IMPACT OF TRAINING ON NSS PROGRAMME OFFICERS AT EMPANELLED TRAINING INSTITUTE, AHMEDNAGAR, MAHARASHTRA

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Name of the Candidate: Kanojia Kewalkrishan Giasilal

Under the Guidance of: Dr. S. I. Kumbhar

Name of the Department: Department of Social Work

Month and Year: January, 2015

DECLARATION

I hereby solemnly declare that the thesis entitled " IMPACT OF TRAINING ON NSS PROGRAMME OFFICERS AT EMPANELLED TRAINING INSTITUTE, AHMEDNAGAR, MAHARASHTRA " completed and written by me has not previously formed the basis for the award of any Degree or other similar title upon me of this or any other Vidyapeeth or examining body.

Kanojia Kewalkrishan Giasilal

Research Student

Place: Pune

Date: January, 2015

<u>CERTIFICATE</u>

      This is to certify that the thesis entitled "IMPACT OF TRAINING ON NSS PROGRAMME OFFICERS AT EMPANELLED TRAINING INSTITUTE, AHMEDNAGAR, MAHARASHTRA" which is being submitted herewith for the award of the Degree of Vidyavachaspati (PhD) in Social Work of Tilak Maharashtra Vidyapeeth, Pune is the result of original research work completed by Shri Kanojia Kewalkrishan Giasilal under my supervision and guidance. To the best of my knowledge and belief the work incorporated in this thesis has not formed the basis for the award of any Degree or similar title of this or other University or examining body upon him.

                                                  Dr. S.I.Kumbhar

                                                  Research Guide:

Place:

Date:

<u>ACKNOWLEDGEMENT</u>

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LIST OF ABBREVIATIONS USED

Sr.No	Abbreviations	Details
1	AFPRO	Action For Food Production
2	CSRD	Centre for Studies in Rural Development
3	ETI	Empanelled Training Institute
4	GOI	Government of India
5	H-1	Hypothesis No 1
6	H- 2	Hypothesis No 2
7	H- 3	Hypothesis No 3
8	H- 4	Hypothesis No 4
9	H- 5	Hypothesis No 5
10	H- 6	Hypothesis No 6
11	MOYAS	Ministry of Youth Affairs & Sports
12	NSS	National Service Scheme
13	P O	Programme Officer
14	R C	Regional Centre
15	SLO	State Liaison Officer
16	SC	Schedule Caste
17	ST	Schedule Tribe
18	TOC	Training and Orientation Centre
19	TORC	Training Orientation & Research Centre
20	U T	Union Territory
21	UK	United Kingdom
22	ZP	Zilla Parishad

Chapter 01

INTRODUCTION

1.0 Introduction:

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1.4.1Summary

1.0 Introduction:

The present chapter deals with overall background of the research area. The chapter begins with general scenario of post independence development. The contribution of the youth in nation building will be reviewed. Also the role of National Service Scheme in nation building will be taken into account. Knowing that the present investigation is carried in NSS field, brief overview of NSS is taken into consideration i.e. its establishment, history, hierarchy, training and orientation to programme officers and students and NSS Training as a change agent. The chapter concluded with need and significance of the study area, statement of the problem and objectives. Brief summary of the chapter is also written to understand whole in a nutshell.

1.1 General Scenario of Post Independence Development India

Immediately after attaining independence the national leadership in India faced the problems of invasion of Kashmir by the Pakistan, the rehabilitation of refugees, the shortage of food and coping with the problem of unemployment among the youth. Pandit Jawaharlal Nehru chose the mixed model of economic growth with introduction of the Public sector together with the dose of private economy for country to come out of the gloom of colonial past of dependency and backwardness in the education field. As youth in any society is the one of the most powerful potent force to work as pillars of nation, if not taken care of the same force can become root cause of political, economic and social instability. Thus leaders of the nation wanted to give opportunity to the youth and vent to their energy so that it could be used in national reconstruction and realizing the goals of freedom fighters for free, healthy and prosperous India. Every nation in the post Second World War period as faced with this dilemma of giving vent to the empty minds of neo generation. The Deshmukh committee went into the issue and later the Mr. K G Saiyidain , secretary in education ministry was asked to prepare a report on youth services in other countries and then recommend to the Government about laying the foundation for National Service Scheme in the country for college youth. The educated minds were to be cultivated for nation building.

Here the some of the concerns or issues that were worked on came up for discussion in various forms in connection with the National Service Scheme that was being

conceived. The suggestion and recommendation made largely centre around the following points:

a) Nature of Scheme- should it (National Service Scheme) be on a voluntary or compulsory basis?

b) Should NSS Scheme be started in a pilot projects' form or on a national scale?

c) What should be the optimum duration of the National Service Scheme for the Volunteer? Whether this period be covered in one long continuous stretch or can it taken up by college youth in installments, say, during successive summer vacation? Would it advisable and feasible to postpone a student's university career or his vocational work by about a year as envisaged in the Scheme? Should there be only one set pattern and time-table for all youth or can there be several to meet different needs and situations?

d) What kind of the projects should be undertaken and how should they be selected? How to ensure that projects and activities would arouse the enthusiasm and spirit of adventure in the youth and, what is more difficult, how to maintain it throughout the period of service?

e) Should the Scheme be mainly concerned with physical work or include other forms of non- physical that intellectual social service? If so how should they be mutually adjusted and balanced?

f) If youth are asked to do laboriously and tearfully a great deal of back-breaking work which can be done quickly, conveniently and economically by machines would they be interested or look upon the labor put in by them as phony?

g) What are the other interest generating and sustaining programmes and activities which should be included in the Scheme —education, recreation, social service activities, technical training? How can they be properly integrated so as to make the experience genuinely worthwhile for the participants?

h) What would be the appropriate suitable organizational set-up for big undertaking of this kind to ensure the cooperation and participation of all deeply concerned agencies without becoming so unwieldy as to hinder quick decisions and effective implementation?

i) From where will the leaders be drawn to conduct the work camps and how should they be trained? If the size or scope of the scheme outruns the availability of good, trained leadership, what will be the consequences?

j) Which are the agencies and methods of publicity and propaganda which can be mobilized for the purpose?

1.2 Contribution of Youth in Nation Building

No country can progress without the involvement of it's youth in the regular life of the nation in the social, economic, political, cultural and scientific and technological field. All the western countries and other developed countries have come up after the World War II and the post cold war era due to hard work of their youth in every sphere of life. The recent fire of change which is known as Jasmine revolution in Egypt, Tunisia, and Libya was spear headed by the youth. Indian freedom movement had no choice but the youth be it peaceful Satyagriha or the armed reaction of Indian National Army. Even the mutiny of 1857 could not have produced the heat without the participation of youth towards paving the ground for the yet to come the final freedom movement blooded by youthful revolutionaries.

The German unification after the collapse of Berlin war could become successful because of the patience and participation of youth in the change process. The new modern Chinese onslaught of change from the iron curtained communist to leading economic and technological power house of the world is the result of the participation of youth in every sphere of national life.

Indian youth has also responded to the change process of course with lots of difficulties faced from our traditional attitude of waiting for change and also resistance to change. This cultural lag has put the onus of change on the youth of the country as political dilemma in the country always has hindered the pace of desired change in India. The Post Reform era of 1990 onward has opened the vast bag of opportunities for the Indian youth. The change in education field, the opening of management schools, the engineering and technological institutes all over the country and quality systems introduced in education and industrial field have all involvement of new dynamic Indian youth who changed the image of the country abroad. India is no more known as the country of snake charmers and magician but as a country of knowledge people. The Indian Diaspora has spread all over the world as successful technocrats, businessmen, doctors and learners bringing back home valuable new knowledge base and much required capital. Indian learners and techies have swarmed United States of America, Australia, UK, Japan and many more developed countries.

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Earlier they were employment seekers but now they are knowledge seekers and entrepreneurs providing employment to the youth in their host nations.

The problem today with Indian youth at home is vastness of the nation and quality of population that they have to live with. As the world over India is known as emerging country but at home we face challenges in the rural and urban population where there are dirt, disease and squalor, the ugly face of unemployment, poverty and personal and family disorganization. The environmental decay and poor governance by the corrupt politicians and the executive are the areas of concern.

1.3 About National Service Scheme

The overall objective of the National Service Scheme, as visualized in the beginning though was service to the community, offered while students undergo educational instructions, in their colleges or educational institution. It was to arouse the social conscientiousness amongst the young student volunteers and provide them with the opportunity to work with the people in and around the educational campuses creatively and constructively, and to put the education they received to appropriate national and social use. The primary aim of the scheme is to enable the students to enhance their personality and experience through social interaction with the community during the social service. Its ultimate end is the improvement of personality while service to the community is a means through which such improvement of personality is sought to be achieved.

(I)**The objective of the scheme**, as per NSS Manual is development of the personality of the students through community service sought to be accomplished by enabling and helping the student volunteers to:

i. Understand the community in which they work

ii. Understand themselves in relation to their community;

iii. Identify needs and problems in the community in the solution of which they can be involved;

iv. Develop among them a sense of social and civic responsibility;

v. apply their education in finding practical solution in individual and community problems;

vi. develop competency required for group living and sharing responsibilities;

vii. gain skills in mobilizing community participation;

viii. acquire leadership qualities and democratic attitude;

ix develop capacity to meet emergencies and natural disasters; and

x. practice national integration.

(II) The Moto of NSS:

As per the Manual of NSS the motto or watch word of the national service scheme is 'NOT ME BUT YOU'. This expresses the essence of democratic living and upholds the need for selfless service and appreciation of the other man's point of view and also to show consideration for fellow human beings. It underlines that the welfare of an individual ultimately depends on the welfare of society as a whole. Therefore, it should be the aim of the NSS to demonstrate this motto in its day-to-day programme.

(III) NSS Symbol:

The NSS manual describes symbol of the National Service Scheme, as based on the 'Rath' wheel of the Konark Sun Temple of Odissa. These giant wheels of the Sun Temple portray the cycle of creation, preservation and release, and signify the movement in life across time and space. The design of the symbol, a simplified form of the Sun-chariot wheel, primarily depicts movement. The wheel signifies the progressive cycle of life and it stands for continuity as well as change and implies on the part of the NSS for continuous striving forward for social transformation and upliftment.

(IV) NSS Badge:

The NSS symbol is embossed on the NSS badge issued to NSS volunteers which gives them a unique identity. The NSS volunteers proudly wear it while undertaking various programmes of community service. The Konark wheel in the symbol with eight bars represents 24 hours of the day. Hence the badge reminds the volunteer to be in readiness for service of the nation round the clock i.e. for 24 hours. The red color in the badge indicates that the NSS volunteers are full of blood, i.e. lively, active and spirited. The navy blue color indicates the vastness of cosmos of which the NSS is a tiny part ready to contribute it's might or share for the welfare of the mankind.

1.3.1 History of NSS

1.   Mahatma Gandhi, the father of the nation use to address the student youth about the opportunities of learning in the community set up where the truth in experienced. He would ask them to go to villages. Gandhiji tried to impress upon his student audience time and again that they should always keep before them, their supreme social responsibility. The first duty of the students should be, not to treat their period of study as one of the opportunities for indulgence in intellectual luxury, but for preparing themselves for dedication in the service of those on whose back they were resting. He would advise the students to form a living contact with the community in whose midst their institution is located, and suggested that instead of undertaking just academic research about economic and social disability, they should do "something positive so that the life of the villagers might be raised to a higher material and moral level".

2. Immediately after achieving independence the Nation felt an urge for introducing social service for students, both as measure of educational reforms as well as a means to improve the quality of educated man-power for nation building. The University Grants Commission headed by Dr. Radhakrishanan recommended introduction of national service in the academic institutions on a voluntary basis with the involvement of teachers and student volunteers for establishing a constructive linkage between the campus and the community.

3. The idea was emphasized and considered by the Central Advisory Board of Education in January, 1950. After having studied and examined the various aspects of the matter and in the light of experience of other countries in this field, the Board recommended that chosen students should devote some time to manual work on a voluntary basis under the guidance of their teachers who would be specially trained in such work.   First Five Year Plan adopted by the Government of India in 1952, the need for social and labour service for students for one year was further stressed and accordingly, labour and social service camps, campus-work projects, village apprenticeship schemes etc., were started by a number of educational institutions in the country. Then Prime Minister, Pt. Jawaharlal Nehru also gave emphasis to the idea of having social service as prerequisite for graduation. Prime Minister directed the

Ministry of Education to formulate a suitable scheme for introduction of national service into the academic institutions.

4.   A draft outline of the scheme was placed before the Education Minister's Conference in 1959 which accepted the urgency and need for trying out a workable scheme for national service. It was conceived that the existing education system of that time was supposed to be strengthened with the national service programmes and that if the objectives of the such Service scheme were to be realised, it was essential to integrate social service with the educational process as early as possible.   The Conference recommended for setting up of a committee to work out details of the proposed pilot project and accordingly a National Service Committee was formed with Dr.C.D.Deshmukh as Chairman, on August 28, 1959 to come out with appropriate suggestions in this regard. The Deshmukh committee recommended that national service for a period of nine months to a year may be made compulsory for all students completing high school education.

5. In 1960, Secretary of Education, Prof. K. G. Saiyidain, was asked to study how the youth force was involved in the national service as students in the leading countries of the world. He submitted his report under the title 'National Service for the Youth' to the Government with recommendations as to what could be done in India to develop a feasible scheme of social service by students. He recommended that national or social service should be introduced on a voluntary basis and extended as widely as possible with a provision for rich and varied programmes of activities. It was also recommended that social service camps should be open to students as well as non students within the prescribed age group for better interrelationship.

6.   Dr. D. S. Kothari (1964-66 Education commission) also recommended that students at all stages of education should be associated with some form of social service. The state Education Ministers also recommended in their conference that at the university stage, students could be permitted to join the National Cadet Corps which was already in existence on a voluntary basis and as an alternative to this could be offered to them in the form of a new programme called the National Service Scheme (NSS).

7.   The Vice-Chancellor's Conference in September, 1967 welcomed this recommendation and suggested for setting up a special committee of Vice-Chancellors to examine this issue thoroughly. The Government of India, in its National Education Policy laid down that work experience and national service should

be an integral part of educations. A conference of the student's representative of the universities and institutions of higher learning convened by the Ministry of Education and the University Grants commission in May 1969, also unanimously declared that national service could be a powerful instrument for national integration. It was expected that the scheme would bridge the gap between the urban student youth and rural life realities and that the projects of permanent value could also be undertaken as a symbol of the contribution of the students' community to the progress and upliftment of the nation. A small committee on the suggestion of Dr. J P Naik visited Ahmednagar College, in Maharashtra to witness the experiments in students' involvement in community work.   It was a three member committee of Vice Chancellors led by Dr. Sukhadia of Rajashthan. It is this visit which paved ground for establishment of Training and Orientation Centre in Ahmednagar).

8. The planning Commission for the initially sanctioned an amount of Rs. 5 crores for National Service Scheme (NSS) during the Fourth Five Year Plan. NSS programme was stipulated to be started as a pilot project in selected institutions and universities. The Maharashtra State was allotted two centres for training the Programme Officers from Maharashtra and Goa states. Tata Institute of Social Sciences, Bombay was given Training Orientation and Research Centre (TORC) and Training and Orientation Centre (TOC) was given to Ahmednagar College which is now known as Empanelled Training Institute (ETI).

9. And finally on September 24, 1969, National Service Scheme (NSS) was launched in 37 universities covering all States. It was a great tribute to the father of the Nation Mahatma Gandhiji that programme was started during the Gandhi Centenary Year as it was he who inspired the Indian youth to participate in the movement for Indian independence and the social upliftment of the down-trodden masses of our country.

10.   The response of students to the scheme has been excellent. Starting with an enrolment of 40,000 students in 1969, the coverage of NSS students had increased to 7.00 lakhs during 1985-86 and to that of 7.70 lakhs during 1986-87. The strength of NSS students till recently was as under:

1980-81	4.75 lakhs
1981-82	5.12 lakhs
1982-83	5.40 lakhs
1983-84	5.71 lakhs
1984-85	6.10 lakhs
2012-13	Approximately 32 lakhs (recent figures)

11. The National Service Scheme now extends to all the states, union territories and universities in the country. All stakeholders that are students, teachers, parents, guardians, persons in authority in government, universities and colleges and the people in general now realize the need and significance of NSS. The student youth are now more aware of the realities of life, a better understanding and appreciation of the problems of the people. NSS is an attempt to make education relevant to the needs and reality of the society. The student energy and efforts have been noticed in various national programmes and campaigns specially implemented by the Ministry as per the need and call of the Nation. There are several instances of excellent work and exemplary conduct of NSS units which have earned for them respect and confidence of the community. The special camping programmes organised under the themes of 'Youth Against Famine (1973)'; 'Youth Against Dirt &Disease (1974-75)'; 'Youth for A forestation and Tree Plantation (1975)'; 'Youth for Eco-Development' and 'Youth for Rural Reconstruction' from 1976-77, Universities Talk Aids and then YUVA (Youth United for Victory on Aids) in 2005 onwards, have resulted in gains both to the community as well as to the students. Social Services rendered by university students has covered several aspects like adoption of villages for intensive uplift work, carrying out of medico-social surveys, setting up of medical centres, programmes of mass immunization, sanitation drives, adult education programmes for the weaker sections of the community, blood donation, helping patients in hospitals, inmates of orphanages and the physically handicapped etc. NSS volunteers did commendable work by helping people affected by the cyclones, floods, draughts, earth quakes, and tsunami. The NSS volunteers were also actively at work in helping victims affected by the gas tragedy in Bhopal in December, 1984. The NSS students have also done useful work in organising campaigns for eradication of social evils and popularization of the nationally accepted objectives like pride of being Indian, democracy, socialism, secularism, national integration and development of scientific

temper. Even during the Bangladesh freedom struggle there was influx of refugees. The NSS volunteers helped in managing the refugee camps.

1.3.2 Hierarchy of NSS at National Level, State Level and University Level

The set up of National Service Scheme in the country is described in the following discussion. This set up is as per the Manual of NSS and from time to time the directives are issued by the Ministry of Youth Affairs and Sports, New Delhi.

i) National Level

At the national level the Ministry of Youth Affairs and Sports spearheads the administrative responsibility for the National Service Scheme. The NSS is headed by Programme Advisor who is expected to plan advise and help to implement the programme by liaisoning with the State Governments, Universities and also with organizations which directly or indirectly are part of the programme. A programme advisors' cell has been set up headed by a Deputy Programme Advisor and a core staff to assist the Programme Advisor in planning, evaluation and monitoring the implementation of the programme at various levels.,.

ii) State Level

The following organisational arrangements are envisaged at state level for smooth functioning of National Service Scheme:

(a) **State Advisory Committee**: The state Governments are expected to constitute state level NSS advisory committees to consider all important matter relating to development of NSS programme in the state, like allocation of volunteer strength to the universities, selection of colleges for the programmmes, securing assistance and coordination of different development departments and governmental and non-governmental agencies and allocation of grants to the universities etc. This Committee also coordinates reviews and evaluates the programme at the State Level. The Advisory Committee may consist of :-

Chairman:

Minister of Education /Youth Service in the state is the chairman of the committee.

Members : Other members of the committee are Chief Secretary, Vice-Chancellor of all the universities in the state operating NSS programme, Secretaries/Heads of Education, Youth Services and related Departments like Officer-in-charge of NSS Regional office Govt. of India, Relief Commissioner, State Liaison Officer for NSS, T.O.C. Coordinator (Now renamed as Empanelled Training Institute i.e. ETI), representatives of associations/organisations participating and assisting in the programme development and youth work such as NCC, Red-Cross, Scouts & Guides etc., and such other persons/agencies whom the State Govt. consider appropriate representative of the State Education Department to be nominated as Convener/Member Secretary. The Programme Adviser, as representative of Dept. of Youth Affairs & Sports in Ministry of Human Resource Development, Govt. of India, may attend such meeting as a special invitee. Programme Co-coordinators of Universities may attend as special invitees.

The state advisory committee is expected to meet ordinarily twice in a year. In case, there are difficulties in holding periodical meeting of the state advisory committee, co-ordination committee under the Chairmanship of Chief Secretaries/Education Secretaries could be constituted for better co-ordination among different development departments/agencies of the state.

(b) State N.S.S. Cell: There is an NSS cell headed by the State Liaison Officer for NSS. Govt. of India extends cent per cent financial assistance to constitute this cell at the state level. The State Liaison Officer is expected to be a person with adequate NSS background and training. A Senior Programme Officer/Programme Coordinator from a University within a State who has done good work is placed on deputation for the purpose. The function of the cell is to coordinate planning and implementation of the NSS programmes in the state and ensuring adequate inter-department cooperation. The state Liaison Officer ensures timely release of grants, compilation and submission of accounts, periodical report, and evaluation or reposts. He or She is also responsible for organising inter-university programme/coordination meetings, publication of NSS functionaries, and help in monitoring the NSS programme in the states. In discharging his/her functions, the State Liaison Officer has to maintain close coordination with

NSS Regional Centre and NSS programme coordination in the universities. He/she is also expected to visit as many NSS programmes in the state as possible.

iii) University Level:

Following organisational arrangements are made at the university level

University NSS advisory Committee: Each University has to set up an NSS Advisory Committee to advise on programme planning and development under the chairmanship of the Vice Chancellor. It reviews the NSS activities in the area of the University and ensures allocation of NSS student strength and release of grants to its colleges. The Committee consists of Vice Chancellor as Chairman and other members are Commissioner of the Administrative Division or his representative, Registrar, Secretary /Director of Education/Youth Services guide NSS units in formulation of useful and innovative projects and publications of NSS bulletins. He or she ensures that material/equipment/vehicles created out of NSS funds are exclusively used by the NSS personnel for NSS purpose. He or she helps in organising inter college camps, orientation and training programmes. He/she visits from, time to time, the NSS units and special camps for providing guidance and to ensure proper implementation of NSS programmes. He/she keeps liaison with the officials of the Regional Centres of the Ministry of Youth Affairs and Sports, Government of India and Officers of the state government conducted with NSS programme.

iv) College Level:

Implementation of NSS at the college level involves active participation of the principal, the college advisory committee for NSS; NSS programme officer and other teachers, student volunteers, community leaders, governmental/non-governmental agencies/departments, local institutions and other beneficiaries.

a) **Principal** :

The overall function of the Principal, as Head of the Institution, is to ensure smooth functioning of the NSS unit/units in his/her college. He / She is expected to:

i) Explain or interpret the importance of the NSS to the members of the college and to the community;

ii) And most important to integrate NSS with other related activities in the college to the extent possible;

The overall function of the NSS advisory committee at the college level is to advise on the various activities of the NSS unit based on the felt needs of the students and the community in which they would function. The committee should meet regularly, at least four times during the year.

b) Programme Officer:

The NSS manual states that the overall function of the programme officer is to help students plan, implement and evaluate the activities of the unit under his charge and give proper guidance and direction to the student volunteers. The Programme Officer has pivotal leadership role to perform under the NSS in mediating the larger value of the scheme to the students and other members of the college community. He or she plays the role of an organiser, an educator, a coordinator, a supervisor, an administrator and a public relations person to improve the quality and magnitude of NSS programmes in his college. As a Programme Officer is friend, philosopher, teacher and guide to NSS volunteers, his functions are varied which could be stated as follows:

1) As an organiser

a) The Programme officer should interpret the scheme to the students and other members of the college community and create awareness among them about the scheme;

b) The Programme Officer should motivate, recruit and select students for NSS work;

c) The Programme Officer should enlist cooperation and coordination of community agencies, government departments and non-governmental agencies; and

d) Programme Officer is responsible for selecting service projects on the basis of utility and feasibility.

2) As an Educator

a) Programme Officer is to prepare orientation programme for NSS volunteers, to explain to them social service concepts, and teach and equip them with methods and skills required for achieving the objectives of the scheme;

b) Programme Officer is to promote community education through meetings, talks, news bulletins, discussions etc; and

c) Programme Officer is to strive to formulate NSS programme which will have direct relationship with the academic curricula.

3) As a Coordinator :

a) Programme Officer is to coordinate student's NSS activities by matching abilities of the students with the demands of service projects and allot specific programme responsibility;

b) Programme Officer is to coordinate internal resources available in the form of teaching expertise of college teachers for enhancing the knowledge and skills of the students in the implementation of the scheme; and

c) Programme Officer is to coordinate various external resources available in the form of government services; welfare agencies and voluntary bodies for the success of the NSS programme.

4) As a Supervisor :

As the National Service Scheme involves young student volunteers who are very dynamic and also prone to various types of pressures, it is crucial to be with them during the entire duration of the programme.

a) Programme Officer is expected to fully assist students to learn how to do their jobs. His/her supervisory and consultative skills should be so directed as to enable students to set for themselves realistic and worthwhile goals and enable them to see challenges in problem and act on their own initiative; and

b) Programme Officer has to assist in evaluation and follow up work.

5) As an administrator:

As the Programme Officer is the most important and direct link between the student volunteers, the community and the college and university administration, it is must for him or her to:

a) Keep the principal, college advisory committee and the programme coordinator of the university informed of the activities of the unit;
b) Run day-to-day administration of the programme me;
c) Attend to the correspondence regularly;
c) Attend to the correspondence regularly;
d) Maintain record of students' participation and activities undertaken;
e) Prepare progress report periodically for submission to college and university;
f) Keep accounts and stock in the prescribed forms; and
g) Prepare annual calendar of activities to be undertaken

6) As a Public Relation Man:

The Programme Office is the torch bearer who is expected through light on the success and achievements of the NSS scheme he or she is always expected:
a) To inform the community at large about the scheme through press reports, radio and television programmes, pamphlets, seminars and speaker's forums.

b) To ensure that the curricular and other extracurricular burden of the NSS programme officer is reasonably reduced to enable his to devote more time for NSS.

