the Community, which in turn makes their personalities more meaningful and competent.

The scheme established a link between the two important components viz, young, energetic youths and Community whereby the farmers serve the latter through different well-planned programmes. The programmes that are undertaken under the scheme, among others, are; environment enrichment and conservation; work during natural calamities and national emergencies; health public speaking; competitions; illiteracy survey; consumer awareness programme; construction and levelling of mud road, immunization survey; medical camps and so on.

CONCLUSIONS:

In conclusion, the development and expansion of the National Service Scheme are the most important parts of higher educational institutions. According to the Investigator's analysis, the following conclusions have been drawn in the present study.

One significant factor contributing to students' motivation to participate in the N.S.S. Programme at the college and university level is the desire to learn knowledge related to personality development throughout their academic journey. The N.S.S. initiative is confronted with various challenges, including the imperative need for more infrastructure, insufficient funding within the allocated timeframe, and a lack of essential equipment. Programme officers must possess knowledge on the academic benefits of student participation in the National Service Scheme (N.S.S.) programme, as well as the potential for fostering direct engagement with students. The study's findings indicate that the quantity of colleges in the valley district is deemed adequate in comparison to the hill regions.

In addition to organising plans for the special camp that will be held throughout the summer, the advisory committee may convene to examine the year's events. The State has the authority to establish N.S.S. Awards to recognise the exceptional contributions of programme officers in

community development and youth work within the National Service Scheme. These awards have the potential to be conferred at both the state and district levels.

The National Service Scheme Special Camping programme offers students distinct possibilities to engage in communal life, exchange collective experiences, and maintain ongoing engagement with the community. It is necessary to develop coordination and collaboration with the Development Departments and local authorities. The initiative aims to enhance the relevance of education by addressing the current needs of communities and utilising them in the problem-solving process. Furthermore, it employs the individuals' knowledge, attitude, and talents to identify realistic resolutions for both individual and communal issues, while also fostering the development of abilities in engaging community involvement. The participants acquired leadership attributes and fostered a democratic mindset, while also uncovering the untapped capabilities inside the camp attendees. Sufficient emphasis should be placed on the effective promotion of the camps. It is a requirement for volunteers participating in the National Service Scheme to establish their residence inside the designated area where the camp is being conducted. The relevant authorities should promptly allocate the necessary funds to ensure the efficient execution of both routine and exceptional camping initiatives.

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