Selection and training of Programme Officers:

As per the Manual of NSS a programme officer appointed by the college or institution should immediately complete his orientation course at the assigned training centre within a year of his appointment. The University Coordinators are expected to find out and follow up the cases of untrained officers in coordination with the Training Centres which depend on the information provided by them organizing their training programmes. At the same time the Regional Centres of National Service Scheme in coordination with the University coordinators and the State Liaison Officers together provide the instructions regarding requirement of training for the programme officers and the content of the training programme. Besides training at the Empanelled Training Centres, the University level workshops are conducted for the Programme Officers to update them and orient them with new directives.

vi) NSS Units

As per the guidelines issued from time to time, an NSS unit in the college should, as far as possible, be of 100 students, under the charge of one Programme Officer. In exceptional cases (like medical colleges, engineering colleges, colleges of agriculture etc.) where the total student population is small, a small NSS Unit can also be started. It would be the university and the concerned NSS Regional Centre to maintain an up to date list of NSS units (indicating number of NSS students in each unit), along with complete address of the colleges, the names of the Programme Officers and position regarding training of these Programme Officers as also to keep the state government and central government informed of this position through periodical reports. The concept of Self Financed NSS units has been also floated and some colleges and institutes have accepted the challenge and started their units following the guide line given by the Ministry.

vii) NSS Student Volunteer

Any student enrolled as NSS volunteer should put in at least 120 hours of social work in a year for a continuous period of two years, i. e. 240 hours in two years, on different programmes other than special camping. He/she should participate fully in the NSS programme and should be fully conversant with the objectives of NSS. Out of the 120 hours of service which each student volunteer is expected to put in a year, at least 20 hours should be utilised in the first year, for pre-placement orientation programme in the following manner:

i) General Orientation	02 hours
ii) Special Orientation	08 hours
iii) Programme skill learning	10 hours

The General orientation is expected to be of not more than two/three hours as the context, relevance and objective of the scheme is to be explained. After which the volunteers are supposed to be divided according to their self-chosen areas of service such as child care, hospital work, and health care village/slum welfare for specific orientation. The third aspect of orientation is concerned with imparting instruction in programme skills. A separate training for NSS key volunteers may be organised later on. The orientation programme will have to be developed by a team of teachers in collaboration with the knowledgeable persons in the field viz; from university, ETI, Schools of Social Work, Welfare agencies, Regional Centres of NSS. The student volunteers are expected: to establish rapport with the people in the project area chosen:

i) The volunteers are to identify needs, problems and resources of the community;

ii) The volunteers are to plan programme and carry out the plans;

iii) The volunteers are to relate their learning and experience towards finding solutions to the problems identified; and

iv)The volunteers are to record the activities in their work diary systematically and assess the progress periodically and effect changes, as and when needed.

The Department of Youth Affairs and Sports has designed and circulated in NSS work model to all universities for being supplied to NSS students. The work diary is to be maintained by the NSS volunteer which would help him/her in assessment of his/her own performance. It is expected that the programme officer would help and guide the volunteers in this matter.

A NSS volunteer completing 240 hours of regular social service in a period of two years is to be issued an NSS certificate by the college/university. Universities may consider giving preference to such NSS volunteers in matters of admissions, promotions, and for other privilege.

1.3.**3 INDIRA GANDHI NSS AWARD**

As it is customary now a days that in every field the performers are recognized by the nation for their exemplary work which is possible because their hard work personal and family sacrifices. In NSS also there is recognition of the achievers.

Recognising the voluntary services rendered by NSS Volunteers, Programme Officers, NSS Units and the Universities NSS Cell, Government of India has instituted NSS Award.

1.3.4 **PROGRAMMES**

Details about the NSS Programmes as per the manual of NSS and the directives issued by the Ministry from time to time are as under:

(i) Programme Planning and Development

There are three principal elements in the N.S.S. programming process: the students, the teachers, and the programme content. Each of these elements, however, has many components. The students have their interest and their needs, their special abilities, their relationship with each other and with the teacher, their particular norms and values related to their family and community life. The teacher has his professional

knowledge and skills, his special abilities, his role as a representative of the college and as a bearer of the values and norms of the college and of society as a whole. The programme content is designed to meet the needs and interests of the students and to maintain or change the norms and values of the group, the community and the society. The interaction of these three elements is essential in programme planning if the National Service Scheme is to provide a meaningful experience for its members. The important consideration, however, is that no one element is over-weighted at the expense of the other. The emphasis is on integration of the three elements so as to produce a balanced and satisfying result.

(ii) Kinds of Programmes

There are two types of programmes undertaken under National Service Scheme. These are:

A. Regular NSS programmes, under which students undertake various activities in the adopted villages, college campuses and urban slums during weekends or after college hours; and

B. Special camping programmes, under which camps of 10 days duration are organised in adopted villages or urban slums during vacations with some specific project in hand and with involvement of local community.

(iii) Aspects of NSS Programme

The NSS programmes undertaken either under regular or special camping cover four aspects:

    i . Institutional Work: The students may be placed in selected welfare agencies outside the campus, to work as volunteers;

    ii .Institutional Project : Improvement of campuses, construction of playfield, swimming pools, etc.

iii. Rural Projects : Eradication of illiteracy, minor irrigation works, agricultural operations, health, hygiene, sanitation, development of rural cooperatives, savings drives, construction of rural roads etc. (preferably by adopting villages within the easy reach of colleges);

iv. Urban Projects: Adult education, welfare of slum dwellers, training in civil defense, setting up first-aid posts, hospital work, etc.

The NSS Regional Centres: Seeing the vastness of the country and varied geographical distribution of the spread of student youth, the Ministry has established the Regional Centres in the country. The Ministry of Youth Affairs and Sports has set up 15 NSS Regional Centres in the country to maintain liaison with state governments, universities and training institutions for effective implementation of the programme. The head of the Regional Centre is expected to work with the following:

a) **State Governments** :

i) Where he or she is to explain in meetings of state advisory committee or personally to the officials of the state government , the details of the programme and policy determined by the central government;

ii) He or she is to be a channel to resolve bottle-necks problems, if any faced by the state vis-à-vis the Ministry and vice-versa;
He or she is supposed to take up with the state advisory committee/state government officials' matters regarding the timely release of funds by the Ministry to the state government and by the latter to the government and by the latter to the University and by the universities to the colleges.

iii) He or she is to keep the Department informed of the state of implementation of NSS programmes in universities and colleges;

iv) He or she is to keep the state govt. informed about the different aspects of the implementation of the programme wherever felt necessary; and

v)   He or she is to remain in touch with the concerned officials of the State Government with the authorities concerned to ensure timely submission of accounts and periodical reports; and

b) Universities: At the University level the Regional Officer is expected to perform the following:

(i) He or she is to present the views of the Ministry and if advised by the state government, the views of the state government, in the university advisory committees and to the Vice-Chancellor of the Universities, principals of the colleges, other persons connected with NSS.

(ii) He or she is to assist in preparation of NSS programmes, including special camping programmes, in conformity with the policies and guidelines;

(iii) He or she is to keep the Vice-Chancellors and other officials apprised of the state of the programme in their respective universities and colleges;

(iv) He or she is to take steps to see that funds are released in time by the universities to the colleges;

(v) He or she is to remain in touch with the authorities concerned to ensure timely submission of accounts and periodical reports; and

(vi) He or she is to visit different NSS units and camps for consultancy, guidance etc.

c)   Empanelled Training Institutes and Evaluating agencies: Orientation and training of persons connected with NSS being of great importance for sustaining its dynamism in universities and colleges, it is necessary that the various fact of the programme are studied, understood and evaluated. The NSS Regional Centres Officers have to play their role in this sphere mainly :-

i) He or she should make their field experience bear upon the programmes organised by the various Empanelled Training Institutes.

ii) He or she should observe the organisation of orientation training, research and evaluation   and other activities in these institutions and to extend necessary cooperation and advice;

iii)   He or she should visit the training programmes whenever possible

iv)   He or she should to function as a resource persons in the orientation and training programme;

v)   He or she should advise and cooperate with the evaluating agencies for evaluation of regular NSS and special camping programmes.

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1.4 Nature and scope of NSS- Expert report:

Here comes the role of National Service Scheme as expected by Mahatma Gandhi and the other visionaries that after the Deshumukh committee the recommendations of the K G Saiyidain report, the ground was paved for the nation building with a strong participation of college going youth. College and University youth beside regular learning activities is expected to know the truth of real community and the national life through direct exposure outside the class room under the supervision of the college staff. Expectations and role of NSS volunteers and running of the Scheme can be understood with conclusions and recommendations of the K G Saiyidain report. A discussion on this report is as follows:

1. The report justified the introduction of NSS on educational and tremendous possibilities in the field. . It has been welcomed by the leading authorities from the field of education

2. The proposal to introduce NSS on a compulsory and universal basis for both boys and girls for a continuous period of about nine months was doubted as practical at that time. There is one school of thought which objects to compulsion on principle. As being irreconcilable with the idea of service, the urge for which should spring from within. But a much larger school of thought, in all the countries visited by him, was opposed to it because it doubts the feasibility and wisdom of adopting the programme on a universal basis. The conditions necessary to ensure its successful implementation—
education of public of opinion, training of requisite leadership, provision of material equipments and resources, formulation of the right programme etc.—can only be

fulfilled in due course of time. While he did not see much force in the 'conscientious' objection—after all, nations have used compulsion unhesitatingly for military service and have also applied it is such fields as Primary education for children and in enforcing certain health measures, to check spread of disease— He was of the view that we as a nation shall be courting a grave risk of failure if the quality of the experiment is allowed to become diluted by the desire for producing quick or superficially spectacular results.

3. He further would therefore, recommend the adoption of a voluntary approach and the working out a number of pilot projects on the basis of which carefully evaluated experience may be gained, to be utilized in the gradual expansion of the scheme. These projects can be experimental in a variety of ways as indicated in the Report- in size, duration, type of work, staffing etc,

4. The report also stated that if at later stage, it is decided to introduce the idea of compulsion, the approach should be to make all youth, within the prescribed age-group, liable to such service but select the actual persons to be called, on the basis of drawing lots or some other suitable procedure which would be accepted as equitably by all concerned. The actual proportion of youth to be called should depend on the availability of the requisite personnel and other resources.

5. The Report brought about the question of duration of the NSS camp activities for the students. It said that it should in the first instance, be envisaged on a flexible basis, i.e. youth may be given option to come to the work camps, either for a three month period or for a continuous period of eight or nine months or for this period being spread over two or three vacations. While it should be voluntary for any student youth to enroll him in the camp, once he has done so he should be required to put in at least a period of about 12 weeks.

6. The Report suggested that NSS Camps should be open to students as well as non-students, within the prescribed age-group, who have passed the Secondary school examination. A certain proportion of non-students may also be made eligible to join.

7. The Report suggested NSS should be launched in an imaginative manner so that, in the minds of the public as well as the students, it would be invested with a high sense of prestige and social and official recognition.

8. The Report put emphasis on psychological and emotional preparation of the campers about the work to be done, organisaton of short term camps of labour and social service, should be encouraged while they are still at school. They may be of the same general pattern as the present camps, organized through educational institutions and voluntary agencies, but their programme should be more realistic, with greater emphasis on the completion of worthwhile projects of obvious values.

9. It (Report) also emphasized on creating sense of continuity in the minds of youth about the idea of the scheme by enrolling them on a large scale in the National Serviced Scheme, while they are still at school so that, as they participate in short duration camps during the school career, they may know that they are expected, in due course, to render a longer period of service in regular camps.

10. It further recommended that for ensuring the success of the work camps, it would be useful to organize short ' vestibule camps' of not less than two weeks where new entrants will be oriented towards the discipline, the routine, the rules and the work to be done later in the larger camps. Persons who have sympathy with, and understanding of, the problems of youth should receive them and be responsible not only for their proper and tactful initiation into the work but also to allot them to suitable camps and assign them the right jobs.

11. The Report put highest emphasis on the training of the right kind of leaders, who may be drawn partly educational institutions and partly from social workers, community project staff and other likely sources. In due course of time, however, they should be increasingly drawn from the youth who have passed through short and long duration camps, have shown special interest in such work and have acquired successful experience of leadership through actual participation.

12. In his report he also gives impetus to over-all direction of the policy in which the programme should be in the hands of educationists- persons with understanding of

educational issues, not necessarily professional teachers who may be assisted by technically qualified and competent persons to supervise the project work and enable the campers not only to complete their work assignments but also to acquire technical skill and knowledge relating to the project. The report clearly states that care should be taken to see that the camps are not militarized as had happened in some other countries with undesirable consequences.

13. The Report also makes it clear that in order to make the work camp programme truly educative and appealing to youth, they should be made varied and broad based. The work should be done on a voluntary basis and should draw youth by its intrinsic appeal and attraction.

14. The Report recommended about the possibility of starting a variety of short-term technical courses for the NSS campers on a voluntary basis, somewhat on the lines of the Yugoslavia work camps should be explored so that they may discover their practical aptitudes and incidentally learn skill likely to be useful to them in later life.

15. The Report threw light on certain special advantages associated with large size camps and others which are more likely to follow camps with smaller numbers. In the over-all plan, provision should be made for both types of camps and even the large sized camps should be divided into smaller units to encourage more personal contact and provide opportunities for democratic leadership and community living.

16. The Report place special emphasis on selection of the right kinds of projects as crucial towards the success of scheme. They should be formulated in cooperation with project supervisors and educationist and, in some suitable form; youth organization should be associated with their planning

17. The Report stated that it was necessary to have an autonomous board or council on which universities, student organizations and persons drawn from actively concerned Ministries/Departments may be represented. In addition, a few educationists and public men of standing who will inspire general confidence should be associated with the Central body. At the State level and possibly at the district

level also- it would be necessary to have similar councils for detailed planning and organization.

18. And lastly the Report concluded that to keep the movement lively and creative, opportunities should be provided to encourage exchange of ideas and experience amongst student youth at various levels and for the camps, being occasionally visited by advisory committees of educationists and other who will not only assess the work but carry over promising ideas and experiment from one part of the country to another and thus guard against the possibility of the movement becoming mechanized.

1.4.1 Summary

This chapter dealt with the genesis of National Service Scheme in India and its' importance from youth development point of view i. e, how the youth could be effectively oriented to be a learned and aware citizen as they grow in academic and real social and economic environment.

The National Service Scheme has a crucial and important place in the nation Sports, New Delhi to the Student Volunteers at the college and the institute level building where the youth who are in the learning process get a very good opportunity to know the basics of community realities in terms of facts and problems.   The Scheme is very popular among the student youth and helps the students to work on the aspects like volunteerism, community service and national integration.   The guided interaction with the help of the Programme Officer moulds them into would be responsible citizens with the national concern. Their attitudes and values get positive and constructive shape through National Service Scheme. The NSS is a very well woven Scheme from top to the bottom i.e. from Ministry of Youth Affairs and Sports, States, Universities to College Level

Chapter 02

REVIEW OF LITERATURE

2.0 Introduction:

2.1 Research conducted on NSS activity

2.2. Developing Human Values through training

2.3 Attitude change through training

2.4 Summary

2.0 Introduction:

Present chapter deals with the review of literature. The research conducted related to the NSS activity is reviewed in this chapter. As not much research activity has been conducted related to human values and attitudinal change as effect of NSS activities, training, hence reviews from different other trainings have been considered in this chapter.

2.1 Research conducted on NSS activities and other relevant literature

Mohammad and Soman (2000) National Service Scheme and Change in Social Perception: The scholars conducted a study on NSS volunteers. A total of 150 NSS Volunteers and another set of 150 non NSS students were selected as a sample. A scheduled interview having 54 items has been used for data collection following the survey research method. The suggestions and recommendations of the study are as follows:

1. Theme specific orientation to NSS volunteers should form essential component of NSS programme.

2. At the end of the two year period an appropriate evaluation including written test should be conducted to assess the awareness level of the volunteers.

3. In order to impart work experience to the volunteers, project implementation should be made compulsory.

4. In the matter of incentives to the students NSS has to be treated on par with NCC. As such the reservation of seats in the Professional colleges may be given to the NSS students also.

5. The NSS certificate holders have to be given impetus for selection to Government/Semi Government posts.

6. Academic community of colleges should be oriented in such a way that they consider the Scheme as complementary to education and not as a pass time.

7. The Principal, who is the academic and administrative head of the college, should be properly oriented about NSS so that necessary encouragement is offered to the teacher in charge of the scheme (Programme Officer) in the implementation of the project.

8. The teacher in charge (Programme Officer) who is to encourage the students to participate in the scheme and guide them need to develop a genuine conviction in the value of the Scheme and be sincere and committed.

9. Greater sense of imagination is to be shown by the Programme Officer while selecting themes and implementing projects. Treatment of the subjects (topics) should be deeper in nature than a superficial one.

10. Programme Officer should be given sufficient support by the academic community and the management to conduct NSS activities.

11. In order to ensure sufficient attention on the part of Programme Officer appropriate reduction in the teaching work load to be given.

12. Timely release of funds to the colleges has to be ensured so that the implementation of the projects in the adopted villages does not suffer.

13. A mechanism for monitoring and evaluation has to be evolved to ensure effective implementation and realization of the set goals.

Ghorpade Nitin (2008), submitted his work for his Ph.D. topic entitled, 'Administration and Management of National Service Scheme'. A field survey study method has been used and primary as well as secondary data was collected. A sample of the study is considered from NSS volunteers, NSS programme officers, Principals and volunteer leaders. The study area is from University of Pune.

The Hypothesis was –"The Programme Officer's role is NOT the decisive factor/is the decisive factor in the success of the NSS Special Camps"

His findings are:

A. The profile of the fifty percent of Programme Officers in Pune University area brings to light the following findings.

   1) Female Programme Officers are very few'

   2) Programme Officers along with two or three Assistant Programme Officers attend the camp

   3) Majority of the Programme Officers belong to the age group of 28 to 37.

   4) Majority of the Programme Officers belong to Arts Faculty.

   5) Most of the Programme Officers have 1 to 3 years in NSS and 1 to 10 years total teaching experience.

   6) Majority of the Programme Officers have undergone training at the Training and Orientation Centre.

7) Many Programme Officers were acquainted with watershed development programme during the training courses.

B. 1) Majority of the Programme Officers make a decision about the camp site at least two months in advance for smooth planning of the camp.

2) The suggestions about the camp site from the students, staff members, management and NGO are taken into consideration while selecting the camp site.

3) Villager's needs distance from the college and students from the villages form the basis of the selection of the camp site by the Programme Officers.

C. Programme Officers carry out the village survey or one day camp as pre-camping awareness programme activity.

D. Programme officers convene the College Advisory Committee and finalise the date, duration, campsite, project, guests, programmes and other details approved and resolved by the committee.

E. Programme Officers select the volunteers for the camp mainly on the basis of performance in regular activities and skill.

F. Almost all the Programme Officers conduct Camp Orientation for volunteers.

G. The involvement of Volunteer Leaders is duly ensured by all Programme Officers and Volunteer Leaders are made to render help in planning, implementation, communication, follow up control and discipline in planning and organization of special camps.

H. Programme Officers arrange a visit to the camp site along with the Principal, Assistant P O, volunteer leaders and others interested.

I. Programme Officers take care of sending the invitation cards in time to NSS RC, SLO, TOC, University, ZP, CEO, and others concerned.

J. Programme Officers make all efforts to carry out and complete different projects during the camp period giving more weight age to Shramdan (*Labour value*), Educative and Cultural programmes and the village survey.

K. Shramdan projects are selected by Programme Officers according to the need of the villages, local participation, time factor, availability of material and equipment and follow up activities.

L. Programme Officers arrange competitions to develop among volunteers various skills and traits of leadership development such as public speaking, group work and creativity.

M. i) Programme Officers involve the volunteers to conduct village survey on Literacy, Health, Socio- Economic problems and Population.
ii) Programme Officers get the survey report prepared from the participants
iii) Programme Officers duly submit the survey reports mainly to the University and the sarpanch of the village and in some cases to Panchayat and ZP and others.

N. Programme Officers make every effort to undertake projects related to health awareness, women development, entrepreneurship and visits in the camp by taking them into confidence and by seeking villagers' co-operation for the supply of equipments and guidance by experts.

O. Programme Officers make all out efforts to seek the participation of NGOs in respect of providing equipments and guidance, participation in planning and total active participation and along with they try to make other agencies such as Government bodies, Co-operative institutions and local organizations to participate in the developmental community service.

P. i) All Programme Officers display skills by getting the volunteers involved in various Camp committees such as Meals, Programme, Projects, Cultural, Discipline, Reception and other committees needed for the efficient discharge of duties and responsibilities.

ii) Programme Officers arrange a meeting of volunteer leaders every night to discuss the feedback on the day's work, planning programme and projects and the problems related to discipline and complaints.
iii) Programme Officers seek the participation of volunteer leaders in maintaining and preparing records such as Report writing, roll call, diary and other necessary documents.

Q. All Programme Officers make it a point to seek active involvement of lady teachers in one way or other such as Assistant Programme Officer, guest speakers, mess, camp visit, contacting village and women folk, attending to girl volunteers and other related functions.

R. Programme Officers try to get better accommodation for the campers both boys and girls in schools, temples or houses with special attention to sanitation, hygiene and security.

S. Programme Officers adopt different strategies to involve the villagers in rendering full cooperation, providing material and equipment, working in shramdan activities and if needed rendering financial assistance.

T. Programme Officers pay due attention to the publicity of camp activities and it is seen that newspapers are approached, banners, leaflets, notice boards, rally and oral announcements are the other means used.

U. Programme Officers take care of involving non-teaching staff in keeping and preparing accounts, making correspondence and other suitable tasks.

V. Programme Officers see to it that the college Principal should visit the camp at least every alternate day.

W. i) All Programme Officers prepare separate budget for the special camps

ii) All Programme Officers accept that the NSS grants are inadequate

iii) The Programme Officers try to meet the deficit mainly through college funds or by collecting donations and seeking financial help from villagers and NGOs or even adjusting through own honorarium.

iv) Programme Officers without fail submit the camp accounts within a month.

v) Programme Officers are duly benefitted through NSS activities and Special Camps as indicated by the enhancement of their leadership qualities, communication skills, professional skills, mental abilities and change attitude and style.

X. Programme Officers consider that the factors responsible for the success of special camps are villager's cooperation, proper planning, volunteers cooperation, selection of camp site along with the funds allocation and Principal's cooperation, NGO's cooperation, Government cooperation and physical facilities.

Thus, he concludes on the basis of above findings that the Programme Officer's role is absolutely the decisive factor in the success of NSS Special Camps.

Lokhande Dhananjay (2008), Youth in Educatioin and Commuinty Service. This study is based on secondary as well as primary data. NSS programme

officers are from different disciplines; they do not know the basic concept of professional social work, so it is essential that the topic related to professional social work practice should be included in the orientation and refresher courses. This will help the NSS programme officers to implement NSS activity and for plan of action. Secondly, the author also suggests that the topic related to social work approaches should be incorporated in the curriculum of the orientation/refresher courses to be organized for NSS programme officers.

Besides this suggestion he also makes more useful suggestions for sustaining and strengthening NSS, some of which are as under:

1. There should be frequent interactions between the Social Workers and the NSS volunteers.

2. There should be group discussions on current issues among student volunteers.

3. More extension lectures and project visits should be conducted by the NSS units.

4. NSS inter exchange programme in nearby colleges will help exchange of thoughts and ideas of NSS student volunteers.

5. Books related to social issues should be provided to NSS student volunteers by the college library for specific duration. There should be proper record as to how many students read the books related to social issues.

6. Projects like 'Work Experience' should be allotted to the NSS volunteers during the NSS period.

7. NSS certificate should be given weight age and considered at the time of employment of NSS Student Volunteers.

8. After graduation of NSS Volunteers there should be a special platform, such as NSS open unit or club for them. They can raise funds for social orientation programmes. Some senior persons who have NSS background will guide and advise them for implementation of the programme.

9. Senior citizens should visit NSS camps and share their experiences for motivation to NSS student volunteers and the community.

10. Monthly orientation programmes for NSS student volunteers would boost the success and effectiveness of NSS.

11. NSS Training Programme for student volunteers should be at the beginning of the academic year.

12. There should be specific and clear guidelines for the training programme.

13. There should be minimum two day's proper training programme for NSS student volunteers and monthly one-day orientation programme.
14. There is a need to develop training material for NSS functionaries as well as for NSS student volunteers.
15. Persons from Social Work colleges should be invited as resource persons during their training programme.
16. The topic related to social work approaches should be incorporated in the curriculum of the orientation/refresher courses to be organized for NSS Programme Officers.
17. NSS Programme Officers and NSS Student Volunteers should have written 'plan of action' for effective implementation of NSS activities.
18. The three year term as NSS Programme Officers should get weight age as one Refresher Course. This would give recognition to NSS work and this information would generate more involvement of NSS Programme Officers in the Nation building programme.
19. There should be appropriate reduction in teaching workload of NSS Programme Officer.
20. NSS should be accepted and taken up as a regular full time academic programme with regular NSS teacher as Programme Officer.

National Service Scheme Beyond Horizon- Authors V N Bhide and M P Venkateswara (2002) The college principal and programme officers had fairly strong influence on the people of the village (while writing about the Micro Area Integrated Development – A programme at Devar Nimbargi in Karnataka).

K.G Saiyidain (1961), National Service Scheme A Report states that "The National Service Scheme that we are considering in India will prove of the maximum benefit-let me repeat—when it is envisaged as a part—an important part- of the total network of activities that have been in operation in the country for several years—like scouting, ACC, NCC, National Development Scheme and the University Village Apprenticeship Scheme. They are all important in themselves as catering for different needs and aspects of youth development and also because many of them can pave the way towards the new and ambitious scheme that are on the anvil. Also a study of the

experiments and experience of other countries in the field of youth service should contribute to the enrichment of dour concept of such service in our own country."

Winfred Arthur Jr.Winston Bennett Jr. Pamela S.Edens and Suzanne T Bell (2003) The authors used meta-analytic procedures to examine the relationship between specified training design and evaluation features and the effectiveness of training in organizations. Results of the meta-analysis revealed training effectiveness sample-weighted mean ds of 0.60 (k= 15, N= 936) for reaction criteria, 0.63 (k = 234, N= 15,014) for learning criteria, 0.62 (k= 122, N= 15,627) for behavioral criteria, and 0.62 (k= 26, N= 1,748) for results criteria. These results suggest a medium to large effect size for organizational training. In addition, the training method used, the skill or task characteristic trained, and the choice of evaluation criteria were related to the effectiveness of training programs.

2.2. Developing Human Values through training:

Pravin Durani (2010), Human Resource Management Training, according to the author is essentially, a value addition activity undertaken by an organization to enrich the value of its core assets, namely, its people. It plays a vital role in enhancing the efficiency, productivity and performance of the employees. It is a learning process that helps employees acquire new knowledge and the skills required to perform their present jobs efficiently. Rapid technological development and resultant changes in the production process have compelled the management of various companies to treat training as a continuous process of the organization. In fact, the strategic goals of an organization usually form the basis of sits training programme. Training typically comprises predetermined programme to achieve the desired performance efficiency at various levels- individual, group and organizational.   In simple terms, training is all about making a difference between where the worker stands at present and where he will be after some point of time.

He further says that training is usually a short term skill-development exercise meant for non- managerial employee either to learn a job or overcome their deficiency in the performance of the present job. The success of any training programme lies in recognizing the training need within the organization and then designing and implementing training programme based on those needs in order to carry out a

continuous up gradation of knowledge, skills and employee attitudes. In fact, sustained training efforts by an organization usually lead to the creation of a highly competent and motivated workforce that is all set to take on the challenges of performance and productivity. Undeniably, organizations can think of achieving success in the globalised market only they can ensure that their employees perform to their fullest potential.

2.3 Attitude change through training

Alexandros G., John Bouris (2008) Conducted a study on employees. The purpose of the study was to investigate the relationship between perceived employee training effectiveness and job satisfaction, motivation and commitment. The work has been conducted on 134 employees and lower managers of five large Greek organizations, after they had completed training. The results of the study provide support to the hypotheses, indicating that there is a significant correlation between the employee perceived training effectiveness and their commitment, job satisfaction and motivation.

Debra L. Truitt (2011). It is incumbent on training and development professionals to design, implement, and evaluate the effectiveness of their programs in reducing disputes in workplace performance. This study explores the relationships between training experiences and attitudes and attitudes about perceived job proficiency. In a sample of 237 full-time salaried/exempt and hourly/nonexempt employees from one academic institution and three businesses in the states of Maryland, Delaware, and Arizona, the author finds a direct relationship between one's positive training experiences and attitudes and one's proficiency. In this study, 86.8% of those who had updated training had the most positive attitudes toward training (= .293, $p < .05$). Furthermore, 80% of those who had negative training attitudes also had negative views on their proficiency (= .465, $p < .000$).

Dr. P Subba Rao- Essentials of Human Resource Management and Industrial Relations (Text, cases and Games). 2005, Himalaya Publishing House. (Page 246-248)   Training – Meaning: After an employee is selected, placed and introduced he or she must be provided with training facilities. Training is an act of increasing the knowledge and skills of an employee for doing a particular job. Training is a short-term educational process and utilizing a systematic and organized procedure by which employees learn technical as knowledge and skills for a definite purpose. Dake.S. Beach defines the training as "the organized procedure by which people learn knowledge and/or skill for a definite purpose ".

Benefits of training

Training benefits for the organization:

1. Leads to improved profitability and /or more positive attitude toward profits orientation
2. Improves the job knowledge and skills at all level of the organization
3. Improves the morale of the workforce
4. Helps people identify with organization goals
5. Helps create a better corporate image
6. Fosters authenticity, openness and trust
7. Improves the relationship between the boss and subordinate
8. Aids in organization development
9. Learns from the trainees
10. Helps prepare guidelines for work
11. Aids in understanding and carrying out organizational policies
12. Provide information for future needs in all areas of the organization
13. Organisation gets more effective decision-making and problem solving
14. Aids in development for promotion from within
15. Aids in developing leadership skill, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display
16. Aids in increasing productivity and/or quality of work
17. Helps keep costs down in many areas, e.g., production, personnel, administration
18. Develops a sense of responsibility to the organization for being competent and knowledgeable
19. Improves labor-management relations

20. Creates appropriate climate for growth, communication

21. Helps employees adjust to change

22. Aids in handling conflicts thereby helping to prevent stress and tension

Benefits to the individuals:

1. Helps the individual in making better decision and effective problem solving

2. Through training and development, motivational variables of recognition, achievement, growth, responsibility and advancement are internalized and operationalised

3. Aids in encouraging and achieving self-development and self confidence

4. Helps a person hand stress, tension, frustration and conflict

5. Provides information for improving leadership knowledge, communication skills and attitudes

6. Increase job satisfaction an recognition

7. Moves a person towards personal goals while improving interactive skills

8. Satisfies personal needs of the trainer and trainee

9. Provides the trainee an avenue for growth and a say in his/her own future

10. Develops a sense of growth in learning

11. Helps a person develop speaking and listening skills; also writing skills when exercises are required

12. Helps eliminate fear in attempting new tasks

Benefits in Personnel and Human Relations, Intra and Intergroup Relations and Policy Implementation:

1. Improves communication between groups and individuals

2. Aids in orientation for new employees and those taking new jobs through transfer or promotion

3. Provides information on equal opportunity and affirmative action

4. Provides information on other governmental laws and administrative policies

5. Improve interpersonal skills

6. Makes organization policies, rules and regulations viable

7. Improves morale

8. Builds cohesiveness in groups

9. Provides a good climate for learning, growth and coordination

10. Makes the organization a better place to work and live

Gary Dessler- A Framework for Human Resource Management (Third Edition), 2004, Published by Pearson Education (Singapore) Pvt. Ltd (page168-169)—

Value Training---Many training programme s today are aimed at educating employees about the firm's most cherished values and at convincing employees that these should their values as well.

The Orientation Programme at Saturn Corporation illustrates this. The first two days are devoted to discussions of benefits, safety and security, and the company's production process—just- in- time of the, delivery, material management, and so forth. On the third and forth days, the focus shifts to values. Each new employee gets a copy of Saturn's mission card. Trainees and trainers then go through each of the Saturn values listed on the card—Teamwork, trust and respect for the individual, and quality for exam—to illustrate the meaning. Short illustrated exercises are used. The new employees must be asked,' If you saw a team member do this, what would you do?' or 'If you saw a team member living this value, what would you see?'

Jack Zenger, Dave Ulrich and Norm Smallwood, 'The New Leadership Development,' Training and Development '. Training and Development (March 2000):26---

For on the Job Training-

1. Use practical, concrete content, not academic or theoretical.
2. Structure job-oriented activities rather than those irrelevant to the real work of the organization.
3. Use involving emotionally engaging action-oriented learning methods and activities.
4. Create ongoing activities and short (3 – 5 day) sessions, rather than long-time event.
5. Focus on implementation skills instead of stopping at problem-solving and decision making skills.
6. Emphasize learning that can be immediately applied instead of distant applications.
7. Generate accountability on the part of participants.
8. Use the most respected, talented executives of the organization. Let them coach the aspiring leaders.
9. Organise groups from the same organizational level. They will be more comfortable and will face similar issues.

Garry Desseler- A framework for Human Resource Management (Third Edition) page 173-174.

University –Related Programmes

Colleges and Universities provide several types of management development activities. First, many schools provide continuing education programme in leadership, supervision, and the like. As with AMA, these range from one-to four-day programme to executive development programme lasting one to four months.

Many also offer individual courses in the area such as business, management, and health care administration. Managers can take these as matriculated or non matriculated students to fill gaps in their backgrounds. Thus, a prospective division manager with a gap in experience with accounting controls might sign up for a two –course sequence in managerial accounting, finally schools offer degree programme such as the master of business administration.

Behavior Modeling

The basic behavior modeling procedure is as follows:

1. Modeling- First, trainees watch films or videotapes or disks that show model persons behaving effectively in a problem situation.

2. Role playing- Next, the trainees are given roles to play in a simulated situation; here, they practice and rehearse the effective behavior demonstrated by the models.

3. Social reinforcement- The trainer provides reinforcement in the form of praise and constructive feedback based on how the trainee performs in the role-playing situation.

4. Transfer of training- Finally the trainees are encouraged to apply their new skills when they are back on their jobs.

Stephen R. Covey- The **Seven Habits of Highly Effective People (1994, page 18 ot 19):**

….almost all the literature in the 150 years or so focused on what could be called the Character Ethics as the foundation of success—thing like integrity, humility, fidelity, temperance, courage, justice, patience, industry, simplicity, mosesty and the Goldenen Rule. Benjamin Franklin's autobiography is

representative of that literature. It is basically, the story of man's effort to integrate certain principles and habits deep within his nature.

The Character Ethic taught that there are basic principles of effective living, and that people can experience true success and enduring happiness as they learn and integrate these principles into their basic character.

But shortly after World War I the basic view of success shifted from Character Ethic to what we may call the Personality Ethic. Success becomes more a function of personality, of public image, of attitudes and behaviors, skills and techniques that lubricate the process of human interaction. This Personality Ethic essentially took two paths: one was human and public relations techniques and the other was positive mental attitude. Some of this philosophy was expressed in inspiring and sometimes valid maxims such as "your attitude determines your attitude," "Smiling wins more friends than frowning," and "Whatever the mind of man can conceive and believe it can achieve."

Other parts of the personality approach were clearly manipulative even deceptive, encouraging people to use techniques to get other people to like them, or to take interest in the hobbies of others to get out of them what they wanted or to use the "power look," or to intimidate their way through life.

Some of this literature acknowledged character as an ingredient of success, but tended to compartmentalize it rather than recognize it as foundational and catalytic. Reference to the Character Ethic became mostly lip service; the basic thrust was quick-fix influence techniques, power strategies, communication skills, and positive attitudes.

<u>Habits Defined</u> (page 47)

…defined as the intersection of knowledge, skill, and desire. Knowledge is the theoretical paradigm, what to do and the why, Skill is the how to do. And desire is the motivation, the want to do. In order to make something a habit in our lives, we have to have all three.

I may be ineffective in my interaction with my work associates, my spouse, or my children because I constantly tell them what I think, but I never really listen to them. Unless I search out correct principles of human interaction, I may not even know I need to listen.

Even if I do know that in order to interact effectively with others I really need t listen to them, I may not have the skill. I may not know how to really listen deeply to another human being.

But knowing I need to listen and knowing how to listen is not enough. Unless I want to listen, unless I have the desire, it won't be a habit in my life. Creating a habit requires work in all three dimensions.

The being/seeing change is an upward process—being changing see, which in turn changes being, and so forth, as we move in an upward spiral of growth. By working on knowledge, skill, and desire, we can break through to new levels of personal and interpersonal effectiveness as we break with old paradigms that may have been a source of pseudo-security for years.

It is sometimes a painful process. It is a change that has to be motivated by a higher purpose, by the willingness to subordinate what you think you want now for what you want later. But this process produces happiness. Happiness can be defined, in part at least as the fruit of the desire and ability to sacrifice what we want now fo e want eventually.

Swami Vivekananda writes in My India - The India Eternal that education can eradicate destitution of the masses. "Education, education, education alone! Travelling through many cities of Europe and My India - The India Eternal observing in them the comforts and education of even the poor people, there was brought to my mind the state of our own people, and I used to shed tears. What made the difference? Education was the answer I got. Through education comes faith n one's own self, and through faith in one's own self the inherent Brahman is waking up in them, while the Brahman in us is gradually becoming dormant."

"How can there be any progress in the country without the spread of education, the dawning of knowledge? But know for certain that absolutely nothing can be done to improve the state of things, unless there is spread of education first among the women and the masses……Our duty is to put the chemical together, the crystallization will come through God's laws. Let us put ideas into their heads and they will do the rest. Now this means educating

the masses here are these difficulties. A pauper government cannot, will not, do anything, so no help from that quarter."

The message of the Swami Vivekananda for the youth of India was "Arise, awake and stop not till the goal is reached". Swami Vivekananda is the Icon for the Ministry of Youth Affairs and Sports and the National Youth Day is celebrated on 12th January every year.

Even today there is relevance of Swami Vivekananda's teaching for the NSS functionaries. His writings and letters have tremendous influence on those who work for the Nation Building.

"TRAIN UP A HANDFUL OF FIERY YOUNG MEN, PUT YOUR FIRE IN THEM AND GRADUALLY INCREASE ORGANISATION, LETTING IT WIDEN AND WIDEN ITS CIRCLE"- Swami Vivekananda.

2.4 Summary:

Not much literature is available on National Service Scheme Programme Officers' training and orientation as research literature. However training and orientation at any level and in every job or vocation is crucial for of the performance of the manpower or human resources to achieve the set objectives and finally to deliver to the society the much needed service or goods. Training has no alternative; it avoids wastes of all kind and prepares a culture of organized working. The chapter referred to some research work done in the field of NSS. The chapter also mentioned about some authors' and experts views about training and its' importance. The literature review also discussed about the training and attitude. It had discussion on values and also referred to the character and personality ethics from the Seven Habits of Highly Effective People which if the programme officers develop, it will lead them to success. And finally the chapter closes with quotes from Swami Vivekananda.

Chapter 03
METHODOLOGY

3.0 Introduction

3.1 Statement of Problem

3.2 Review of literature

3.3 Objectives of the study

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3.13 Tools of Data Collection

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3.15 Data Processing /analysis

3.16 Period of Data Collection

3.17 Presentation of Report

3.18 Limitations of the Study

3.19 Summary

3.0 Introduction:

In present chapter, research methodology related concepts and their brief description has been written. The variables used in present investigation and their operational definitions are given for better understanding. The hypothesis framed in the light of review of literature is written. The nature, type and method of sample collection are discussed in detailed. The type of primary and secondary data and its orientation is given. The brief description of pilot study is also given. The researcher has mentioned the statistical techniques used for the analysis of the data.

3.1   Statement of Problem:

The present research emphasizes the impact of training on NSS Programme Officers who are trained at Empanelled Training Institute, Ahmednagar. How training brings about changes in their values, attitudes and lead to their effective functioning as they manage NSS programme involving themselves with the student volunteers and community people are the areas of concern for the researcher.

3.2   Review of Literature:

The researcher has gone through the relevant literature on NSS programme, the NSS Manual, the earlier work done by the researchers on NSS related topics for their thesis, the reports of State Government, the annual reports of the universities about their NSS activities, the training literature of the Empanelled Training Institutes, annual reports and other experts who have written about training related aspects from value and attitude change as well as effectiveness of training point of view.

3.3   Objectives of the Study:

The following are the objectives of the research:

1. To study the level of values among NSS POs before attending the training at NSS-ETI.

2. To study the overall impression of the trainee NSS POs about training at NSS-ETI.

3. To study the change in values among NSS POs after attending the training at NSS-ETI.

4. To study the perceived effectiveness of activities after training at NSS-ETI.

5. To study the impact of re-orientation in attitude and values of Teachers to take up new roles and responsibilities.

6. To study the skills acquired for working with individuals groups and community.

7. To study the areas of training provided for planning, organization, supervision, survey, evaluation, administration, communication and resource building or capacity building for NSS.

3.4 Hypotheses:

The researcher has basically framed this research by formulation of following hypotheses:

1. Overall values of NSS Programme Officers before attending training at NSS-ETI will be similar to the matched normals.

2. The value system of the NSS Programme Officers change significantly after attending a training programme at NSS-ETI.

3. The perceived effectiveness of NSS Programme Officers changes significantly after attending the training at NSS-ETI.

4. Training brings about reorientation in attitude and values of teachers and prepares them for new roles and responsibilities.

5. Training provides them with skill of working with individuals, groups and community.

6. Training equips participants with improvement in planning, perception on new task, receiving positive feedback and enhancing energy level.

The **basis** of Hypotheses formation:

1. The very objectives, purpose, contents and vastness of the programme at the National level formed the basis framing of hypotheses.

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2. The trainers at ETI, interaction with the resource persons at ETI and personal experience of the researcher formed the basis.

3. The NSS Manual and studies or research conducted by the research scholars on NSS activities also helped in framing the hypotheses for the present research.

3.5 Ethical Concerns in research:

The researcher has followed the ethics in Social Work Research as particularly listed and defined by the National Association of Social workers (NASW), 1999. The data has been appropriately collected with the consent of the respondents who were given introduction of researcher with the questionnaires and they were free to respond to or reject the questionnaire. The researcher maintained the confidentiality of the data collected. The research is in no way going to harm the respondents and all those who have cooperated in sharing the required information. The research is not going to cause damage to the system of training given at the training centre and on the other hand it is going to add to improvement of the system and programme. Important suggestions which are constructive and progressive in nature have come from the respondent Programme Officers who are actually the mainstay of the NSS. The data has been presented truthfully.

3.6 Scope of the study:

The study focuses on three main areas;

a) The study covers NSS Programme Officers appointed in their respective colleges in Maharashtra and Goa who undergo training and orientation at Empanelled Training Institute located in Ahmednagar College, Ahmednagar.

b) The study focuses on the measurement of effectiveness of training on aspects like values, attitudes and programme implementation.

c) The study also focuses on effectiveness of content and training methodology followed at ETI, Ahmednagar.

Beside these the study also focuses on other aspects like:

a) The demographic background of the Programme Officers (respondents) including their age, gender and experience as lectures in their respective colleges or institutes.

b) The faculty to which the respondents belong.

c) The earlier experience and training background of the respondents before reporting for training or orientation at ETI.

d) The perception of the respondents about the utility of training.

e) The modules of the orientation programme and methodology of training.

f) Achievers of NSS and other expert's perception about NSS and Orientation at ETI.

3.7 Significance of the Study;

The main purpose of NSS activity is to develop youth and cater for the development of capacities of youth in National building. Presently about 3.5 million students have registered as NSS volunteers throughout the country. They are helped and mentored by the trained programme officers in their respective units. Thus their orientation and deliverance becomes valuable in developing youth force. The intention of this research is to understand significance of training programme with respect to the effectiveness of trained NSS programme officers. As the NSS Programme Officers have to deal with student volunteers and people in the community set up, the knowledge and methods of Social Work intervention become significant to be effective. This is reflected by the fact that right since inception of NSS, the Institutes or Schools of Social Work were chosen as Training and Orientation Centres which are now known as Empanelled Training Institutes all over the country.

3.8 Research question:

The researcher has question in mind "whether training and orientation of NSS Programme Officers leads to change in their values, attitudes and effectiveness in programme implementation".

3.9 Variables used in Present Study:

      3.9.1. Values,

      3.9.2. Perceived Effectiveness,

      3.9.3. NSS Training

3.10 Operational Definition of Variables

3.10.1. Values: Value is an underlying motivation for most of the behaviour of the individuals includes human dignity, equity, democratic pluralism, people's participation, self reliance, honesty, integrity in public and personal life. It makes behaviour selective. These values are reflected in NSS motto, 'NOT ME BUT YOU'.

3.10.2. Perceived effectiveness: Perceived effectiveness refers to own understanding and belief of the person that he/she can work effectively in personal, organizational and social life.

3.10.3. NSS Training:

NSS Programme Officer are supposed to undergo training and orientation at the designated Training and Orientation Centre now known as Empanelled Training Institutes in the country as per the directive of the Ministry of Youth Affairs and Sports, New Delhi and according to NSS Manual. It's mandatory for the programme officers to undergo this training duration of which is now seven days. The Regional NSS Centre and the State Liaison Officer (SLO) are responsible to send programme officers for training. They inform the respective university NSS coordinators to keep contact with college principals and senior programme officers to select and depute new programme officers for the training.

3.11 Methodology:

The researcher has used the following methodology to complete this research:

: **3.11.1 Research Design**

The researcher has followed the Experimental Research Design for the present study. Those programme officers of NSS who had under gone the training at ETI, Ahmednagar have been considered as respondents. The changes experienced by them because of training have been studied.

The research design includes pre test and post test comparison between programme officers.

3.11.2 Selection of Study region:

The NSS programme officers from Maharashtra and Goa who undergo training at ETI Ahmednagar as assigned centre of training sponsored by the Ministry of Youth Affairs and Sports (MOYAS), Government of India, have been chosen as respondents. The study is thus confined to:

i. The region of Maharashtra and Goa.

ii. Their perception about impact of training and orientation on Performance of POs

iii. Their perception about impact of training and orientation on Effectiveness of POs etc.

3.11.3 Sampling:

Purposive sampling method was used for the present investigation. The data was collected into two pockets and two phases. Two pockets concerned are, first the programme officers from different colleges and institutes of Maharashtra and Goa, who came to NSS-ETI to attend NSS orientation course were considered as respondents. The respondents who were related to the NSS activity were considered in experimental group and second, demographically identical individuals were

considered from control group. However, fresher PO participants of orientation course were considered in first phase and participants, who had completed at least two years after the NSS orientation at Empanelled Training Institute, were considered in the second phase. The number of respondents and their tabular representation is given below the table.

Particular	Before attending Training	Training	02 years after attending Training
Trained NSS PO	125	Given a Training as given in Appendix-	125
Matched Normals	125	No Training	--
The number of respondents will be taken 25 percent of the total respondents attended training at NSS-ETI in academic year			

As about 500 NSS Programme Officers undergo training and orientation at ETI, Ahmednagar every year, a sample of 25 percent was decided for the present research.

Universe of the study is the number of programme officers trained per year (500) at ETI, Ahmednagar who belong to the senior and junior college units of NSS in Maharashtra and Goa States**.**

3.12 Sources of Data Collection;

Two types of data have been collected in present investigation: primary data and secondary data.

Primary data has been collected through use of questionnaire and face to face interaction. Two questionnaires, one asking demographic information and second standardized value questionnaire developed by Verma and Sherry were used.

Secondary data has been collected from the books, magazines, manuals and pamphlets time to time published by Ministry of Youth Affairs, GoI; Maharashtra

State and University authorities. Also the research articles, research projects and theses were referred.

3.13. Tools of Data Collection:

The researcher has used questionnaires as main tool to collect data from the respondents in the following way:

3.13.1. Self Developed Questionnaire: This questionnaire has two sections: demographic information sheet and questions related to the present investigation. The demographic information sheet includes ten numbers of items and most of the items are open ended. However, questions related to the present investigation include respondents' perception about NSS activity, perception to see themselves, and self reported expressions on their performance. This section includes twenty one numbers of items. The items are finalized after confirming its homogeneity with the research objectives.

3.13.2. Differential Values Questionnaire: The test is developed by Agrawal, measures i. Material Vs Non-material incentives, ii. Immediate Vs delayed Gratification, iii. Present Vs Future Orientation and iv. Money Mindedness Vs Prestige. The test is developed to measure the values of learners. The test-retest reliability value of the test is 0.87 all together and for every item it is 0.66, 0.57, 0.80 and 0.70 respectively. The validity is significant to administer. For the purpose of administered this 28 items test, there is no time limit to solve. Raw scores were taken for final analysis purpose.

3.13.3. Interview of Eminent Personalities: Eminent personalities such as NSS Coordinators, State Liaison Officers, Regional Centre Head of NSS, National and State Level NSS Awardees and the trainers from NSS-ETI were interviewed and quoted from their addresses at   prominent programmes. They were interviewed

personally by asking questions such as: Their perception about impact of training and orientation on skills of programme officers.

3.14. Pilot Study: A questionnaire for collecting demographic information was prepared and pre tested at the National Service Scheme, Training and Orientation Centre now known as Empanelled Training Institute, Ahmednagar. The Programme Officers reporting for the Orientation were given questionnaire on the day one before the beginning and also on the last day of training just after valedictory function. They were also given a Personal Value Questionnaire. After satisfactory changes in the questionnaire on demographic aspects, it was finalized.

3.15 Data Processing/analysis;

Simple statistical techniques such as *tallies* and *frequencies* were used to organized data in a systematic manner and to eliminate the effect of missing values. The *mean* and *standard deviation* is calculated to study the central tendency and dispersion of the values in data. *Standard error*, *skewness* and *kurtosis* were also calculated to study the normality of the data. After confirmation of normality parametric statistical techniques of analysis were used. For the comparison between two groups'' *test of mean comparison* was used where as *ANOVA* was used to study comparison between more than two groups.

3.16 Period of Data collection:

The data was collected between January 2013 to March 2014 from the new pre-training respondents with the help of questionnaires and those who had completed their training between 2010 and 2011 were also covered for impact assessment study. Whereas the secondary data was collected right from the date of admission to the course till March 2014.

3.17 Presentation of Report:

The report has been presented in the following manner:

Chapter – 01 - Introduction:

This chapter deals with aspects like general scenario of the post independence India and development, contribution of youth in nation building, about history of NSS, hierarchy of NSS from top to bottom i.e. from National level to State, Universities and college level units.   It also discussed about the programme of NSS and nature and scope of NSS in nation building and ends with the summary.

Chapter – 02.- The Literature Review

The chapter refers to background literature about the NSS programme, earlier work done and also about the training impact on values and attitudes of programme officers or trainees.

Chapter – 03 - Methodology

This chapter mainly deals with the research methodology followed by researcher. It starts with the introduction, statement of problem, review of literature, objectives of study, working hypotheses, scope of study, significance of study, ethical concerns, research question, research design, sampling, sources of data, tools of data collection, pilot study, period of data collection, presentation of report, limitations of study and the summary.

Chapter – 04 - Training of Programme Officers

This chapter mainly deals with the profile of NSS Training. It covers aspects like introduction, training and orientation in NSS for programme officers, objectives of training courses, methods of training, modules of training, training change agent, NSS Programme Officers training and Institutes and colleges of Social Work as training centres (Empanelled Training Institutes), and summary of the chapter.

Chapter- 05.- Data Analysis and Interpretation of Data

This chapter contains data analysis and interpretation of data. It separately deals with demographic analysis of data and variable wise analysis of data.

Chapter -06 - Discussion

This chapter discussed in detail about each hypotheses and interpretation of research data.

Chapter -07 - Findings, Conclusions, Suggestions and Limitations

This chapter finally discusses about the hypotheses wise findings, conclusions, suggestions and limitations faced by the researcher.

Chapter-8 - This last chapter is references, bibliography, and appendix which is about the questionnaires.

3.18 Limitations in research

The researcher had to work with some limitations like time constraints at the time of data collection when the respondent programme officers were just new arrivals at the training centre and were found to be confused initially. Other limitation in practical data collection was that some questionnaires were not fully filled up. The researcher made up with the additional data collected. Some of the important functionaries and achievers of NSS were not easily available to the researcher. However researcher could overcome the difficulties with the cooperation from the various stake holders.

3.19 Summary:

The chapter discussed about the methodology of the research conducted. It has discussed about the steps in research including aspects like variable used, operational definition of variables, hypothesis, sample, data, pilot study and statistical analysis.

Chapter 04

TRAINING OF NSS PROGRAMME OFFICERS

Part - I

4.0 Introduction

4.1 Training and orientation in NSS

4.2 Objectives of Training Courses

4.3 Methods of Training

4.4 Modules of Training

4.5 Training as a change agent

Part - II

4.6 NSS Training and Institutes/Colleges of Social Work

4.6.1 Institutes of Social Work/Colleges of Social Work as

Training Centres.

4.6.2 Significance of Social Work Methods in NSS.

4.6.3 Summary.

Training of NSS Programme Officers

4.0 Introduction:

   As this research is about the impact of training on programme officers, it is necessary to understand the various aspects related to NSS training provided at Empanelled Training Institutes formerly known as Training and Orientation Centres. This chapter is divided in two parts that is, Part- I dealing with the training aspects like, training and orientation in NSS, objectives of training courses, methods of training, modules of training and training as a change agent. The Part-II deals with the training and the Institutes/Colleges of Social Work.

Part- I

4.1 Training and Orientation in NSS to Programme Officers

TRAINING AND ORIENTATION

Ahmednagar College as Training and Orientation Centre/Empanelled Training
The Ahmednagar College, Ahmednagar through its Centre for Studies in Rural Development has played a major role in the NSS right from the **Institute:**
formative stage to the present time. The first All India Orientation Programme was designed by Ahmednagar College when they were asked to involve colleges in community development activities by the Planning commission. Of course, the scheme was under the Public Cooperation Wing of the Planning commission and the colleges were at that time being encourage to establish 'C' Category of Planning Forum Cells for which the Planning Commission made provision of Rs.10,000/-. With the establishment of the NSS and the major shift in policy of the Planning Commission regarding the Public Cooperation Wing, to further progress on Planning Forum activities took place. Nevertheless, those who did participate in the orientation course in 1968 were intimately involved in the National Service Scheme, when it was introduced in1969. Col. Dayal higher level officer himself visited during that period and later on Gen. Virender Singh was deputed by the Ministry of Education to visit Ahmednagar College and evaluate the programme and its feasibility.
In 1969 when the NSS was introduced, the Ahmednagar College, Centre for Studies in Rural Development was assigned three Universities in Maharashtra viz. Poona University, Marathwada University and Mahatma Phule Krishi Vidyapeeth.

However, in 1978 Ahmednagar College, Centre for Studies in Rural Development, got affiliated all the four Agriculture Universities of Maharashtra to this Training and Orientation Centre for training purpose. Later after the bifurcation of Nagpur University, the new Amravati University was also assigned to this Centre. This was up to 1994.

Responsibilities of the Training and Orientation Centre:

During this period the College had undertaken the following responsibilities in promoting and developing National Service Scheme in all the Universities assigned to it.

1} Conducting Orientation Courses for NSS Programme Officers and NSS Student Leadership Camps

2} Conducting follow- up/Refresher Courses for NSS Programme Officers

3} Holding Principals' meetings at TOC as well as at the concerned Universities.

4} Conducting special orientation programmes, seminars for NSS volunteers and Programme officers.

5} providing consultancy services to affiliated universities and their constituent colleges,

6} Providing assistance to affiliated universities in organizing pre-camp orientation, student and leadership camps,

7} Special Demonstration Projects,

8} Field visits to camps and NSS units for supervision and programme development,

9} Publications on NSS and

10} Evaluation.

NEED FOR ORIENTATION TO NSS PROGRAMME OFFICERS:

There are about five areas on which orientation becomes a necessity for those to be incharge of the NSS in their respective colleges.

1. It is necessary to instill in them the notion that NSS is not merely a social service activity but has an educational content which has to be recognized in order for the programme to be meaningful. The entire concept of education has to be discussed

with them, particularly in the context of the Indian situation. This has to be the first step before we can speak of integrating the NSS with the syllabi.

2. The motivational factor is an important factor in the orientation programme. Most of the Teachers have normally been assigned the responsibility and many accept it grudgingly.   There are numerous barriers preventing the programme officers from making a total commitment to the NSS and the financial one, in our belief, is the least of them. At times we have felt that even if we succeed in motivating the programme officer sufficiently, we will have achieved a great deal in making the NSS a success.

3. Related to the motivational factor is   the gulf that normally exists between the students, the management and the programme officers. Even if the Prog. Officers are motivated, the problem of communicating with the students and inspiring them remains. To enlist the support of the management has also been a great hurdle in many instances. The orientation programme must necessarily show how to link these four vital elements.

4. Many programme officers have the notion   and that nothing meaningful can genuinely be achieved in the field that the NSS is merely an activity to engage the students for 120 hrs in a routine fashion and that results do not matter or that results are not possible given the time factor, the lack of input in the field, and the response of the people in general.   This notion has to be changed through proper orientation of the programme officers.

5. Most of the programme officers have little or no background in social work techniques and far too many have very little concept of the processes of social and economic development in the Indian society. This is reflected time and again by those who attend the orientation courses at Ahmednagar college.(excerpts from 25 years of NSS and TOC, Ahmednagar)

TRAINING FOR PLANNING FORUM LEADERS

As a prelude to Orientation courses for the Programme Officers the Ahmednagar College, Centre for Studies in Rural Development conducted training for the Planning Forum Leaders in Ahmednagar from March 15, 1968 to April 4, 1968.

The course was inaugurated by Shri H.V.Pataskar, Vice Chancellor, Poona University.

RESOURCE PERSON AT THE FIRST TRAINING PROGRAMME

1 Dr.John Barnabas- Director, Central Institute of Research and Training in Public Cooperation., New Delhi.

2 Dr. S S Thorat—Dy. Director, National Institute of Community Development, Hydrabad.

3 Dr. R.G Salve Secretary, Rural Development Dept . Govt. of Maharashtra State, Bombay.

4 Prof. V M Dandekar, Director , The Ghokhale Institute of Economics and Politics, Poona

5 Dr. N F Kaikobad, Head, Rural and Uran Community Development, Tata Institute of Social Sciences, Bombay.

6 Dr. Nilu Choudhary, Training Officer, American Peace Corps, Bombay.

7 Fr. James j Berna , Action for Food Production, (AFPRO), New Delhi.

8 Col. P Dayal, Director General National Fitness Corps and Officer-in-charge National Service, Ministry of Education, New Delhi.

9 Mrs. Chitra Naik, Director, State Institute of Education Maharashtra , Poona.

10 Dr. SK Hulbe , Executive Director, Rural Life Development and Research Project, Ahmednagar College, which later became the Centre for Studies in Rural Development.

Twenty five delegates representing 14 states of the Union participated in this first training programme   in Ahmednagar.

THE PRESENT TRAINING AND ORIENTATION CENTRE

At present the Training and Orientation Centre is known as Empanelled Training Institute and it is located in Ahmednagar College campus. It has full fledge lodging and boarding facility. It has well equipped training hall with audio-visual aids. The ETI, as it is popularly known in short, is responsible to train and orient the NSS Programme Officers from all Universities in Maharashtra State and the Goa State. It conducts twenty orientation courses each year and entirely funded by the Ministry of Youth Affairs and Sports, New Delhi.

Much of success of NSS programme depends on effective working of various functionaries at different levels of the organisation. With a view to providing orientation/training to enable the functionaries and to develop right type of thinking and approach, leadership, commitment, understanding the philosophy of the scheme, 15 institutions has been designated as Training and Orientation Centres (TOCs) and 4 have been designated as Training, Orientation and Research Centres (TORCs). . The functions of these TOCs which are now known as Empanelled Training Institutes (April 2010 onward) are as under,

i)   Organising orientation courses and refresher courses for programme officers;
ii) providing assistance to universities in the planning and conducting special camping programme;
iii) developing and providing consultancy services to universities and colleges in different areas of programme, planning, training, supervision, evaluation etc. Such consultancy services may be provided through group discussions, seminars, preparation and supply of subject papers, personal discussions during visit to universities/colleges, correspondence on specific points etc.;
iv) undertaking research and evaluation studies of specific NSS programmes;
v)   developing demonstration projects under NSS on inter-collegiate basis with the object of developing further experience for the use of universities and colleges;

vi) acting as clearing house of information on NSS through preparation, publication and circulation of literature on various aspects of the programme; and

vi) providing on-the-spot guidance to the universities and colleges in camps etc. through personal visits.

1. **Training of the Programme Officer**

The Programme Officer of NSS is a key person for implementing the NSS at the college level. The success of NSS programmes depends on the aptitude, leadership and capabilities of programme officers. In order to provide orientation to them and to equip them with the requisite skills, and know-how, they are invited to participate in training/orientation programmes. There are about 3100 programme officers in Maharashtra i.e. one programme officer for every 100 student volunteers. The strength of NSS student volunteers in Maharashtra stands at 3,10,124 in 2013-14 and 27,000 in Goa for which Empanelled Training Institute in designated as the training centre for the programme officers. ETI Ahmednagar conducts twenty training programmes of seven day's duration each since 2010-11.

Earlier the Training Centre at Ahmednagar has trained 4672 programme officers in the older system having 10 to 12 days programme for each course. Since 2010 the ETI has conducted 60 orientation programmes and trained 1726 programme officers upto March 2014.

4.2 Objectives of Orientation Courses:

Orientation/refresher courses are meant to equip the teachers-in-charge of NSS with necessary know-how and skills to implement the programmes effectively. The objectives are:-

a) to bring about a re-orientation in attitudes and values to prepare them for their new roles and responsibilities in the NSS;

b) to enable them to act as links between the college and the community and to function as a catalyst;

c) to equip them with knowledge relating to various functional areas of voluntary social service;

d) to provide them with the skills of working with individual, groups of persons and the community; and

e) to equip them with skills in planning, organisation, supervision, survey, evaluation, administration, communication and resource building for NSS.

4.3 METHODS OF TRAINING:

The following methods are used depending upon the local conditions and needs for imparting training to the programme officer:-

a) demonstration and audio-visual methods;

b) field visits;

b) supervise field work assignment in a nearby village;

c) case method;

d) Lecture-cum-discussions;

e) group/panel discussions; and

f) workshops.

4.4 Module for Orientation Course as given by the Ministry:

The Ministry of Youth Affairs and Sports has given the following module of training and orientation of programme officers for the all the Empanelled Training Institutes in the country.

Module: 1

Introduction: Objectives and schedule of the Training Programme: Sharing of Expectations and Objectives of Training Programme.

Module: 2

History, Philosophy and objectives of NSS. Perception about NSS and its role in education; Philosophical base of NSS and chronology of its development; Aims and objectives, Motto, Symbol badge and Principles of NSS.

Module: 3

Youth Profile: State/UT, National and Global level; status of youth in Education/Employment as experienced by the participants; Definition of Youth; Brief on:

a) Sex ratio

b) Student/non student

c) Rural/Urban

d) Literate/ Illiterate

e) Employed/Unemployed

f) Migration rate

g) Marital status

CHALLENGES BEFORE YOUTH

a) Political participation

b) Social justice

c) Economic opportunities

d) Educational opportunities

e) Cultural-Beliefs, Faith, Attitude, Values etc.

f) Health(adolescent/youth health, sexual and reproductive health, HIV/AIDS, mental and spiritual health, lifestyle, life skills

Module: 4

Role and responsibilities of Programme Officers; selection, training and tenure of Programme Officers; Role (As an educator, as a coordinator, as a monitor, an an administrator and as a public relations person) and Responsibilities of Programme Officers; Functions of Programme Officers.

Module: 5

Leadership and personality development- Understanding leadership and identifying the qualities of a leader; Skills of a leader:

a) Vision and goal setting

b) Organisational skills

c) Communication skills

d) Decision making

e) Conflict Management

f) Time Management

g) Type of leadership- Authoritarian, Team, Country Club and Impoverished Leader; Characteristics of an effective personality.

Module: 6

Liaison, Coordination and Environment building—Meaning and importance of Liaison and coordination; Specificities of Liaison and Coordination with reference to relevant projects; Environment Building.

Module: 7

Social Development Programmes—Possibilities of NSS intervention in social development programmes; Role of NSS in implementation of Twenty Point Programme; Exploration of new initiatives and thrust areas.

Module: 8

Planning and Review of NSS activities at the Unit Level. Regular activities and Special camping.,

Module: 9

Reports, Records, Registers, Documentation and Publication, preparation of reports

1) Monthly

2) Quarterly

3) Half Yearly

4) Annual

Module: 10

Guidelines for action plan and calendar at various levels. Regular activities and special camping

Module: 11

Monitoring and Evaluation of NSS activities—Introduction of M and E- difference and objectives and scope of evaluation; MIS formats for NSS Programmes Officers, Practical Exercise to fill MIS formats

Duration of the Orientation Course

An orientation course is now of seven day's duration. The refresher courses which were of five day's duration have been discontinued since 2010.

4.5 NSS Training as a Change Agent

Since the beginning of human civilization man being a social and thinking animal has been changing himself by exploiting resources naturally available in the surroundings and also by adopting to changes in natural conditions around. However as the man became more civilized and organized he started thinking rationally. He started conducting researching and found the answers from every action and reactions. His organized thinking led to repeated behavior and one of the outcomes and impact of his rational thinking is training aspect. In every sphere at present we see that training and orientation has become integral part of organized human activities in economic, social and other aspects of life. A doctor, a teacher, a soldier, a farmer an industrial worker all requires training and orientation to perform effectively in sphere of operations.

Definitions of Training

"Training is the creation of an environment where employees may acquire or learn specific, job related behavior, knowledge, skills, abilities and attitudes". –Terry L Leap

"Training is the act of increasing the knowledge and skills of an employee for doing a particular job". –Edwin Flippo

"Training is the formal and systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience". –Michael Armstrong

"Training is any process by which attitude, skills and abilities of employees to perform specific jobs are improved".—Michael J Jucius

"Training refers to the methods used to give new or present employees the skills they need to perform their job".—Gary Dessler

Significance of Employee Training:

Training has the following significance and it brings about:

1. Enlargement of Skills and Competency

2. Effective Utilization of the Existing Human Resources

3. Enhancement of Customer Satisfaction

4. Enhancing Competitive Advantage

5. Enrichment of Team Spirit

6. Ensuring Personal Growth

7. Enabling a Learning Culture

8. Establishing a Positive Organizational Climate

9. Encouraging Better Health and Safety Measures

10. Ensuring Organizational Growth and Development

Scope of Training:

Reach-out of training programme is far and wide. Depending upon the nature, duration and purpose of the training programme, the trainees may acquire attributes like skills, knowledge, analytical acumen, concepts, attitudes and ethical values.

Knowledge: The basic purpose of any training programme is to provide the participant with the requisite knowledge to achieve the goals of jog. Knowledge is generally developed through the processes of perception, learning, and reasoning. The employees may require the knowledge of the machine to be operated, of the materials or equipment to be handled, of the procedures to be adopted, of the customers, the co-employees and their behavioural patterns. For instance, when the organization finds the existing skills and knowledge of the staff inadequate to achieve the strategic goals and objectives, training is considered. Training imparts job-related knowledge to the participants and enables them to understand what they must do in their job and how they should do it.

Skill Acquisition: Skill is defined as an ability to produce solutions in some problem domain. It is developed progressively by persistent training and other practices. Employees may require one or more skills like intellectual skills, management skills, social skills, motor skills, mental skills, technical skills and perceptual skills.. In general training, employees learn those skills that are necessary to do the job on hand effectively and to apply their knowledge productively.

Attitude Formation: Attitude is the mental state of an individual concerning his beliefs, feelings, values and tendencies that influence him to behave in one way or the

other. In an organization, the employees may have positive or negative attitude towards the job, organization and people. A negative attitude may cause suspicion and mistrust in the actions of the organization and make the employee resist changes with all their might. Employee training programme can bring about desired changes in their attitude and instill in them a sense of cooperation, motivation, commitment and satisfaction.

Ethical Values: Ethics are principles of right and wrong that are accepted by an individual or a social group. The management of human resources often calls for decisions involving ethics, fair treatment and justice. The presence of ethics policies and codes alone is not sufficient to ensure ethical behavior among the employees. Organization should supplement those policies with the necessary training on ethical practices. These trainings can help employees understand the presence of ethical dilemmas in situations requiring decision making, learn the techniques of using ethical codes to settle problems involving ethical dilemmas in a fair and just manner and lastly, ensure the adoption of ethical values in every aspect of their dealing with the people.

Analytical Reasoning: Analytical reasoning refers to the systematic way of thinking to comprehend the problems, develop alternative plan of action, choose the best course of action and implement the selected plan to successfully resolve the problems. Continuous training programmes provide the necessary impetus to sharpen the analytical reasoning and problem solving skills of employees.

R,Jayaprakash Reddy, Organizational Behaviour and Industrial Relations ,(2004),APH Publishing Corporation, New Delhi

Values

Values represent basic convictions that a "specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence". They contain a judgmental element in that they carry an individual's ideas as to what is right, good or desirable. Values have both content and intensity attributes. When we rank an individual's values in terms of their intensity, we obtain that person's value system. All of us have hierarchy of values that form our value system. This system is identified by the relative importance we

assign to such objects of values as freedom, pleasure, self-respect, honest,obedience, equality and so forth.

Importance: Values are important to the study of organizational behavior because they lay the foundation for the understanding of attitudes and motivation as well as influencing our perceptions. Individuals enter an organization with preconceived notions of what "ought" and what "ought not" to be. Of course, these notions are not value free. On the contrary, they contain interpretations of right and wrong. Further, they imply that certain behaviours or outcomes are preferred over others. As a result, values cloud objectivity and rationality.

Sources of our Value Systems

The values we hold are essentially established in our early years form parents, teachers, friends and others. Our early ideas of what is right and wrong were probably formulated from the views expressed by our parents.

Values are of six types: They are as follows:

Theoretical- Placing high importance on the discovery of truth through a critical and rational approach.

Economic-   Emphasizes the useful and practical

Aesthetic-   Places the highest value on, form and harmony

Social- Assigns the highest value to the love of people

Political- Places emphasis on acquisition of power and influence

Religious- Is concerned with the unity of experience and understanding of the cosmos as a whole.

    More recent research suggests that there is a hierarchy of levels that are descriptive of personal values and life-styles. One such study identified seven levels.

Level 1: Reactive

These individual are unaware of themselves others as human beings, and react to basic physiological needs. Such individuals are rarely found in organizations.

Level 2: Tribalistic

These individuals are characterized by high dependence. They are strongly influence by tradition and the power exerted by authority figures.

Level 3: Egocentric

These persons believe in rugged individualism. They are aggressive and selfish. They respond primarily to power.

Level 4: Conforming

These individuals have a low tolerance for ambiguity; have difficulty in accepting people whose values differ from their own, and desire that others accept their values.

Level 5: Manipulative

These individuals are characterized by striving to achieve their goals by manipulation things and people. They are materialistic and actively seek higher status and recognition.

Level 6: Sociocentric

These individuals consider it more important to be like and to get along with others than to get ahead. They are repulsed by materialism, manipulation, and conformity.

Level 7: Existential

These individuals have a high tolerance for ambiguity and people with different values.   They are outspoken on inflexible systems, restrictive policies, status symbols, and arbitrary use of authority.

An understanding that people's values differ but tend to reflect the times societal values of when they grow up can be a valuable aid for explaining and predicting

behavior. Employees in their twenties and sixties, for instance, are more likely to be conservative and accepting of authority than their existential peers.   Yet when workers under thirty perceive that their contributions are not being immediately rewarded by their employer, they are more likely to quit their jobs and seek bigger and quicker payoffs somewhere else.

As an ideal National Scheme for mentoring the youth in Universities and College, the National Service Scheme has its own importance and being recognized and appreciated by the national leadership in various forums and programmes. Its presence it felt even in the Republic Day parade in New Delhi every year and become a flagship of Ministry of Youth Affairs and Sports. The presence of NSS volunteers during the disasters like Bangladesh crises of refugees, the Bhopal Gas Tragedy, the floods, cyclones, droughts, tsunami and earthquake gave the youth the rarest of rarest learning situations full of challenges. Today good number of political leaders, entrepreneurs and educationists give credit to their NSS background for the achievement and successes in life. The real self of the person is exposed and sharpened during the field situations where the truth exists. Merely reading the theories do not bring about the change among students, its test of knowledge application and discovery of truth afresh in the society that shapes the personality of the youth. NSS has provided a vast canvas to the student volunteers and the their programme officers to go together in the real situation, conduct research, involve themselves in the delivery of services and become useful and responsible citizen for nation building. The Gandhian Social activist Shri. Anna Hazare and Mr. Popat Pawar of ideal village Hivare bajar who himself is former student volunteer contribute the NSS through their availability at various training visits and provide guidance to the programme officers and the student volunteers.

After having decided to start National Service Scheme in the country, Government of India decided to set up Centres for orienting the teachers in charge of NSS, who were named as the Programme Officers. It was crucial position between the colleges.

Part – II

This part of the chapter deals with the role of Institutes/colleges and department of social work as training and orientation centres of NSS.

4.6. NSS Training and Institutes/Colleges of Social Work:

After having decided to start National Service Scheme in the country, Government of India decided to set up Centres for orienting the teachers in charge of NSS, who were named as the Programme Officers. It was crucial position between the college principals and student volunteers. Much of the success of the NSS depended on the Programme Officers' skill, knowledge and attitude. Therefore, it was decided to establish the Training and Orientation Centers to all over the country.

4.6.1 SOCIAL WORK COLLEGES/DEPARTMENT OF SOCIAL WORK/INSTITUTES OF SOCIAL WORK AS TRAINING AND ORIENTATION CENTRE

As the NSS programme is about intervention with the individuals (students, teachers and the individuals in the community), the groups of students and people in the communities, and the community at large, the required training could be given by colleges or institutes of Social Work. The Training and Orientation Centres and Training Orientation and Research Centres were given to leading colleges and Institutes of Social Work located in various parts of the country. Maharashtra got two Training and Orientation centres, one at Bombay's' Tata Institute Of Social Sciences as Training Orientation and Research Centre for half the Universities in Maharashtra, and the second one, Department of Social Work, Centre for Studies in Rural Development, Ahmednagar College, Ahmednagar. Other leading centres were Delhi School of Social Work, University of Delhi, Madras School of Social Work, Madras (Chennai), Shanti Niketan in West Bengal, Baroda School of Social Work, M S University, Gujarat.

4.6.2 Significance of Social Work Methods in NSS:

Social Work is an applied discipline where specific methods of Social Work are used with special tools and techniques to help individuals, groups and communities to help them to help themselves. The programme officers have to handle and mould the student volunteers who belong to varied background require differential attention and

treatment. This requires lots of knowledge, skills and right attitude among the programme officer as well among the student volunteers who ultimately intervene in the communities. As it is said that every living person is a live bomb, special orientation with experience sharing by the resource persons, case studies, and visits to successful people and projects forms the basis of training, that help in handling the people.

Extension Projects with NSS Participation:

The Empanelled Training Institutes (TOC) has been itself the product of extension projects of Ahmednagar College's Centre for Studies in Rural Development (CSRD). This CSRD has been working extensively since 1961 in the field of community development and projects specifically related to Watershed, and community empowerment working with weaker sections of the villages. Similarly other TOC/ ETIs also have special base and experience in the field of Social Work. So the NSS units with trained and oriented programme officers have advantage of having effective leadership and also later a link for continuous guidance and cooperation. Such oriented and trained Programme Officers can also be called as Social Workers as they bring about change in people both in and off the campus.

Social Case Work for NSS Programme Officers and the Volunteers:

Social Case Work method of Social Work is to deal with individual who is already in problem of any kind or is prone to problems. The student volunteers and individuals in the groups and the community have problems and they require intervention. Here knowledge and use of Case Work helps in intervention and the losses are avoided and normalcy or rehabilitation takes place.

Social Group Work for NSS Programme Officers and the Volunteers:

No individual can live and sustain without group life. From cradle to the grave men associate with groups which may be primary or secondary in nature. Knowledge of group dynamics is essential for the programme officers as well as for the student volunteers. The methods and techniques of dealing with group situations which may be normal or disturbed help the officers or the students to be effective to avoid friction and losses. The group growth enhancement leads to personality development. All the group exposures and handling them tactfully provide valuable experience to the Programme Officers and student volunteers. Every exposure proves to be research worth learning i.e, next time they have more base of precedents to improve upon their functioning. This expertise is easily available with the resource persons who belong

to Schools of Social Work. This is also emphasized by Dr. Dhananjay Lokhande in his recommendations in his thesis on NSS and he also quoted Prof. P R Gaikwad, former trainer at TOC, Ahmednagar that Programme Officers should seek help and consult the Social Work teachers from colleges of Social Work.

Community Organisation - A Social Work Method:

The Programme Officers and the Students should be oriented about how to understand and relate to a community which may have several human and non-human problems. The community may be exposed to natural or man- made disaster situations or prone to disasters and many more socio-economic and environmental challenges. There are several success stories of community organization like that of Prof. R. G. Kolhe in Pimplegaon Wagha, in Ahmednagar and the researcher himself (KK Kanojia) in village Varulwadi that the village community could be awakened, organized and moved to get the Nirmal Gram Award from the Central Government just because of NSS student's camping and regular activities using this method of community organization. There are many dos' and donts' for the both the programme officers as well as for the student volunteers in the process of community organization. But good orientation can help to intervene effectively. Even failures give good research experience for not committing mistakes in future programme activities and approach strategies.

Social Work Research and NSS:

The NSS Programme Officers and their student volunteers have contributed during various disasters caused by the nature and man both. During the Bangladesh freedom struggle they managed the refugee camps like the one in Mana in Madhya Pradesh. They responded during floods, droughts, cyclones, tsunami, and tragedies like Bhopal MIC gas leak. They are helping tremendously during the epidemics and more active in environmental programme, including watershed projects. The great activists like Medha Patkar, Padmashri (Shri) Anna Hazare and ideal Sarpanch Shri Popatrao Pawar, Baba Amte always extended their facilities and guidance to NSS volunteers where even the Programme Officers gain in terms of community exposures and leadership.

All these exposures together with research with surveys of the villages, evaluation of the projects of intervention count as social work research. These research work help in getting feedback on programmes implemented, improving upon the approaches and strategies towards the future work in which losses could be avoided

and success achieved. There are best programme officers in the country whose successful projects help the neo learners to learn from failures and successes. A visit to success - story villages and communities is one of the methods used for training the Programme Officers and the student volunteers.

Social Welfare Administration and NSS:

Social Welfare administration is another method of social work. 'NSS Units' administration with appropriate record keeping, account books and audit help run a programme like NSS with very limited resources during the regular activities and the camping. The students' involvement by way of group leaders, committee formation and assuming responsibilities under the guidance of Programme Officer prepare good administrators for the country in future. Thus youth for nation building are groomed in NSS with the well trained and oriented Programme Officers.

Thus there is close relationship between the Social Work and National Service Scheme from Training and Orientation point of view right since the inception of in NSS in the country.

4.6.3 Summary:

In this chapter the researcher discussed about the training aspects of NSS Programme Officers who have to undergo training and orientation at the assigned Empanelled Training Institutes earlier known as Training and Orientation Centre and Training Orientation and Research Centres. This chapter also explained the functions of the Training Institutes, objectives of orientation courses, the modules of training courses as given \by the Ministry of Youth Affairs and Sports, News Delhi, the methodology of training. It also dealt with NSS training as change agent, and then there was discussion of concept i.e., understanding of training theoretically. The role of Institutes and colleges of Social Work in Training and Orientation of Programme Officers and NSS from Social Work perspective has also been elaborated in the chapter.

Chapter 05

DATA ANALYSIS AND INTERPRETATION

5.0 Introduction:

5.1 Demographic Analysis of the Data

5.2. Variable wise Analysis of the Data

5.3. Summary

Data Analysis and interpretation

5.0 INTRODUCTION:

Present chapter deals with the analysis of the data in tabular form. The analysis is categorized into two categories: demographic analysis and hypothesis wise analysis. Interpretation of the table values is also given. The analysis has been done about the data collected by way of questionnaires administered to the respondents. The item wise data analysis with the help of tables and graphs is as follows:

5.1 DEMOGRAPHIC ANALYSIS OF THE DATA:

5.1.1 Age of respondents

Any social research which is conducted in socio-sphere, analysis of demographic aspects has its own importance. Here there is an analysis of demographic aspects of the respondents i.e. the Programme Officers who had joined the training (orientation) course at Empanelled Training Institute as beginner. As age is one of the most important determining factors in any activity and productivity, the age range of the respondents has been studied in this analysis. The age wise percentage of respondents has been given in the below table number 5.1.1.

Table 5.1.1 age wise distribution of the respondents

Sr.No	Age Group	Frequency	Percentage
1	24-33	38	30.4
2	34-43	56	44.8
3	44-53	31	24.8
Total		125	100

The above table No. 5.1.1 shows that 44.8 percent of the programme officers under orientation training belonged to the middle age group of 34 to 43 years age, and 30.4 percent were from younger age group of 24 to 33 years age. Although the NSS manual suggests that programme officer appointed should be of less than 40 years but colleges have some time no option as the faculty becomes senior and no younger age programme officers are available.

The graphical representation of age category is given in the following graph.

graph 5.1.1. shows percentage of respondents from different age range
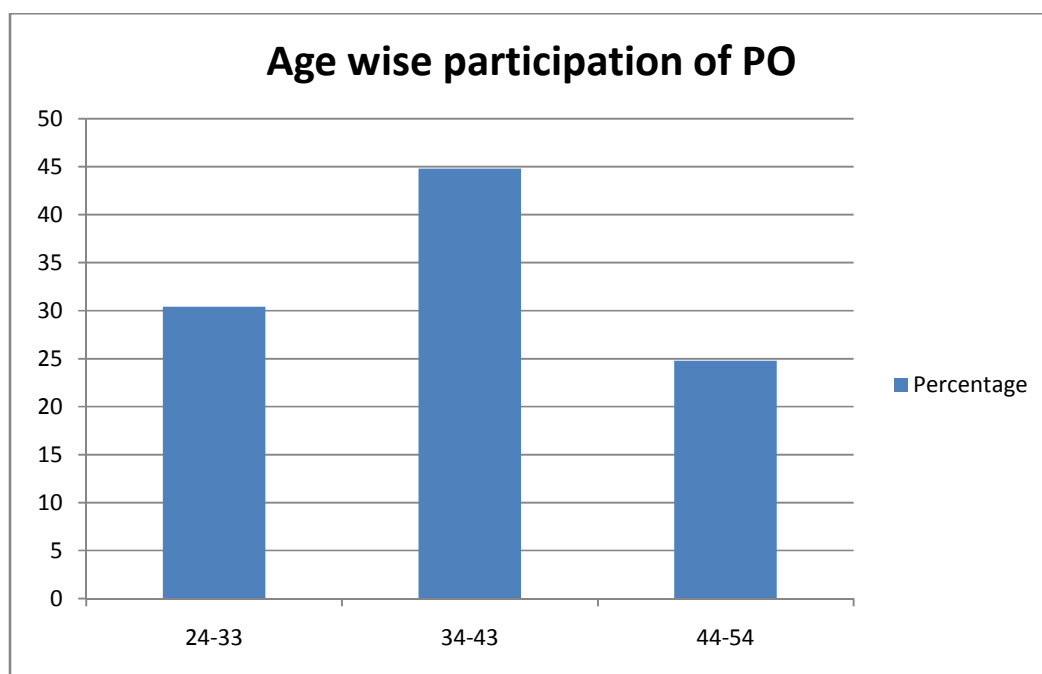
5.1.2. Gender of the respondents

As it's the era of gender equality, the women programme officers are expected to participate in equal number for training or orientation as well. The participation of women in NSS activity is calculated and showed in the following table number 5.1.2.

Table 5.1.2. gender wise participation of respondents

Gender			
Sr No	Gender	Frequency	Percentage
1	Female	016	12.8
2	Male	109	87.2
Total		125	100

The above table 5.1.2 clearly reveals that there is poor representation of women programme officer for orientation at training centre. Great majorities i.e. 87.2 percent of the trainees were male and small number i.e. 12.8 percent were female.

The graphical representation of the male and female respondents is shown in the following graph 5.1.2.
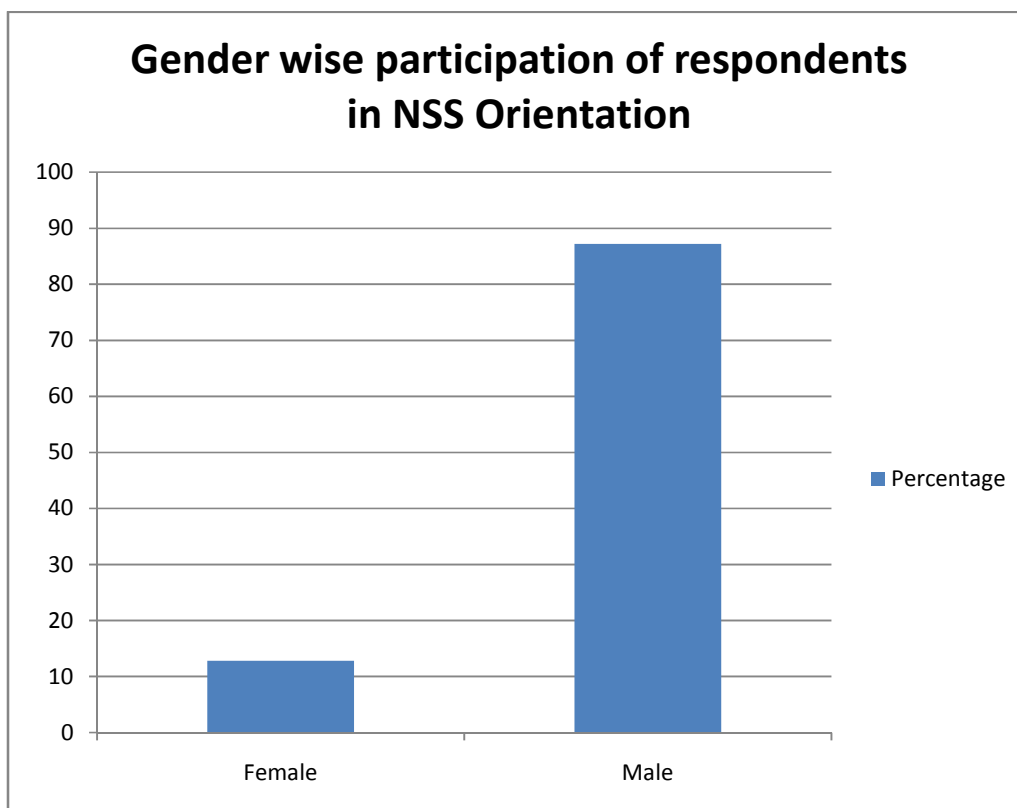
5.1.3. Educational discipline background of respondents

National Service Scheme is offered to the all the Universities and Institutes in the country. Here an attempt has been made to know the educational background of the respondents (trainee programme officers) to which faculty or discipline they belonged to. The representation of respondents from different faculties is calculated and shown in the below table number 5.1.3

Table 5.1.3. Distribution of the trainee programme officers by their educational background

Education /discipline			
Sr. No	Discipline	Frequency	Percentage
1	Agriculture	001	0.8
2	Architect	000	00
3	Arts	082	65.6
4	Commerce	016	12.8
5	Engineering	003	2.4
6	Home Science	005	4.0
7	Law	002	1.6
8	Medical	003	2.4
9	Nursing	000	00
10	Science	013	10.4
Total		125	100

It's clear from the above table 5.1.3. That it is discipline of Arts that traditionally leads in running the NSS units as they have social sciences where the students and faculty easily related to the field of social service, and social work. Thus a good majority i.e 65.6 percent of the respondents belonged to the faculty of Arts and secondly 12.8 percent of the trainee respondents were from the faculty of commerce. It is clear that even in professional disciplines there are NSS units.

Representation of PO from different faculty
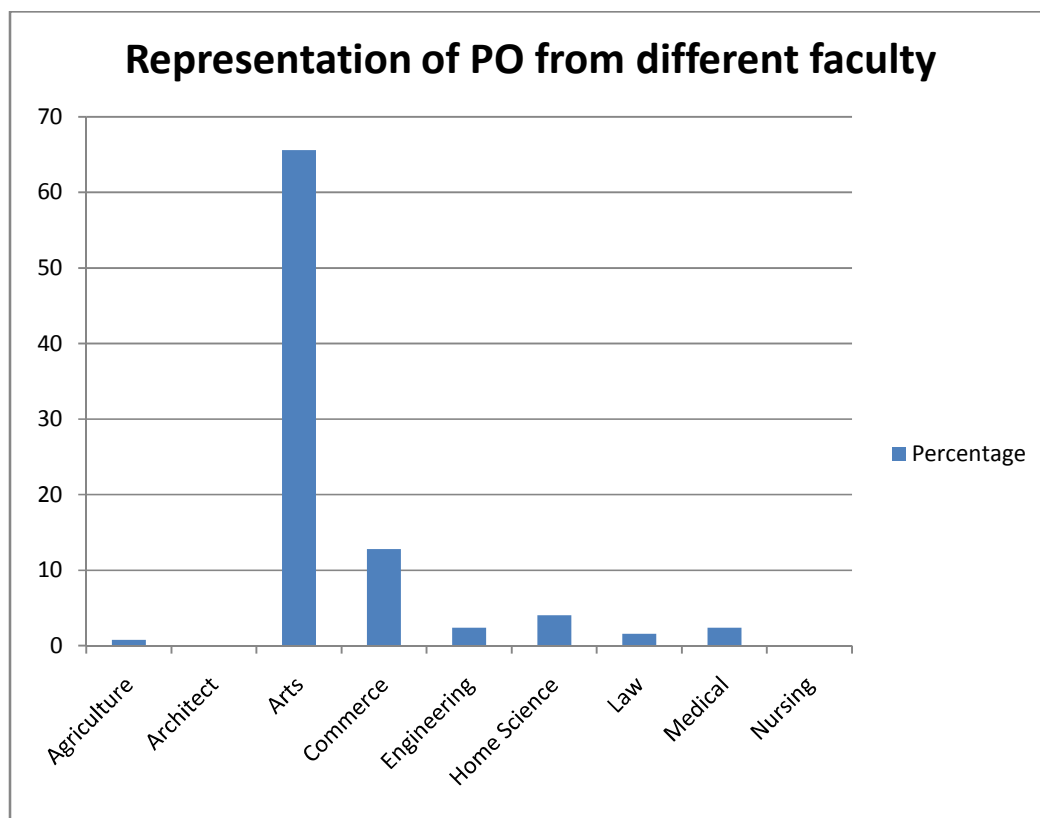
5.1.4. **Length of Service put in by the respondents**

As per the NSS Manual younger faculty members should be appointed as programme officers mainly due to lesser age gap between the teachers and student volunteers and also physical fitness point of view. The following investigation shows the length of service as college teachers by the respondents in respective colleges and institutes. The length of service in education is calculated and showed in below table No 5.1.4.

Table 5.1.4. Distribution of the respondents by their length of Service

Length of Service			
Sr. No	Length in years	Frequency	Percentage
1	Missing	01	0.8
2	00 to 08 years	68	54.4
3	09 to 17 years	38	30.4
4	18 to 26 years	18	14.4
	Total	125	100

The above table number 5.1.4 shows the distribution of respondents by their length of service. The majority of the programme officers undergoing training i.e. the respondents were from the lesser service length group. 54.4 percent of them were in service for less than 8 years and second large group of 30.4 percent belonged to the middle service length group from 9 to 17 years of service, whereas rest i.e., 14.4 percent of the respondents were from the senior service length group having service between 18 to 26 years. This clearly shows that the programme officers belonged to all service length groups however in declining proportion with more the service lesser the number of NSS programme officers for training at the orientation centre.

Distribution on length of service of respondents
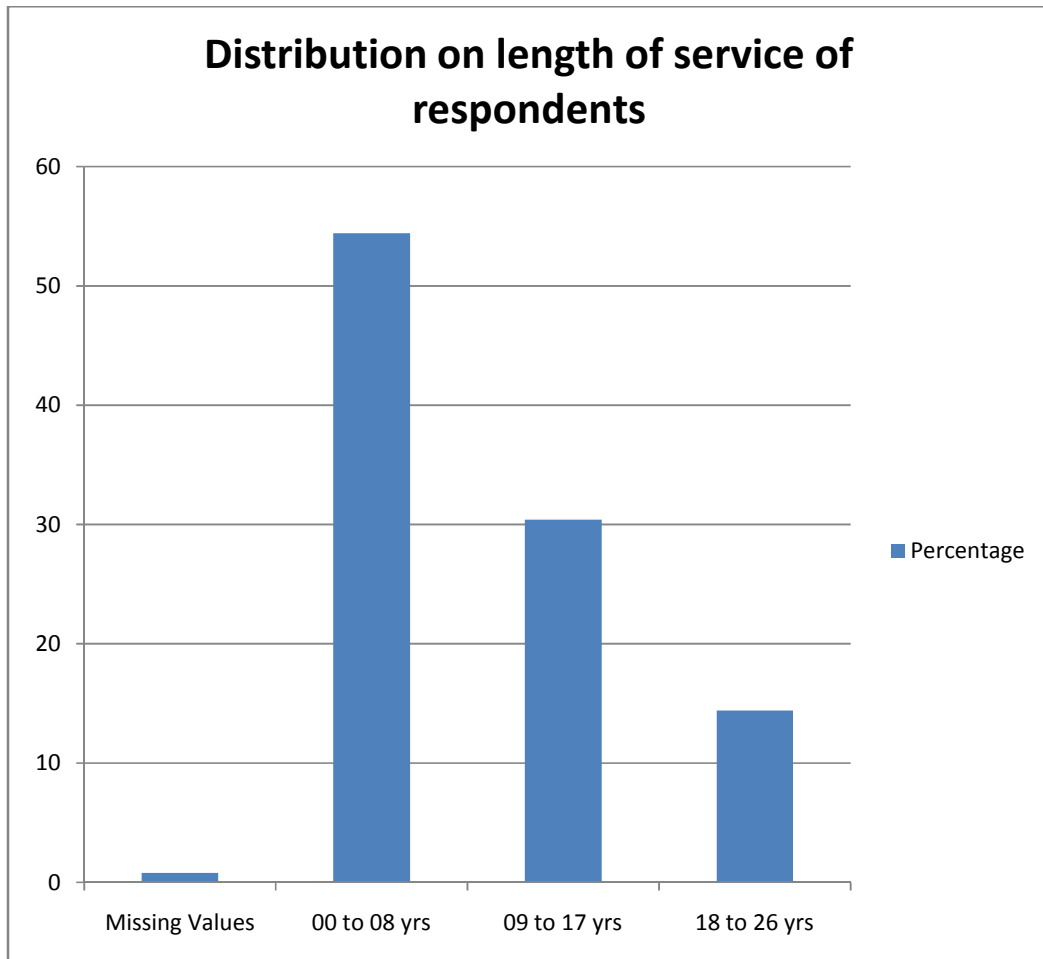
5.1.5 Participation as NSS Volunteer

The Trainee Programme Officers who were respondents for this research were asked whether they were NSS volunteers during their college days as students, which motivated them to become NSS Programme Officers, the following was the response. The participation of PO as NSS volunteer during their life is shown in the below table number 5.1.5.

Table 5.1.5. Distribution of the respondents by their NSS background during their college days

Participation as NSS Volunteers			
Sr No	Participation	Frequency	Percentage
1	Yes	53	42.4
2	No	72	57.6
		125	100

The above table 5.1.5 reveals that majority of the respondents i.e. , 57.6 percent of the respondents were not at all NSS volunteers during college days whereas 42.4 of the remaining programme officer trainees (respondents) in fact were the NSS volunteer and got entry as Programme Officers in their respective colleges and institutes.
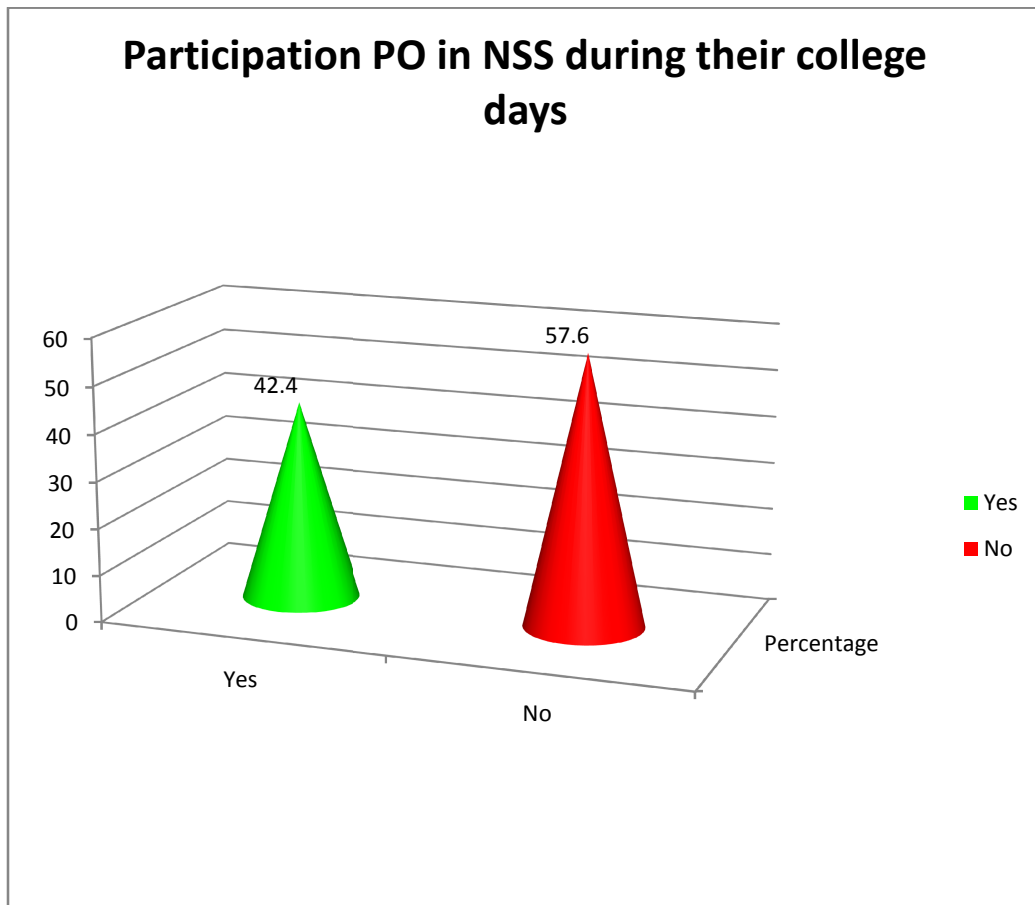
5.1.6. Programme Officer before orientation:

It is observed that many of the programme officers remained untrained for personal or official reasons and work without basic knowledge of NSS philosophy, objectives and methodology of work. This reduces their effectiveness and its great loss to the student volunteers and the society. This question was asked to trainees/respondents and following is the revelation shown in table number 5.1.6.

Table 5.1.6 programme officership before orientation

Participation as NSS Programme Officer			
Sr No	Participation	Frequency	Percentage
1	Yes	60	48
2	No	65	52
		125	100

From the above table it is clear that a big number i.e. 48 percent of the programme officers who come for orientation were already working as programme officers. But majority of the respondents i.e. 52 percent of the respondents came as freshers to undergo orientation immediately after their appointment as programme officer.
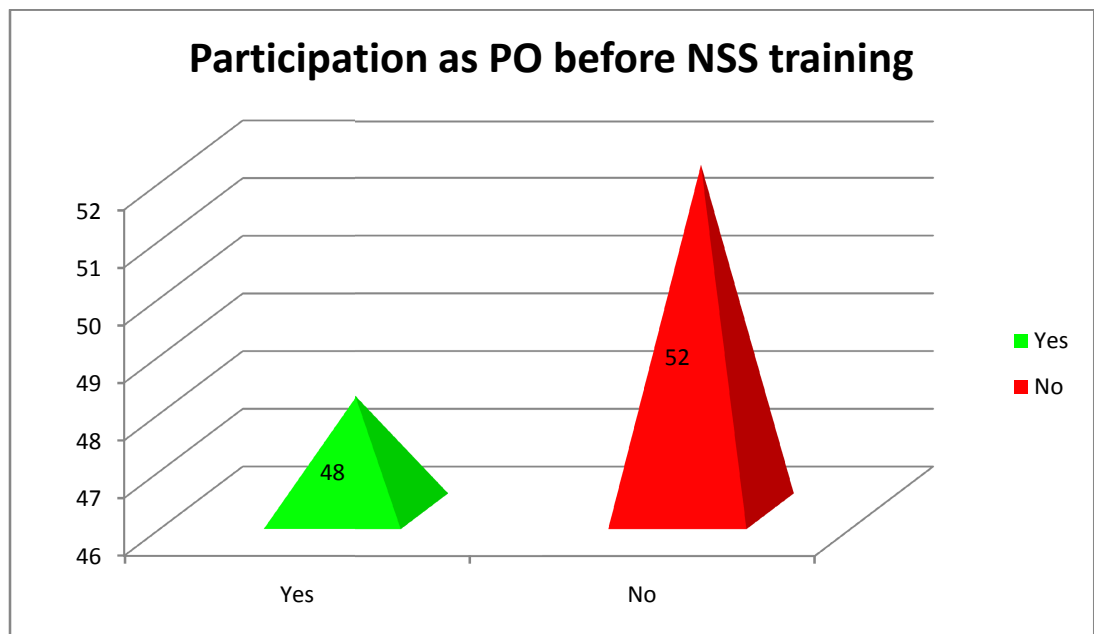
5.1.7. Reaction after appointment as Programme Officer

It is in every field that if a person is given additional charge of work, there is hesitation and shock or unhappiness shown by individuals. Here also the trainee respondents were asked about how they felt on appointment as programme officer by their college /management. The following table reflects their initial response.

Table 5.1.7. Showing the immediate reaction of respondents at the time of appointment as programme officer

Reaction on appointment			
Sr No	Participation	Frequency	Percentage
1	Happy	68	54.4
2	Accepted	39	31.2
3	Shocked	18	14.4
		125	100

The above table 5.1.7 reveals that 54.4 percent of respondents felt happy on getting appointed as programme officers, whereas 31.2 percent accepted it as just one more responsibility showing no reaction. Interestingly, 14.4 percent of the respondents were shocked to get the appointment as programme officer.

Immediate reaction after receiving appointment as PO

	Value
Happy	54.4
Accepted	31.2
Shocked	14.4
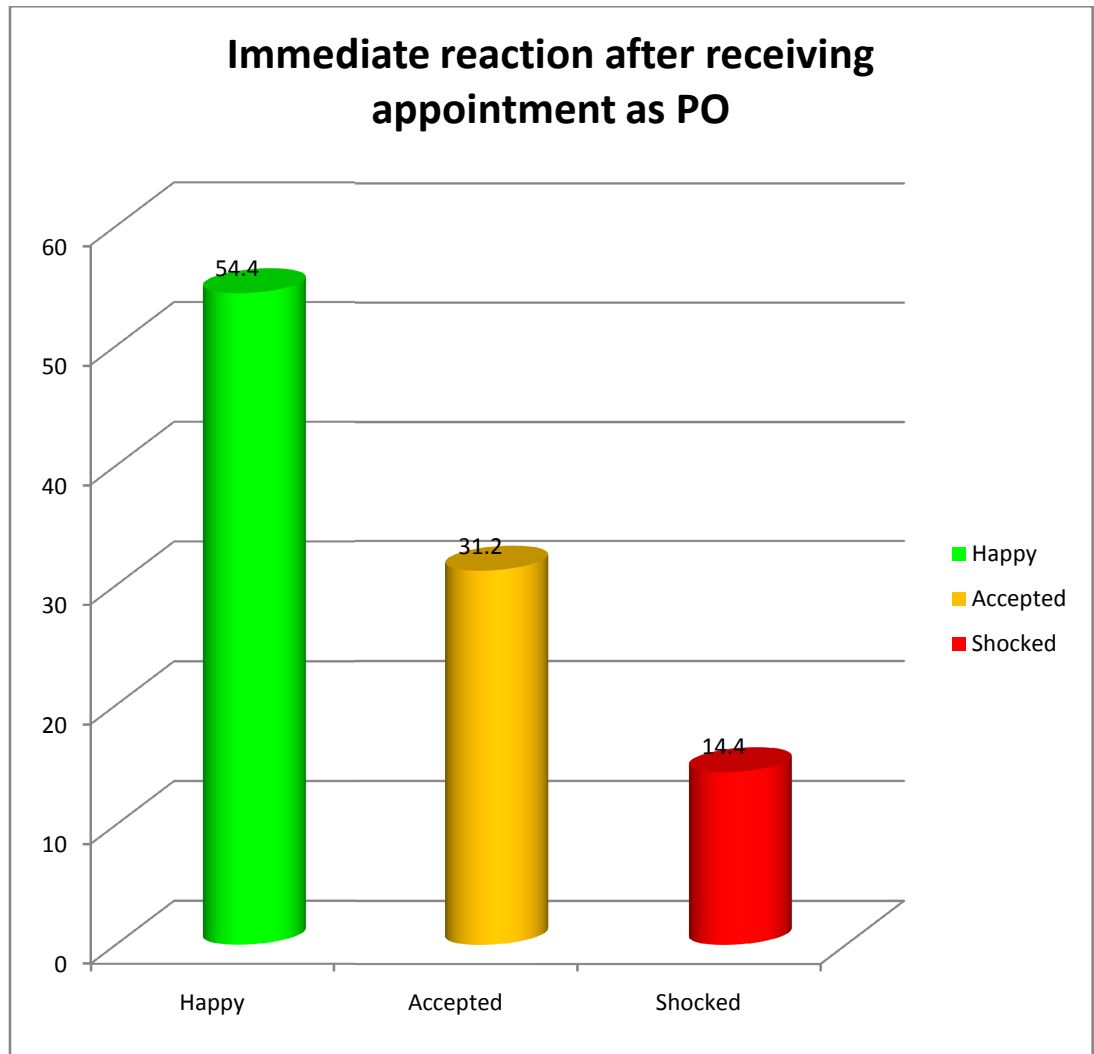
5.1.8. Immediate reaction to NSS

Even today many of the faculty and students do not know about various activities undertaken within the campus for students. They confine to their priorities and remain aloof. Here the trainee programme officers were asked how they felt about their entry into NSS to which they responded the following way. The calculated immediate reaction to NSS is showed in the below table No. 4.1.8.

Table 5.1.8. Showing the immediate reaction of the respondents towards NSS

Immediate Reaction to NSS			
Sr No	Participation	Frequency	Percentage
1	Positively Accepted	106	84.8
2	Accepted with Hesitation	016	12.8
3	Resistance	003	02.4
		125	100

It is clear from the above table that a great majority of the respondents positively accepted their new domain of work in National Service Scheme. A small percentage of 2.4 of the respondents even resisted their appointment as programme officer. And there were 12.8 percent of the respondents who accepted the new assignment with hesitation.
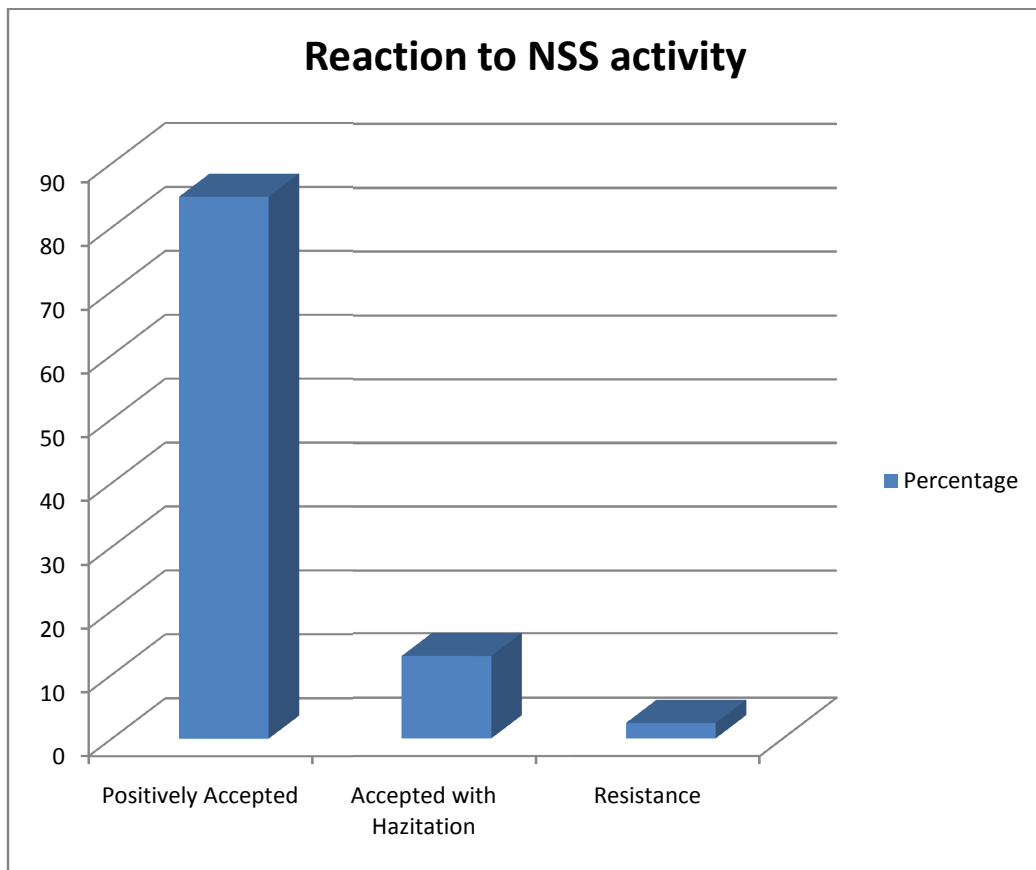
5.1.9 Objectives of NSS known before becoming Prog. Officer

Right since its inception in 1969 , the NSS has become popular and known to college going population that there is something called NSS. However there may not be full awareness about it. This question was also put before the trainee respondents at ETI Ahmednagar.   Following is the response about whether they knew about the objectives of NSS before becoming Programme Officer.

Table 5.1.9 Distribution of the respondents by their awareness about the objectives of National Service Scheme before becoming or getting appointment as programme officer.

Knew the Objectives of NSS before			
Sr No	Participation	Frequency	Percentage
1	Strongly Disagree	001	0.088
2	Disagree	004	3.2
3	Can't Say	012	9.6
4	Agree	069	55.2
5	Strongly Agree	039	31.2
		125	100

The above table 5.1.9 shows that good number of trainee respondents in orientation course already knew about the objectives of NSS before becoming programme officer. 31.2 percent of the respondent very strongly said that they knew it very well whereas 55.2 percent of them said that they knew about objectives.   A small percentage of respondents did not agree or knew about the objectives before joining as programme officer.

Knew objectives of NSS
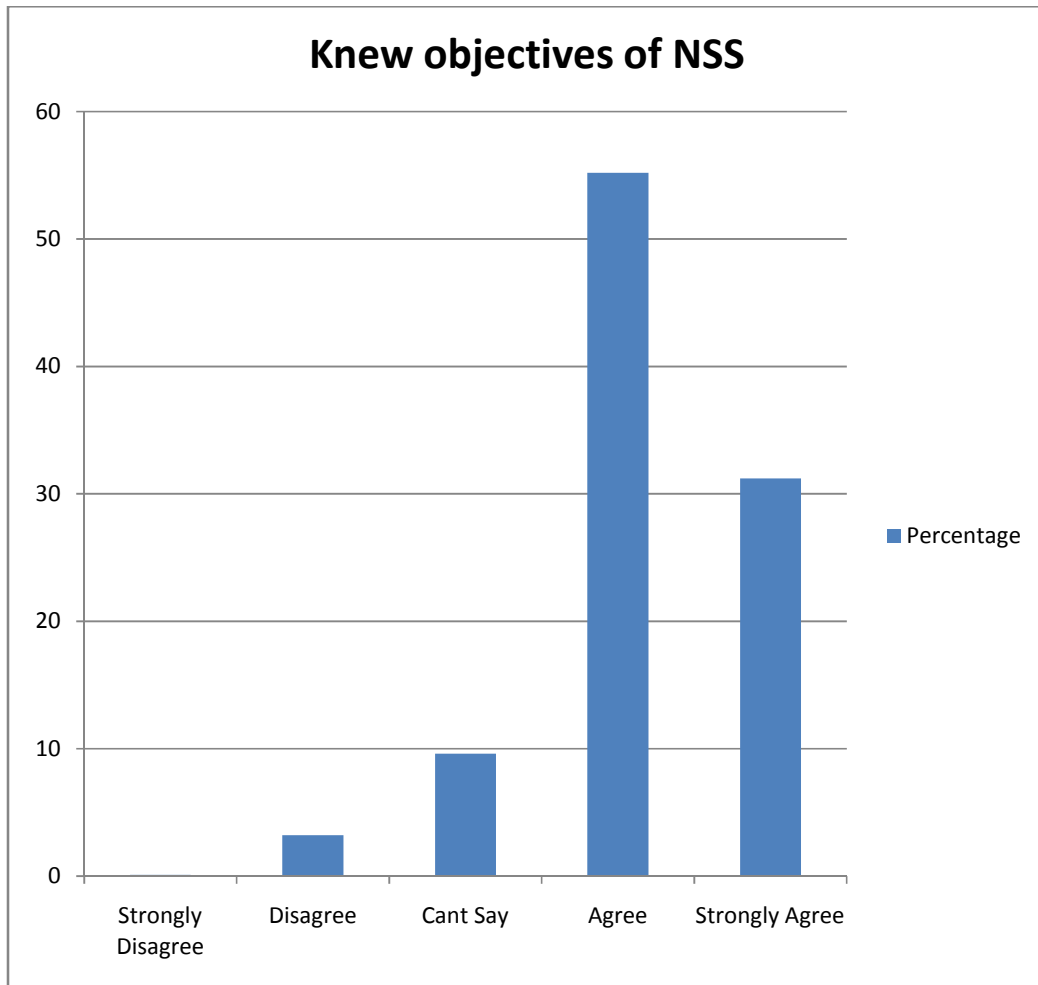
5.1.10 Training at Empanelled Training Institute and it's utility

As college teachers willingly go for career advancement related orientation and refresher courses, however it is generally seen that other courses which do not have any relation with cash benefit are avoided by them. Therefore the question was asked to the trainee programme officers (respondents) what they thought of utility of orientation course at Ahmednagar ETI. The following responses were given by them. The calculated values are shown in table number 5.1.10.

Table 5.1.10 Showing the Utility realized about the ETI training and orientation

Training at ETI and it's utility			
Sr No	Participation	Frequency	Percentage
1	Strongly Disagree	001	0.088
2	Disagree	013	10.4
3	Can't Say	001	0,088
4	Agree	054	44
5	Strongly Agree	056	44.8
		125	100

The above table 5.1.10 shows the positive aspects of the majority of the respondents about the utility i.e., usefulness of training at Ahmednagar ETI, as they thought of joining the course. Only one respondent strongly disagreed about utility of orientation whereas 10.4 percent disagreed about the usefulness or need for training at Ahmednagar Empanelled Training Institute. 44.8 percent of the respondents strongly agreed about the useful of training and orientation together with 44 percent more respondents who also agreed about the usefulness of orientation to assume the role of NSS Programme Officer and render their services to the college, and society as a responsible and effective functionary. This is very positive response of the trainee programme officers reflecting their values in personality.

Showing utility of objectives of NSS
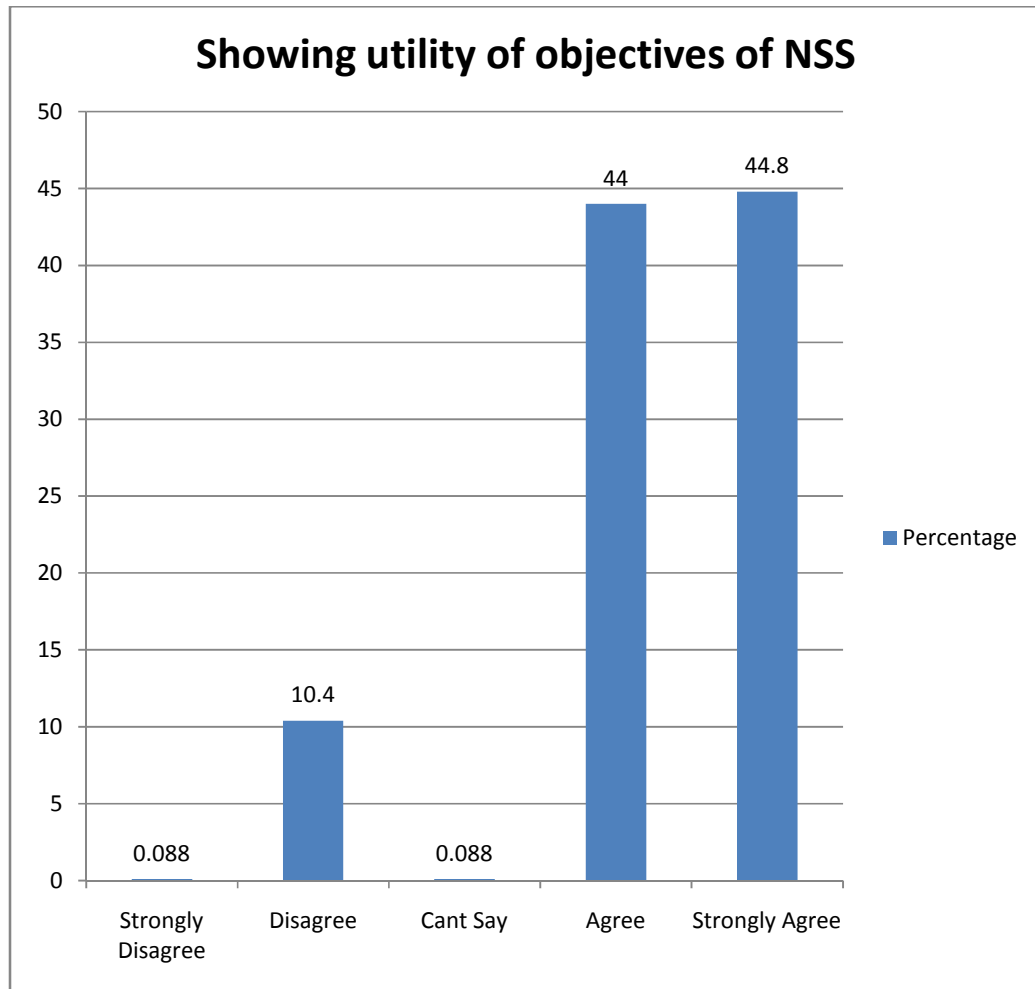
5.2. HYPOTHESIS WISE ANALYSIS OF THE DATA:

As the researcher has studied the Programme Officers of NSS who had reported for orientation course at Empanelled Training Institute in Ahmednagar. The very first day they were distributed the questionnaire to find out overall values as against those of matched normals. Hypotheses wise study analysis is as follows:

5.2.1. (H1) Overall values of NSS POs before attending training at NSS-ETI will be similar to the matched normals.

The overall value of the programme officers is measured using standardized value measurement test. The entry level values were compared with the teachers those were not at all related to the NSS activities. A comparison between programme officers and those not related to the NSS has been made using 't' test for mean comparison. Calculated values and its significance level are shown in the below table 5.2.1.

Table 5.2.1 shows the comparison between pre NSS training and not related to the NSS about their values

	Respondents Category	Nos	Mean	Std. Deviation	Std. Error Mean	df	't'	significant level
Over All Values	Pre NSS Training	125	118.9840	16.18043	1.44722	248	-2.024	.044
	Not Related to the NSS	125	122.6640	12.30457	1.10055			

The above table 5.2.1., shows the overall values of the NSS programme officers at pre NSS training and of those who were not related to the NSS activity respondents. The mean score of overall value is 118.984 among group of pre NSS training, whereas it is 122.668 among the group of not related to the NSS. Standard deviation is 16.180 and 12.304 for these groups respectively. Calculated 't' value of group comparison is 2.024 and it is significant at 0.044. This indicates there is significant difference between pre NSS training and those who were not related to the NSS group on their value level.

5.2.2. (H2) The value system of the NSS POs change significantly after attending a training programme at NSS-ETI.

The main concern of this investigation is to see the effect of training programme on the overall development of the NSS POs. Whether training provided at NSS ETI really produces effect on values of the participants? This phenomenon has been studied by comparing the level of values between the pre and post training respondents. The calculated values and its comparison scores are given in the below table 5.2.2.

Table 5.2.2. shows a comparison of value between pre NSS training and post NSS training scores

	Respondents Category	N	Mean	Std. Deviation	Std. Error Mean	df	't'	Significance level
Over All Values	Pre NSS Training	125	118.9840	16.18043	1.44722	248	-5.493	.000
	Post NSS training	125	130.5840	17.19677	1.53813			

The above table 5.2.2 shows the comparison about the values at pre NSS training and post NSS training stage. The above table shows that the mean 118.984 and standard deviation 16.180 is seen at the pre NSS training whereas it is mean 130.584 and standard deviation is 17.196 is seen at the post NSS training. The calculated 't' value for mean comparison is 5.493. The calculated 't' value is significant at 0.000 level. It means there is significant difference on value level at before and after attending training programme. The mean values also show that NSS training at ETI improves value level significantly.

5.2.3. (H3) the perceived effectiveness of NSS POs change significantly after attending the training at NSS-ETI

Another area of interest was to study the impact of training programme on perceived effectiveness of NSS POs. The perceived effectiveness has been measured using self rating. The dimensions of self rating were assumed as follows: Effectiveness in implementation, improvement in judgment, and capacity, effectiveness in work, impression on authority, positive feelings and work effectiveness. A comparison between post and pre test is done by using 't' test for mean comparison and it is shown in table 5.2.3.

Table 5.2.3. shows comparison on perceived effectiveness of training given at ETI

	Respondents Category	N	Mean	Std. Deviation	Std. Error Mean	df	't' value	Sign. Level
Training improves my effectiveness in Implementation	Post NSS Training	125	4.2400	.65254	.05836	248	2.617	.009
	Pre NSS training	125	4.0080	.74591	.06672			
Training improves my Judgement & Capacity	Post NSS Training	125	4.4240	.67518	.06039	248	3.981	.000
	Pre NSS training	125	4.0800	.69096	.06180			
Training improves my Effectiveness in Work	Post NSS Training	125	4.2320	.74201	.06637	248	1.514	.131
	Pre NSS training	125	4.0880	.76217	.06817			
Training improves my impression on Authority	Post NSS Training	125	4.1680	.79043	.07070	248	1.266	.207
	Pre NSS training	125	4.0480	.70546	.06310			
Training improves my Positive Feelings	Post NSS Training	125	4.3120	.62754	.05613	248	2.779	.006
	Pre NSS training	125	4.0800	.69096	.06180			
Work Effectiveness	Post NSS Training	125	42.9760	4.18419	.37425	248	3.699	.000
	Pre NSS training	125	40.8960	4.69183	.41965			

The above table 5.2.3., reveals following facts. i) Refers to the effectiveness in implementation, 4.00 mean and 0.745 standard deviation is seen at pre NSS training whereas it is seen 4.24 as a mean and 0.652 standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.617 and it is significant at 0.009 level. It means there is significant difference of scores of pre test and post test. ii) refers to the judgment and capacity, 4.08 mean and 0.690 standard deviation is seen at pre NSS training whereas it is seen 4.42 as a mean and 0.675 standard deviation at post NSS training. The calculated 't' values for mean comparison is 3.981 and it is significant at 0.000 level. It means there is significant difference of scores of pre test and post test. iii) refers to the effectiveness in work, 4.088 mean and 0.762 standard deviation is seen at pre NSS training whereas it is seen 4.23 as a mean and 0.742 standard deviation at post NSS training. The calculated 't' values for mean comparison are 1.514 and it is significant at 0.131 level. It means there is no significant difference of scores of pre test and post test. iv) refers to the impression on authority, 4.048 mean and 0.705 standard deviation is seen at pre NSS training whereas it is seen 4.168 as a mean and 0.790 standard deviation at post NSS training. The calculated 't' values for mean comparison is 1.266 and it is significant at 0.207 level. It means there is no significant difference of scores of pre test and post test. v) Refers to the positive feelings, 4.08 mean and 0.690 standard deviation is seen at pre NSS training whereas it is seen 4.31 as a mean and 0.627 standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.779 and it is significant at 0.006 level. It means there is significant difference of scores of pre test and post test. vi) refers to the work effectiveness, 40.896 mean and 4.184 standard deviation is seen at pre NSS training whereas it is seen 42.976 as a mean and 4.184 standard deviation at post NSS training. The calculated 't' values for mean comparison is 3.699 and it is significant at 0.000 level. It means there is significant difference of scores of pre test and post test.

5.2.4. (H4) Training brings about re-orientation in attitude and values of teachers and prepares them for new roles and responsibilities.

Whether training brings about change in attitude and specific values has been calculated. The calculation is done separately for the scores of pre NSS training and post NSS training. A mean comparison is done using 't' test of mean comparison, and significance level has also been estimated. The calculated values are given in table number 5.2.4a and 5.2.4b.

5.2.4 a. change in attitude

	Respondents Category	N	Mean	Std. Deviation	Std. Error Mean	df	't' value	Sign. Level
Training improves performance of participants	Post NSS Training	125	4.448	0.67747	.06059	248	2.981	.003
	Pre NSS training	125	4.176	0.76268	.06822			
Training improves more judgment & capacity of participants	Post NSS Training	125	4.376	0.66798	.05975	248	2.414	.017
	Pre NSS training	125	4.160	0.74487	.06662			

The above table 5.2.4.a., shows the comparison about change in attitude of the respondents. Mainly two dimensions have been considered i.e. improvement in performance and improvement in judgment and capacity. Table reveals following facts. i) Refers to the improvement in performance- 4.17 mean and 0.762 standard deviation is seen at pre NSS training whereas it is seen 4.448 as a mean and 0.677, standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.981 and it is significant at 0.003 level. It means there is significant difference of scores of pre test and post test. ii) Refers to the improvement in judgment and capacity- 4.16 mean and 0.744 standard deviation is seen at pre NSS training whereas it is seen 4.37 as a mean and 0.667, standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.414 and it is significant at 0.017 level. It means there is significant difference of scores of pre test and post test.

5.2.4. b. change in values

	Respondents Category	N	Mean	Std. Deviation	Std. Error Mean	df	't' value	Sign. Level
Religious Values	Pre NSS Training	125	10.2080	3.80428	.34026	248	-2.305	.022
	Post NSS training	125	11.2720	3.48586	.31178			
Social Values	Pre NSS Training	125	13.0880	3.00273	.26857	248	-2.541	.012
	Post NSS training	125	14.0160	2.76786	.24756			
Democratic Values	Pre NSS Training	125	15.6160	3.30392	.29551	248	-1.876	.062
	Post NSS training	125	16.4320	3.56808	.31914			
Aesthetic Values	Pre NSS Training	125	12.4960	3.38789	.30302	248	-3.296	.001
	Post NSS training	125	13.7760	2.71455	.24280			
Economic Values	Pre NSS Training	125	10.9280	3.45052	.30862	248	-2.237	.026
	Post NSS training	125	11.9360	3.66928	.32819			
Knowledge Values	Pre NSS Training	125	14.7280	3.01709	.26986	248	-2.350	.020
	Post NSS training	125	15.5840	2.73621	.24473			
Hedonistic Values	Pre NSS Training	125	11.0400	3.00108	.26842	248	-3.210	.002
	Post NSS training	125	12.2640	3.02715	.27076			
Power Values	Pre NSS Training	125	9.0400	3.56144	.31855	248	-2.844	.005
	Post NSS training	125	10.3520	3.73142	.33375			
Family Prestige Values	Pre NSS Training	125	10.6080	3.67401	.32861	248	-3.682	.000
	Post NSS training	125	12.2640	3.43404	.30715			
Health Values	Pre NSS Training	125	11.2320	2.53726	.22694	248	-4.579	.000
	Post NSS training	125	12.6880	2.49003	.22272			

The above table 5.2.4.b., shows the comparison about change in values. Change in values includes Religious values, Social values, Democratic values, Aesthetic values, Economic values, Knowledge values, Hedonistic values, Power values, Family prestige values, and Health values. Table reveals following facts. i) refers to the religious value 10.208 mean and 3.804 standard deviation is seen at pre NSS training whereas it is seen 11.272 as a mean and 3.485 standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.305 and it is significant at 0.022 level. It means there is significant difference of scores of pre test and post test., ii) refers to the Social values 13.088 mean and 3.002 standard deviation is seen at pre NSS training whereas it is seen 14.016 as a mean and 2.767 standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.541 and it is significant at 0.012 level. It means there is significant difference of scores of pre test and post test., iii) refers to the democratic values 15.616 mean and 3.30 standard deviation is seen at pre NSS training whereas it is seen 16.432 as a mean and 3.568 standard deviation at post NSS training. The calculated 't' values for mean comparison is 1.876 and it is significant at 0.062 level. It means there is no significant difference of scores of pre test and post test. vi) Referring to the aesthetic values 12.496 mean and 3.387 standard deviation is seen at pre NSS training whereas it is seen 13.776 as a mean and 2,714 standard deviation at post NSS training. The calculated 't' values for mean comparison is 3.296 and it is significant at 0.001 level. It means there is significant difference of scores of pre test and post test., v) referring to the Economic values 10.928 mean and 3.450 standard deviation is seen at pre NSS training whereas it is seen 11.936 as a mean and 3.669 standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.237 and it is significant at 0.026 level. It means there is significant difference of scores of pre test and post test., vi) referring knowledge values 14.728 mean and 3.017 standard deviation is seen at pre NSS training whereas it is seen 15.584 as a mean and 2.736 standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.350 and it is significant at 0.020 level. It means there is significant difference of scores of pre test and post test., vii) refers to the hedonistic values 11.040 mean and 3.001 standard deviation is seen at pre NSS training whereas it is seen 12.264 as a mean and 3.027 standard deviation at post NSS training. The calculated 't' values for mean comparison is 3.210 and it is significant at 0.002 level. It means there is significant difference of scores of pre test and post test., viii) referring to the Power values 9.040

mean and 3.561 standard deviation is seen at pre NSS training whereas it is seen 't' values for mean comparison is 2.844 and it is significant at 0.005 level. It means there is significant difference of scores of pre test and post test. ix) refers to the Family prestige values 10.608 mean and 3.674 standard deviation is seen at pre NSS training whereas it is seen 12.264 as a mean and 3.434 standard deviation at post NSS training. The calculated 't' values for mean comparison is 3.682 and it is significant at 0.000 level. It means there is significant difference of scores of pre test and post test and x)refers to Health values 11.232 mean and 2.537 standard deviation is seen at pre NSS training whereas it is seen 12.688 as a mean and 2.490 standard deviation at post NSS training. The calculated 't' values for mean comparison is 4.579 and it is significant at 0.000 level. It means there is significant difference of scores of pre test and post test.

5.2.5. (H5) Training provides them skill of working with individuals, group and community.

Whether training provides the skills of working with the individuals, group and community is studied by questioning the different eminent authorizes from NSS. They were requested to recall different people, who were associated with the NSS activity in different capacities. Also they were requested to recall the changes experienced before and after the NSS training by these people and then respond to the given questions (Open ended). The authorities and achievers responses have been analysed in the below table.

5.2.5- NSS Authorities and Achievers with their NSS background

Sr. No	Person	Student Volunteer	NSS PO	NSS Coordinator/E	Principal/Director	State Liaison Officer	State Awardees	National Awardees	Regional Centre Head	Resource Person
1	Padmashri (Shri) Anna Hazare	0	0	0	0	0	0	0	0	1
2	Late (Dr) S.K.Hulbe	0	0	1	1	0	0	0	0	1
3	Dr. R.J.Barnabas	0	0	0	1	0	0	0	0	1
4	Dr. S.B.Kolte	0	0	0	1	0	0	0	0	1
5	Mr. N.S.Jambhule	1	0	0	0	0	0	0	1	1
6	Dr. Vasudha Kamat (VC)	1	0	0	0	0	0	0	0	0
6	Dr.P.N.Pabrekar	1	1	1	0	1	0	0	0	1
7	Dr. Atul Salunke	1	1	1		1	0	1		1
8	Prof. P R Gaikwad	0	0	1	0	0	0	0	0	1
9	Prof, Bhau Daidar	1	1	1			1			1
10	Dr. D D Pawar	1	1	1	0	0	1	0	0	1
11	Prof. Vilas Chavan	1	1	1	0	0	1	0	0	1
12	Prof. Nilofer Ahmed	1	1	1	0	1	1	0	0	1
13	Dr. Dhanjay Mane	1	1	1	0	0	1	0	0	0
14	Prof. R.G.Kolhe	1	1	0	0	0	0	1	0	1
15	Dr. Abhay Shaligram	1	1	0	0	0	0	0	0	1
16	Dr Sanjay Chakane	0	1	1	0	0	1	0	0	1
17	Dr. Galande	0	1	0	0	0	0	1	0	0
18	Dr. Ramdas Dhokale	1	1	0	0	0	1	0	0	0
19	Shri. Popat Pawar	1	0	0	0	0	0	0	0	1
	Total	**13**	**12**	**10**	**03**	**03**	**07**	**03**	**01**	**16**

Qualitative data analysis is done to study this phenomenon. The gist of the talk from these resource persons, experts and achievers is given below:

01. Late (Dr.) S. K. Hulbe, the founder Director of Centre for Studies in Rural Development, a wing of Bhaskar Pandurang Hivale Education Society, Ahmednagar, who was the foremost and pioneering advocate of student's involvement in rural development and voluntarism among the college teachers for extension work addressed the training programmes on several occasions and appreciated the contribution of programme officers. He termed the programme officers as "Chosen Few", by the almighty for social service to the needy poor and the under privileged in the society. His experiments in Ahmednagar District became the path for the Government, the NGOs and various commissions appointed by the Central and State Govts. His contribution to the Nation building led to establishment of pioneering Training and Orientation Centre in Ahmednagar along with Tata Institute of Social Sciences, Bombay. He always emphasized on training as must to imbibe right attitudes and values in programme officers who were supposed to be the role models for the young National Service Scheme volunteers. He used to always say "don't' tell me how many papers you have written and published, tell me number of people you have worked with and changed". "If one wants' to be a successful teacher, he or she should go to the BIG BOOK that is FIELD, where the soul of the nation resides". He fully agreed that the"Training and Orientation Centre or ETI has been doing great job of preparing change agent in the campus who then become useful intellectuals available to the society as the situation demands.   The knowledge, skills and attitude developed through NSS activities and orientation boost the capacity of the programme officers to perform on any platform in the society."(July 2013)

02. Prof. Promod R Gaikawad - Training Head for more than thirty years at Training and Orientation Centre in Ahmednagar shared his views as -"-there is no other alternative to Programme Officers except the orientation at the TOC to be effective functionary or officer of NSS.   My long association with NSS TOC and feedback from trainees and those went on to become Principals and Vice Chancellors show that training does lead to change in leadership qualities among the programme officers.   Without working in adopted villages and the rural

communities the NSS Programme Officers cannot be a effective teachers. The real test of knowledge, attitude and skills of the teacher is in the actual field. His or her field guidance during the camping programme and the regular activities proves to be a boon to the student volunteers. The academic learning is plagued by Xerox notes and guides, but field is the true book which never speaks lie. The programme officers sharpen their abilities to deal with individuals, groups and the communities through NSS. They prove to be achiever in their life as the feedback received by the training centres proves it. Training and Orientation also sharpen the administrative abilities of the Programme Officers in terms of book keeping, recording and account keeping. They do not fear risk taking about the camping and also during the disaster response intervention."(December 2013).

03. Dr. R.J Barnabas – Principal. Ahmednagar College, Ahmednagar who is directing the Empanelled Training Institute since 2005 keeps direct contact with the programme officers during the Orientation Programme states that- " I am witness to expression of gains in knowledge, attitude and skills from the programme officers during the valedictory sessions at Empanelled Training Institute , earlier known as TOC. Letters of appreciations for the Centre, the resource persons and ideal village exposures all speak about their change in perception about NSS. The continuous demand about restarting the refresher courses for programme officers (discontinued by the Ministry) also reflect their willingness to share and sharpen their knowledge base and continue to learn more and more. Secondly, many of the Principals who meet me in various forum and programmes express their gratitude towards the Training Centre for changing the frame of their programme officers as they become men of utility in managing crises in and off the campus. They prove to be better leaders and faculty useful to the management and departments during the NAAC and other preparations for quality enhancement. They remain continuously responsible towards the task they undertake and to the authorities of the colleges and institutes."(June 2014)

04. Dr. P N Pabrekar, former State Liaison Officer, Maharashtra, who was NSS Volunteer as a student, programme officer in his college, NSS Coordinator of Mumbai University and finally worked as SLO states that "a sea change occurs among the programme officers due to training/ orientation and exposure in NSS along with various workshops and seminars conducted by the NSS authorities.

Their actions are more measured and responsible after the training. Personally I have experienced this change. The Programme Officers who are well trained and exposed to the reality of the community and the nation tend to become good researchers and they undertake research projects related to their subject through NSS point of view. NSS programme officers' post prepares ladder for him/ her to climb the heights in various other academic and social fields as well".(April 2014).

05. Dr. Atul Salunke (State Liaison Officer, 2014) Maharshtra, a former programme officer, University Coordinator, Mumbai University and Indira Gandhi National Award winner -- " NSS responsibilities and training both brings about a huge change in the personality development of a programme officer. I also gained similarly and the NSS exposure has given lots of leadership qualities which are reflected in terms of attitude at work, recognized by seniors and others. The NSS man (programme officer) becomes the centre of attraction in their respective colleges and the communities. The programme officers who are trained and oriented deliver better than those who are not trained. During the State, University and college advisory meetings the need for training is expressed and supported by the Vice Chancellors, Principals, University coordinators and the Regional Centre Head. Training and Orientation go long way into Nation Building. Training and Orientation impart them with abilities of working with students and the society in varied situations. The Programme Officers become better organizers."(April 2014)

06. Dr. Vasudha Kamat, Hon. Vice Chancellor of S N D T University, Mumbai in one of University NSS advisory stated that "one year of NSS student volunteering during her B.Ed was the turning point in her life". She encouraged the regular programme officers from S N D T to undergo orientation and training so that they would be effective in delivering to the students and the society. She appreciated the work of programme officers particularly in blood donation drive where special skills are required to motivate the volunteers and the people to change their mind set (SNDT Advisory meeting held in year 2010-11).

07. Prof. Bhau Daidar long time University Coordinator of Nagpur University and best programme officer and the coordinator –"Training and orientation for the

programme officer is must as the teachers come to know about the basics of NSS and its underlying philosophy. It helps them erase biases and inhibitions from their mind about NSS. Its not possible to perform effectively with the student volunteers without appropriate orientation. I have personally experienced the change that orientation brings about in a person. It helps in developing selfless attitude and concerns for the students and the communities in which we work and live."(April 2014).

08. Mr. M S Jambhule former head of Regional NSS Centre , Pune, always associated with training programmes at TOC/TORC/ETI in monitoring authority and resource person's capacity remarks- " I have seen personally thousands of programme officers trained and untrained and found the difference between them. Only a few could be counted on fingers, who perform well without training otherwise it was a flop show. But where ever I met the trained officers, and saw the work and feedback from the Principals, it was mostly satisfaction with performance. The direct feedback taken by mingling with the student volunteers reflected the truth about the impact of training and orientation. This feedback I always shared with trainees at training centres and also reported to the Government. In every University NSS advisory, the matter regarding untrained officers was taken up and importance of training and orientation was emphasized."(March 2014).

09. Dr.Sanjay Chakne, Principal, Indapur College, Pune who was also a student volunteer himself, a programme officer and then two time University of Pune NSS Coordinator—"National Service Scheme exposure gives tremendous opportunities and platform to unlearn and learn in field situations and experiment with innovative ideas with young student volunteers. The turning point is in training centre where all about the basics of NSS, dos' and do not's of NSS programme officers are learnt. Brain storming among the peer groups with the help of resource persons leads to introspection and then inspiration and motivation to perform. During the regular and camping activities lots of physical and mental (academic) exercises lead to innovations. Each department of college can contribute in organizing information in the community, mapping of village, preparing history of village, availability of resources in the community, strategic decision making. The Programme Officer is a very useful link between the facts

of the field and academic enrichment. But then if only the Programme Officer is trained and oriented, it is possible otherwise success is a rare phenomenon."(April 2014).

10. Dr. S B Kolte, the Director General Of Institute of Management Studies and Career Development, Ahmednager, former dean of faculty of Commerce, University of Pune, who has been closely associated with training centre in Ahmednagar since its' inception- "Programme officers learn the managerial and community development skills of dealing with individuals, groups and the communities through training as well direct exposures in the field. Their horizon of knowledge widens and they become more realistic and practical teachers. Its' my experience, how a person in NSS becomes a public speaker and commands respect, both in the academic and social life. Its' great opportunity that a programme officer gets in his or her life to move up the ladders in the society. A teacher requires not only bookish information but also the abilities to relate the book and field knowledge with effective delivery in the class room. He or she becomes good orator and communication skills get sharpened with NSS exposure."(May 2014).

11. Dr. D. D. Pawar, former coordinator of Nanded University for two terms, a former programme officer trained at TOC , Ahmednagar and Maharashtra State Award winner, as the best programme officer and University Coordinator—" The role and responsibility as Programme Officer, along with training at TOC/ ETI gives doses of discipline and ground for ethical and moral performance with the student volunteers and the community at large. I have witnessed changes among many programme officers after their orientation at ETI. They change from resistant, grumbling and lethargic to cooperative and responsible programme officers".(April2014).

12. Prof Vilas Chavan- former programme officer (Dhule) and Coordinator of NSS, North Maharshtra University, also a State award winner states that because of NSS orientation and exposure, he could gain spiritual link between the academic work and the people at large. NSS gives a vast platform to become one with the universe as its motto itself says "NOT ME BUT YOU". NSS experience brought in him the sense of financial management and resource raising and

management to use them to their best with least waste or no wastage. He could take this gains home and its all together an organized life now even after leaving the NSS responsibilities in the University. It was his reflection of training at Ahmednagar that North Maharashtra University Vice Chancellor sent a team of twenty five chosen college teachers to be trained as coordinators for the Adarshgram Yojna in his University area. They were given special orientation at TOC/ ETI for three days.

13. Prof. R G Kolhe, a former programme officer of New Arts, Commerce and Science College, Ahmednagar who became the State and National NSS best programme officer with Indira Gandhi National award underwent the orientation and refresher courses at Ahmednagar. He also got the National Award for changing a village as NIRMAL Gram through his NSS unit. He is the only one programme officer in the country to receive this award on behalf of the village. He is also a resource person at the ETI and owes all his achievements initially to the NSS orientation and training, which has changed his life to a public figure and student's hero in the campus. "NSS training and regular activities gave me exposure in the rural set up and opportunity to test my skills in dealing with people in individual, group and community situation," Prof R.G Kolhe(December 2014).

14. Dr. Galande of Agriculture College, Pune who received the Indira Gandhi National Award as the best programme officer wrote a letter to the TOC/ ETI that all his views about the volunteerism changed only after orientation and refresher course in Ahmednagar. He admits that after orientation-"He is now a poet as well as an agriculture science professor. NSS programme officers develop practical approaches to deal with their students, faculty and the people in the community. He develops capacity to stand above the criticism and flattering on failures and success. He is all together a different person an teacher, organizer and enabler for the students in college."(December 2013).

15. Ramdas K Dhokale, Associate Professor**,** former programme officer and the Maharashtra State best Programme Officer wrote to the ETI that his orientation at Ahmednagar training centre opened up opportunities for him and now he is

getting award after award and recognition in the University and the community. "He has become a people going teacher from lab to the people" (March 2014).

16. Dr. Dhananjay Mane, a former programme officer, best University NSS Coordinator Awardee (2007-8) of Maharashtra State from DR. Babasaheb Ambedkar Marathwada University and presently (2014) Senate member and Chairman of Standing Committee of Dr. Babasaheb Ambedkar Marathwada University, Dy. Director of Academic Staff College, Aurangabad—"Working as a programme officer gives tremendous boost to the personality development of a teacher and his/her capability and skills continue to improve to effectively deliver in and outside the class. His/her attitudes and values undergo inevitable changes with more constructive, positive and creative aspects. The NSS teachers tend to be more dynamic and enthusiastic in their academic and social life and also they lead from front."(March 2014).

17. Prof. Nilofer Ahmed, former State Liaison Officer of NSS, Maharashtra, "NSS training and orientation open up the personality of the programme officers. There is absolute change in them and they gain in communication skills and become performing assets of the colleges even after they leave NSS. They explore themselves and put to test the innovative ideas in and outside the college and also in the community where they work. Their activities catch the imaginations of the student volunteers. They become the role model for the student volunteers and new teachers in the colleges and the institutes where they are employed." (May 2014).

18. Social activist Shri Anna Hazare, who is a resource person for the TOC/ETI for many years for the field exposure visits, always gives priority to NSS programme officers' visit to his village Ralegan in Ahmednagar . He emphasizes the role and responsibilities of the programme officers towards nation building. He motivates them about the honesty and sacrifice for the Nations' cause.-"NSS Programme Officers are the role model for the young aspiring minds and they should maintain clean and ideal character" (Addressed the Programme Officers in Ralegan just before his agitation in Delhi, 2013).

19. Mr. Popatrao Pawar, former sarpanch of the ideal village Hivarebazar in Ahmednagar District, was also a NSS student volunteer and National University

Cricket player, a resource person for the NSS Training Centre and chairman of Adarsh gaon Samiti Maharashtra State, always shares with the visiting Programme Officers about his state visits to NSS camps, where he found trained programme officers to be more effective and popular among the students and the community then those who are not trained. He says that-" true teachers are prepared in NSS and they are different in their approach to task performance and very responsible as they take risks of working in open environment. Their contribution is tremendous in watershed management and sanitation programmes."(April 2014).

20. Dr. Abhay Saligram, present Training Coordinator of Empanelled Training Institute, Ahmednagar and former Programme Officer of Ahmednagar college who himself has been trained at the same Institute comments- " NSS Training and activities changes the psychological makeup of the Programme Officer. He or she comes close to the reality of the society in practical way. He or she also becomes a role model for the student volunteers and an asset for the college as conflict manager during the crises on and off the campus. The continuous feedback and communication even after the training at ETI reflect the change of attitude among the programme officers".(June 2014).

5.2.6. (H6) Training equips participants with improvement in planning, perception on new task, receiving positive feedback and energy level.

The main purpose of any training programme is to equip the participants with changing scenario. In present study, whether training improves the participants to equip with the planning, perception, receiving positive feedback and energy level. The comparison between pre NSS training and post NSS training is done using 't' test. The analysis of the data and its significance level is showed in below the table number 5.2.6.

Table 5.2.6 training equips with knowledge,

	Respondents Category	N	Mean	Std. Deviation	Std. Error Mean	df	't' score	Sign.
Improvement in My Planning	Post NSS Training	125	4.3440	.64887	.05804	248	1.973	.050
	Pre NSS Training	125	4.1760	.69635	.06228			
Improvement in My Perception on New Task	Post NSS Training	125	4.2320	.75280	.06733	248	1.591	.113
	Pre NSS Training	125	4.0800	.75776	.06778			
Improvement in My receiving Positive Feedback	Post NSS Training	125	4.2720	.72263	.06463	248	1.931	.055
	Pre NSS Training	125	4.0880	.78305	.07004			
Improvement in My energy level	Post NSS Training	125	4.2480	.71455	.06391	248	1.764	.079
	Pre NSS Training	125	4.0800	.78904	.07057			

The above table number 5.2.6 shows following description. i) Refers to the improvement in planning 4.176 mean and 0.696 standard deviation is seen at pre NSS training whereas it is seen 4.344 as a mean and 0.6488 standard deviation at post NSS training. The calculated 't' values for mean comparison is 1.973 and it is significant at 0.050 level. It means there is significant difference of scores of pre test and post test., ii) Refers to the improvement in perception on new tasks 4.080 mean and 0.757 standard deviation is seen at pre NSS training whereas it is seen 4.232 as a mean and 0.752 standard deviation at post NSS training. The calculated 't' values for mean comparison is 1.591 and it is significant at 1.113   level. It means there no is significant difference of scores of pre test and post test., iii) Refers to the positive feedback 4.088 mean and 0.783 standard deviation is seen at pre NSS training whereas it is seen 4.272 as a mean and 0.722 standard deviation at post NSS training. The calculated 't' values for mean comparison is 1.931 and it is significant at 0.055

level. It means there is merely significant difference of scores of pre test and post test., iv) Refers to the improvement in energy level 4.080 mean and 0.789 standard deviation is seen at pre NSS training whereas it is seen 4.248 as a mean and 0.714 standard deviation at post NSS training. The calculated 't' values for mean comparison is 1.764 and it is significant at 0.079 level. It means there is no significant difference of scores of pre test and post test.

5.3 Summary : The chapter explained in detail about the data and data analysis. It covered demographic aspects and initial information (data) from the respondents about their demographic background. It includes their age, gender, faculty to which they belonged to, their length of service, participation in NSS during their college days as student volunteer, whether they were already working as programme officer before appointment, their immediate reaction on being appointed as programme officer, awareness about objectives of NSS and also about what they felt about on being deputed for training at Empanelled Training Institute at Ahmednagar.

   The chapter also dealt with hypothesis wise data analysis. Each hypothesis has been examined by using statistical tools.

Chapter 06

DISCUSSION

6.0 Introduction

6.1 Hypotheses wise discussion

6.2 Summary

DISCUSSION

6.0 Introduction:

In social science and social work research the demographic characteristics assume special importance as it's the socio sphere in which the respondents or the research subjects live in their social, cultural and economic environment. In this, the roles, positions and responsibilities of individuals and the groups keep changing in ever changing social environment. The college and university environment is youthful sphere where the energy of the youth is to channelize in constructive and positive way so the nation gets the right kind of citizens. The roles and responsibilities of the NSS programme officers are assume more importance as they have to work with NSS volunteers in both, i.e. class room set up and in the open and camp situations where class room formalities are almost absent. The command and respect of Programme Officer depends upon what knowledge, attitude and skills he or she has at his or her disposal. Some teachers have in built abilities, depending upon what kind of background they had earlier and during their service experience that they could gain. There are teachers who have enough teaching experience but of bookish type with no public going experience or out-side the class exposure.

Before understanding the effect of the training programme on the development of PO, the investigator has tried to understand the demographic characteristics of the respondents.

Age group of the respondents:

A person's age reflects his/her natural physical ability to learn and unlearn in the changing environment. How he or she adapts to the new challenges, age becomes a very important factor. In college and university setup both younger and older teachers have advantages and disadvantages with their age as they work with the student youth volunteers and people in the communities. It is understood that younger the teacher

closer he or she is with student youth due to lesser age gap or cultural differences. At the same time it is also said that younger teachers are less tolerant and their action and reaction with the student youth could be explosive and could lead to more damage than constructive or productive results. At the same time is also said that older teachers have experience of handling the youth and in NSS particularly they are the right choice as least frictions and absence of hot temper could keep the learning environment healthy. On the other hand other school of thought says that older teachers lack pace and values of youth and older generation have wide gaps and the energy so required to fire the minds of youngsters is absent amongst them. A very interesting reflection is seen as the age factor of the programme officers as seen in the data in the present study shows (table no. 5.1.1.), it is more of middle level age to which 44.8 percent of the respondents belong followed by the younger age group and then the older age group. It could be that the management of the colleges and institutions depute middle age programme officer more as they have known their potential during their tenure of service and at the second preference is given to the younger teachers as they show no resistance or ready to do anything in their quest for growth and experience.

The third option left with the management is the older group of teachers who have completed their doctoral work or have not handled or handled earlier work assigned to them with responsibility that they are deputed for orientation and training. As trainer and resource person during the personal interaction it is understood that that were more or less forced into NSS. Even there are older programme officers who work for many years\ as untrained officers but they go for training just to get a certificate for their API (Academic Performance Indicator) and leave the NSS immediately after the orientation course. It is interesting to note that the NSS manual prescribes the age of programme officers to be less than 40 years.

Gender of the Programme Officers/ Respondents:

We are living in the computer age or also as said in the information age where it's the human resource or human power irrespective of their gender which counts. Its era of democracy and both the gender work shoulder to shoulder be it nuclear technology or a pilot both men and women are work in every capacity. For long the women were left behind due to traditional beliefs that she is not equal physically and socially to compete and work with the men. Post independence era and particularly post reform era (1991- the era of liberalization, privatization and globalization) with constitutional

provisions and policies and programmes for women, it is seen that there is ever increasing participation of women in the national life almost is every sphere. Leading role models like first IPS Kiran Bedi, space scientist Kalpana Chawla, social activist Medha Patkar and Arundhati Rai and some women in political field have shown the way to the modern Indian women.

In the earlier days of NSS participation of girls was limited and parents as well the management of colleges did not allow girls to go for NSS camps and other outdoor activities. The main reason being insecurity and social taboos which did not allow her to come out and participate in national life and develop her personality and reap the benefit of change.

The data of trainees at TOC/ETI shows that there is 10 to 12 percent representation of women programme officers. In present study participation of female programme officers is 12.8 percent as shown in table number 5.1.2. This reflects the poor picture of women participation as programme officers. During the State level and University level advisories and other workshops there is hot discussion as witnessed by investigator on this poor representation and excuses are the same old that they have to look after the children and cooking and other household chorus that prohibits them to join NSS and if they join, they keep away from training and orientation programmes and assuming lead programme officer ship. If these women programme officers cannot come out for seven days of orientation how can they be there for a seven days NSS camp? This is a major hurdle in women participation as programme officers. This has direct bearing on the security and open participation of female NSS student volunteers. Those who have under gone orientation admit that it was hesitation and self made inhibition and also the family pressure that they were held back. Even some female programme officers have shown reluctance to training with male programme officers and some special exclusive female orientation programmes were organized which were utter failures with attendance. The residential training at Mumbai (earlier TORC) and at Goa failed to produce positive results as they grumble about the last local train, the last bus and then distance and problems at home when it comes to their punctuality and poor attendance during the orientation (Late TORC head Mr Khalil Ahmed). Mr. M S Jambhule, former regional centre head, Pune addressed this problem very often and encouraged the women programme officers to participate whole heartedly. Former State Liaison Officer Dr. P N Pabrekar and Prof. Nilofer Ahmed also tried their best. A new

beginning has been made in some colleges with at least one women programme officer in the unit having more than 100 volunteers.

In 2013-14 the total strength of NSS volunteers stood at 3,10,124 in Maharashtra State, out of whom number of female student volunteers was, 1,44,375 which comes to 46.55 percent (source-State Liaison office,Jan.2014). This figure shows opening and availing of opportunities by the female student volunteers and thus suggestion is that the female programme officers should also be in the same proportion. In 2013-14 there were about 3578 programme officers in Maharashtra out of whom 1743 male officers were trained as against 456 female officers, and 1049 male programme officers were untrained as against 330 female programme officers. In contrast with it in Goa in the same year there were in all 496 programme officers of whom 218 that is 43.95 percent were female programme officers (source-Directorate of Higher Education, NSS Section Jan.2014). So in a big State of Maharashtra as seen above the women lag behind in getting appointment as programme officer in proportion to the female volunteer's strength.

Educational background or faculty of the respondents:

As National Service Scheme is now spread to all the regular colleges and the institutes all over the country, and even the professional Engineering, Management and Medical colleges and institutes have accepted it. Government has also allowed the colleges and institutes to start unaided or self financed units due to financial constraints. The participation of participants (NSS-Pos) in presentation from different faculties as showed in table number 5.1.3. As it is seen that Arts faculty dominates as more than 65 percent of the respondents belong to it and secondly to it is the Commerce faculty. It has been seen that during the advisories and other meetings that programme officers from science and professional background avoid the training saying that it is not possible for them due to practicles. Even the principals of the colleges and institutes do not give priority to training of the programme officers. But very interesting fact is that it's the science faculty which has been leading as the State Liasion Officer and Coordinators of Universities. To name a few a chemistry Professor Dr. P N Pabrekar become the University Coordinator, State Liaison Officer and also the head of quality assurance cell in Maharashtra simultaneously in Maharshtra and Dr. Sanjay Chakne, a physics teacher served two times coordinator of NSS, University of Pune. Dr. Dhananjay Mane, a former Coordinator and later Deputy Director of Academic Staff College is a chemistry Teacher. Dr. Shakira Inamdar, the former coordinator of NSS,

Pune University also a Science Professor speaks volumes about their contribution to the field of the National Service Scheme and the awards which they have won at the State and the National level. Thus proving that even those who belong to the busy faculties, they can also work wonders in National social service.

Length of Service of Programme Officers:

Working with youth requires good experience and also the understanding of the needs and interests of the NSS volunteers. During the training course as a resource person and then as coordinator of training institutes, it was observed by the investigator that there used to be mixed groups of trainees. The length of service as a college teacher is calculated and it is showed in table number 5.1.4. The fact comes out clear from the data collected that length of service which reflects experience as teachers 54.4 percent of the respondents belonged to the younger service length group of less than 08 years of service. Secondly, 30 percent of them were from the middle service length of 9 to 17 years which also shows that after the younger group completes their terms as programme officer their colleagues who were not in NSS have to take over and thus they belong to the middle group. It had been observed that senior trainees usually occupy the front or back chairs in training hall which reflects their reluctance to training and or even eagerness to question to the resource persons as experienced teacher without training confirming to their ego. During the last few days of orientation in the personal discussions and than in the formal closing moments many a times frank admission is that they regret of not availing the training opportunities earlier. Of late the importance of API and the NAAC (National Assessment and Accreditation Council) compulsions also made the individuals and colleges to get the training done so the seniors also are sent for training. After realizing that many programme officers do not avail the training and orientation facility, many universities and the regional centre of NSS at the State level have taken the stand that Units are discontinued and the honorarium of the programme officers is held back, thus forcing the reluctant officers to go for training. The seniors show their research work, their age and even the responsibilities at home to avoid orientation training. One more reason for seniors having more responsibilities in colleges and the institutes make them avoid the orientation. Whatever it is but during the training programme all of them become assets as sharing and learning requires questions and this diversity prepares healthy ground for all of them. As each programme officer is different, more of cases of achievements, failures and regrets are exposed and thus

aiding to the orientation efforts. The problems faced by the younger officers and the seniors and sharing by the experienced and innovative officers lends good hand in the learning process.

Participation of PO as NSS Student Volunteers:

A teacher or programme officer with earlier NSS background or even NCC and sports background always helps him or her as a fast learner and practical person. Here in this research as quoted in table number 5.1.5., it is found that a good number of respondents i.e. 42.4 percent of them had earlier experience as NSS volunteer during their college days as students which may be reason for their volunteerism as programme officer and also for the management to choose them as programme officer. Such programme officers find it easier to adjust and get ready to assume the role as responsible teacher and they are also found to be enthusiastic during the training programme. Their experience and problems and challenges faced during their college days and during camps make them active participants, in fact the resourceful participants. As they already knew the objectives and methodology of work and student tendencies as NSS volunteers, they even anticipate the situations and thus becoming more effective in dealing with student volunteers and even with the principals and the fellow non NSS faculty members. They easily show their leadership qualities and become area, and district coordinators also in their university set up of NSS.

Programme Officers before training at ETI:

As per the manual of NSS it is mandatory for the programme officers to undergo an orientation at the ETI. However, due to various personal and official reasons they avoid are delay their training thus loosing effectiveness in dealing with the NSS volunteers and delivering services to the community in and outside the college set up. As showed in table number 5.1.6, here it is found that 48 percent of them were already working as programme officers and majority that is 52 percent of the others were sent for training and orientation as they were appointed as programme officers. This problem has been highlighted by the Empanelled Training Institute in every Advisory of the State and the Universities as lesser number of programme officer report for the training and making course sometime difficult to be conducted due to required minimum number of trainees. An orientation at the ETI can be conducted only if number is twenty minimum, otherwise the course is postponed or cancelled.

As the Regional Centre, SLO office and the University coordinators constantly remain in touch, the concerned principals and the programme officers are reminded of their responsibility and follow up is taken. The orientation schedule is posted on web site of the ETI, the Regional Centre, the Universities in advance so that the Principals and Programme Officers can choose the schedule of their convenience out of the twenty slots in a year. This helps them overcome problems of examination and other schedules at their college and institute level. A timely training and orientation is always good for all the programme officer, the volunteer and the authorities at various levels.

Reaction on appointment as programme officer:

In any set up if additional assignment is given by the employer the reaction of employees is of refusal, unhappiness, reluctance and sometimes even happiness. As seen in the previous discussion that many of the programme officers had served as student volunteers so naturally most of them might have felt happy on getting opportunity. And there are programme officers who have no choice as once the managements recommend their name, they have to accept in most of the cases. However, some of them resist or argue and even feel shocked on getting the appointment. Such kind of unhappy programme officers usually are the reluctant learners in ETI and this also leads to the poor participation in training at TOC/ETI and performance in their respective units.

It is found in table number 5.1.7 that the most of the programme officers reaction after the orientation that they have finally landed in right place as responsible person. They even openly admit that they were forced upon the role of programme officer, but it happened for the good that unknowingly and unwillingly they were the chosen few from their colleges and institutes. This is shared by them in the post training communication with the trainers/ resource persons personally on phone, by letters and emails and whats-Aap. Some recognize the value of training when they get recognition as best teacher of NSS, organizers of camps, local media coverage and identity that they get in colleges. Their values totally change as they go out of their self to the others in selfless service confirming to the motto of NSS i.e. *'Not Me but You'*.

Reaction of acceptance as NSS Programme Officer:

As has been discussed earlier in general nobody likes extra work or additional load of work in colleges in the name of prescription of work load, the departmental

assignments, the NAAC responsibilities etc,. However here in this research it is found that more than 84 percent of the respondent programme officers positively accepted the officer-ship because of previous background of NSS during college days and also interest and recognition by the management as the right person for the job. Then there are those who grumble but have to finally give into the pressure of management or fear of coming into the bad book of management that they join NSS. As shown table number 5.1.8, 12.8 percent of the respondents belonged to this category and finally a small percentage of 2.4 who resisted but had to accept the programme officer ship. All these facts tally when the resource persons at the training institute and new programme officer meet for the first time on the day one. It is seen at the Training Institute that it is late coming and delaying tactics on mobile or phone by this small number of programme officers who want short cut or excuses join late and go back earlier from the course. There are programme officers who openly admit that they have been forced into this responsibility. However, a change is observed among them as they undergo the orientation as separate analysis of this done and shown in hypotheses wise discussion part.

NSS Objectives known before joining as Programme Officer:

As it is clear from the data a good number of the programme officers were already having NSS background and secondly there were others who are active in academic life this researcher finds as shown in table number 5.1.9 that 55.2 percent of them agreed that they knew about the NSS and its objectives. Its but natural that earlier experience and exposure always go long way to help a person to adjust to the new environment easily and their productivity is usually high. Secondly, 31.2 percent of them strongly agreed that they already knew about NSS and its objectives thus showing that those who come for training and orientation to Empanelled Training Institute come with home work done and easily come into the training mode. As in every other field there are those for whom things are of not liking and there is disagreement or lack of awareness and non interest in the new assignment they face or undertake. Such individuals form the poor or resistant group of learners which sometimes is good (live case) and also bad for other learners and the persons. As each such person is a case and thus variety of such persons help in practical learning as student volunteers also show the similar behavior before and during the camps. In the ETI feedback on the last day of the training and orientation it is reflected from such individuals that they are better informed and groomed as many things including

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basic philosophy, objectives and methodology of the work become clear to them. There are instances during the valedictory that such programme officers admit of sea change in knowledge base and motivation that they get to perform the role as programme officer. There are cases like that of Dr. Galande of Agriculture college, Pune who went on to become the Best Programme Officer in the Country admitted that he got oriented at ETI and that was a turning point in his life from a 'resistant programme officer to a performing officer' getting the highest recognition in the land.

Utility of ETI training before deputation

The respondents were asked what they thought of about the utility or futility of orientation course as they were asked or informed about their deputation for the training and orientation course at ETI, Ahmednagar. Generally, during the discussion with the teachers it is found that they give importance and priority to Academic Staff College courses i.e,. orientation and refresher courses as they are directly linked with the career advancement and they line up for it. However, there is general resistance to NSS orientation course but they have to fall in line. Here it is found as seen in table number 5.1.10., that 44 percent of the programme officers agreed with utility and importance of Orientation course whereas 44.8 of others strongly agreed with the necessity of the course. As seen in other aspects in the preceding discussion about 11 percent of the respondents not giving or realizing the utility and importance of orientation course. During discussions with such individuals during early days of the orientation course, some even say that they already did good work and there is no need for training to everyone. However, outcome is positive on the last day of training as they agree that they could understood many aspects of management, understanding of underlying values and spirit of volunteerism. It is not only the paper work but human relationship and values of cooperation, recognition, critical understanding and sense of achievement which is gained with confidence.

The analyses of the responses are analyzed in the light of framed hypotheses and above demographic findings.

6.1. The hypotheses wise discussion is as below:

H1. The overall values of NSS POs before attending training at NSS-ETI will be similar to the matched normal's.

National Service Scheme is such a platform where a person is exposed to the truth in the real conditions. Participation in community life, outside the class environment of working with the youthful volunteers with their varied background pave ground for the various dimensions of values of a person to undergo change and a broadening or wide horizon is before him or her to participate and platform. This exposure in which there is changing role and relationship in the national and academic life brings about a new dimension in the unlearning and learning process.

As the very motto of NSS is "NOT ME BUT YOU", a programme officer and NSS volunteer is groomed by the NSS activities that his religious values, social values, democratic, aesthetic, economic, knowledge, hedonistic, power value, family prestige, health values all expand and add to his personality development. It is found through personal interaction, postal exchange, emails and telephonic communication with the experienced programme officers that they became achievers, mainly because of their NSS exposure which changed life completely. They are recognized by the above mentioned reflective values in which they shine.

A programme officer before undergoing orientation and training may already be carrying values mentioned above in his or her personality because of his family and social background including with impression from the teachers or gurus and elder in their socio-sphere.

The table 5.2.1., shows the overall values of the NSS programme officers at pre NSS training and of the not related to the NSS activity respondents. The mean score of overall value is 118.984 among group of pre NSS training, whereas it is 122.668 among the group of not related to the NSS. Standard deviation is 16.180 and 12.304 for these groups respectively. Calculated 't' value of a group comparison is 2.024 and it is significant at 0.044. This indicates there is significant difference between pre NSS training and not related to the NSS group on their value level. The hypothesis 01, *The overall values of NSS POs before attending training at NSS-ETI will be similar to the matched normal's* is rejected.

At the initial it was presumed by the investigator that there will be no difference on value among NSS and non NSS respondent. The presumed reason was simple, that every teacher has got an equal/same environment. Why the hypothesis 01 is rejected? To answer to this question, two approaches have been adopted: 1. To find the answer from demographic analysis of the data and 2. Take a review of post

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expressions during NSS training. First, this variation in values between the pre training programme officers and the not related to NSS respondents is interesting as seen earlier, in the table number 5.1.7, in their response to appointment as programme officer in which it is found that only 54.4 percent of the respondents were happy on getting appointed as programme officer and 31.2 percent accepted reluctantly whereas 14.4 percent of them were shocked to be appointed as programme officer. In other words, 45.6 percent respondents were either accepting or shocked, means they were not mentally prepared to accept this position. This shows the negativity of a programme officer in the beginnings. Secondly, as teachers usually they avoid additional responsibility besides teaching. Less time for the family, more exposure to uncertain environment of student volunteers and the rural or urban community in which they might have to work are the internal threats. Whereas, fear of exposure to odd situations, anticipated fear of nobody will stand behind me, feeling of getting trapped, hidden responsibilities and accountabilities are the external threats. As against those who are not at all part of NSS are free birds who speak of ideals and teaching of values which are mainly of bookish origin. Those respondents have shown more positivity in response to the questionnaire. So burdensome attitude to work which is beyond normal duty as teachers and those who are away from responsibilities beyond work reflect the values as seen above.

H2. The value system of the NSS POs change significantly after attending a training programme at NSS-ETI.

In any job be it industrial, medical, legal profession a gradual induction always helps the new comer to understand the nature and scope of work, the standard procedures to be followed, the subjects with whom to work, the objectives to be attained, the ethics, the rules and regulations, the structure of organization. If a mentor who may be a senior, the principal, the director college or institute can be a good motivator for new programme officer. As the NSS is a very open and out of campus activity a good orientation is required to understand the basics of underlying philosophy, the objectives, roles and responsibilities, procedures, book keeping, accounts and in situation experience of the trainers and experts and the other fellow trainees comes handy to groom them as programme officer. For regular teachers, it is his individual knowledge, attitude and skills at the entry which makes a shaky or

smooth teacher. However, a programme controlled and monitored by the Ministry of Youth Affairs and Sports through its various functionaries and units at college, university, regional and state level requires for a programme officer to have a frame of mind, objectivity, sincerity to deliver to the volunteer and the community. Significant change takes place after the training at the ETI. The practical aspects of the training, the modules of training, the experience and motivational charge of resource persons, the field visits to the ideal villages like *Ralegan Shidhhi* and *Hivare bazaar*, the orphanages and additional dose of morning yoga classes do bring about value change among the programme officers. The learning competition among the participant programme officers, the exchange during and off the training all bring about a value change. The previous senior programme officer or outgoing officers also motivate the new comers to undergo orientation to be successful as they themselves have experience the change after the training. Thus, the induction whether it is forced or motivational has its own importance in grooming a programme officer. It is confession of many a programme officers on the valedictory day and even during the course that its essential to undergo training to be effective functionary.

The table 5.2.2 shows the comparison on values at pre NSS training and post NSS training stage. The above table shows that the mean 118.984 and standard deviation 16.180 is seen at the pre NSS training whereas it is mean 130.584 and standard deviation is 17.196 is seen at the post NSS training. The calculated 't' value for mean comparison is 5.493. The calculated 't' value is significant at 0.000 level. It means there is significant difference on value level at before and after attending training programme. The mean values also shows that NSS training at ETI improves value level significantly. It means the hypothesis, *The value system of the NSS POs change significantly after attending a training programme at NSS-ETI* is accepted.

H3. The perceived effectiveness of NSS POs changes significantly after attending the training at NSS-ETI.

Any employee or teacher, who is appointed for a particular work or job is expected to give results through his actions. The task given is sometime measureable and sometime not measureable but visible. In NSS activity also it is expected from the management of the college or the institute that a right person is chosen for the work who may already have good impression as an effective worker. The management may

also expect from the not so exposed and responsible teacher to assume the role of programme officer as there is other alternative or available person. But not only the management but the system from top in the national and state level to university and regional level have expectations from the unit heads or programme officers to perform to meet not only the target of activities but produce impact on the young minds of volunteers and bring about change in the community and contribute to nation building.

A programme officer is supposed to be effective in implementation of the programmes given to him or her by the various stakeholders in the NSS system in the state and the country. These programmes are prescribed and sometimes to be developed locally have to be effectively implemented. The programmes could be environment related like planting of saplings to soil and water conservation, health related issues including HIV and AIDS awareness, general health issue, sanitation programmes, women empowerment, skills development of youth, programmes of national integration, conservation of national monuments and also the response during the disasters caused by the man or the nature. NSS has very good track record of working in all the above listed areas. Right from the beginning NSS units led by programme officers have responded during the national disasters including Bangladesh refugee crises, the Bhopal Gas Tragedy, the floods, the earth quakes, the tsunami, droughts and the cyclones. These experiences and successes make every management expectations from their programme officers to be equally available and ready to implement programmes and activities.

Any programme officer, whether He or she as is expected to be good judge in the situation as he/she has to take his/her decision in the situation obvious which should be in the interest of safety and security of volunteers, the objectives and targets of the programme, resource management, and in built capacity to handle intra and interpersonal problems of volunteers and the people in the community.

It is not only the physical targets achieved that makes a programme officer effective as outcome of the activities, but its impact produced due to such activities and outcomes that brings about the qualitative change among the volunteers and the community. The unity, the democratic values that he or she inculcate among the people, the social and economic values, the communal harmony and the sense of social and national integration that reflects his or her effectiveness in work. The blood donation camps, sowing of seeds of volunteerism among the people show both

qualitative and qualitative impact of their work. In one case the entire village in Ahmednagar resolved in the Gram sabha that the National Nirmal Gram award be received by the NSS programme officer on behalf of the village in New Delhi at the hands of President of the country because it was he (P O) that village changed quantitatively and qualitatively.

Everybody seeks recognition of the seniors or the higher ups for the work done as appreciation. It is seen in news papers and various forums and also the college and institutional programmes and the publication of annual reports that achievements of programme officers are highlighted.

Effectiveness of a programme officer is also seen in his abilities to come out with positive results and response even during the crises and failures. As he or she says that they are learning from the failures and want to perform better than previous attempt. There are individuals who do not want even publicity for their work or appreciation before others. The 'Work is Worship' is their attitude and thus values of humanity and religious accomplishment are imbibed in such persons.

The table 5.2.3., reveals following facts. i) refers to the effectiveness in implementation, 4.00 mean and 0.745 standard deviation is seen at pre NSS training whereas it is seen 4.24 as a mean and 0.652, standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.617 and it is significant at 0.009 level. It means there is significant difference of scores of pre test and post test. ii) refers to the judgment and capacity, 4.08 mean and 0.690 standard deviation is seen at pre NSS training whereas it is seen 4.42 as a mean and 0.675, standard deviation at post NSS training. The calculated 't' values for mean comparison is 3.981 and it is significant at 0.000 level. It means there is significant difference of scores of pre test and post test. iii) refers to the effectiveness in work, 4.088 mean and 0.762 standard deviation is seen at pre NSS training whereas it is seen 4.23 as a mean and 0.742, standard deviation at post NSS training. The calculated 't' values for mean comparison is 1.514 and it is significant at 0.131 level. It means there is no significant difference of scores of pre test and post test.vi) refers to the impression on authority, 4.048 mean and 0.705 standard deviation is seen at pre NSS training whereas it is seen 4.168 as a mean and 0.790 standard deviation at post NSS training. The calculated 't' values for mean comparison is 1.266 and it is significant at 0.207 level. It means there is no significant difference of scores of pre test and post test. v) refers

to the positive feelings, 4.08 mean and 0.690 standard deviation is seen at pre NSS training whereas it is seen 4.31 as a mean and 0.627 standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.779 and it is significant at 0.006 level. It means there is significant difference of scores of pre test and post test. vi) refers to the work effectiveness, 40.896 mean and 4.184 standard deviation is seen at pre NSS training whereas it is seen 42.976 as a mean and 4.184 standard deviation at post NSS training. The calculated 't' values for mean comparison is 3.699 and it is significant at 0.000 level. It means there is significant difference of scores of pre test and post test. In short, there is significant difference on effectiveness in implementation, improvement in judgment and capacity, improvement in positive feelings and work effectiveness whereas no significant difference on improvement in effectiveness in work and improvement in impression on authority. Means out of four ingredients two ingredients are significantly differed and two are not and finally total perceived work effectiveness shows significant difference. It means the hypothesis 03, *The perceived effectiveness of NSS POs change significantly after attending the training at NSS-ETI* is accepted.

Supported Studies/work/theories: Pravin Durani(2010);

H4. Training bring about re-orientation in attitude and values of teachers and prepare them for new roles and this responsibilities.

Attitude: Attitude is experienced positively or negatively evaluated judgment about object, event or entity. In present investigation, attitude towards roles and responsibilities pertaining to the NSS is considered. Looking at attitude of respondents through this perspective, one/it reminds of a very popular say among the seasoned and accomplished programme officers to say "ONCE IN NSS ALWAYS IN NSS". It is expected that a programme officer should have right attitude and ability to develop positive attitude among the NSS volunteers. It is how they should look at the problems of individuals, the group, and the community and participate in the nation building activities without bias, doubts in their mind. They should work above the caste, religion, regional and sector differences as one with the nation and a decent human being who loves to work for the others beyond his self thus confirming to the motto of NSS, 'Not Me But You'. Their attitude should be the service to the mankind and not going by the out word appearance of the person by religion, caste, race, creed

or region. This is what was expected by the great saint of India Swami Vivekananda and Mahatma Gandhi from the youth of the nation.

The table 5.2.4.a shows the comparison on change in attitude. Mainly two dimensions are considered improvement in performance and improvement in judgment and capacity. Table reveals following facts. i) refers to the improvement in performance, 4.17 mean and 0.762 standard deviation is seen at pre NSS training whereas it is seen 4.448 as a mean and 0.677, standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.981 and it is significant at 0.003 level. It means there is significant difference of scores of pre test and post test. ii) refers to the improvement in judgment and capacity, 4.16 mean and 0.744 standard deviation is seen at pre NSS training whereas it is seen 4.37 as a mean and 0.667, standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.414 and it is significant at 0.017 level. It means there is significant difference of scores of pre test and post test.

Values: Value is sort of attitude come through ideologies, morality or from the theoretical perspective. An individual adopts value in his/her life to live balanced life style, promote harmonious social atmosphere and foster quality life concept. NSS activity is concerned, it is the values that he carries as programme officer that makes him a change agent for the student volunteers and the community in which he or she works. The main values that a programme officer should imbibe in himself or herself could be some of the following. For theoretical understanding these values were referred from Verma and Sherry's manual.

Religious value: This value means faith in God attempt to understand him, fear of divine wrath and acting according to the ethical codes prescribed in the religious books. The outward acts of behavior expressive of this value are going on pilgrimage, living a simple life, having faith in the religious leaders, worshipping God and speaking the truth.
Here simplicity of the programme officer and going by the facts in the situation all help his students and self gain religious value and a sense of satisfaction.

Social Value: This value could be the act of charity, kindness, love and sympathy for the people, efforts to serve God through service of mankind, sacrificing personal comforts and gains to relieve the needy and the affected of their misery. The Programme Officers' involvement in the disaster intervention, blood donation camps

and his own risks and experiences show this value which is very much motivating for the student volunteers.

Democratic Value: This value is reflected by the his or her respect for the individuality, non discrimination on any ground, right to all, impartiality, social justice and respect for democratic institutions. This all goes into preparing a healthy and progressive and participating environment for the people in the community and among the student   volunteers.

Aesthetic Value: This is about the neatness of record, office management, and work that is done is to be of orderly look and display. Programme Officer's love for art, music, dance, paintings, literature and decoration of surrounding all go long way to creat a sense of beauty and orderliness among the student volunteers.

Economic Value: How does a programme officer look at the society's economic assets both, human and natural as well as financial and material resources also reflects his economic value.

Knowledge Value: A person, here a programme officer values hard work in studies only if it helps develop ability to fine out new facts and relationship, and aspires to be known as the seeker of. For him knowledge is virtue. NSS arena gives wide scope to expand the knowledge base. Many programmes officers report it during the discussions after the training and later interaction, that they got out of the well and are now in ocean of new facts due to NSS exposure.

Then there are other values which undergo change like hedonistic value, power value and family prestige value which are equally reflective of person during and after the training.

The table 5.2.4.b., shows the comparison on change in values. Change in values includes Religious values, Social values, Democratic values, Aesthetic values, Economic values, Knowledge values, Hedonistic values, Power values, Family prestige values, and Health values. Table reveals following facts. i) refers to the religious value 10.208 mean and 3.804 standard deviation is seen at pre NSS training whereas it is seen 11.272 as a mean and 3.485 standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.305 and it is significant at 0.022 level. It means there is significant difference of scores of pre test and post test., ii) refers to the Social values 13.088 mean and 3.002 standard deviation is seen at pre NSS training whereas it is seen 14.016 as a mean and 2.767 standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.541 and it is

significant at 0.012 level. It means there is significant difference of scores of pre test and post test., iii) refers to the democratic values 15.616 mean and 3.30 standard deviation is seen at pre NSS training whereas it is seen 16.432 as a mean and 3.568 standard deviation at post NSS training. The calculated 't' values for mean comparison is 1.876 and it is significant at 0.062 level. It means there is no significant difference of scores of pre test and post test. vi) referring to the aesthetic values 12.496 mean and 3.387 standard deviation is seen at pre NSS training whereas it is seen 13.776 as a mean and 2,714 standard deviation at post NSS training. The calculated 't' values for mean comparison is 3.296 and it is significant at 0.001 level. It means there is significant difference of scores of pre test and post test., v) referring to the Economic values 10.928 mean and 3.450 standard deviation is seen at pre NSS training whereas it is seen 11.936 as a mean and 3.669 standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.237 and it is significant at 0.026 level. It means there is significant difference of scores of pre test and post test., vi) referring knowledge values 14.728 mean and 3.017 standard deviation is seen at pre NSS training whereas it is seen 15.584 as a mean and 2.736 standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.350 and it is significant at 0.020 level. It means there is significant difference of scores of pre test and post test., vii) refers to the hedonistic values 11.040 mean and 3.001 standard deviation is seen at pre NSS training whereas it is seen 12.264 as a mean and 3.027 standard deviation at post NSS training. The calculated 't' values for mean comparison is 3.210 and it is significant at 0.002 level. It means there is significant difference of scores of pre test and post test., viii) referring to the Power values 9.040 mean and 3.561 standard deviation is seen at pre NSS training whereas it is seen 10.352 as a mean and 3.731 standard deviation at post NSS training. The calculated 't' values for mean comparison is 2.844 and it is significant at 0.005 level. It means there is significant difference of scores of pre test and post test. ix) refers to the Family prestige values 10.608 mean and 3.674 standard deviation is seen at pre NSS training whereas it is seen 12.264 as a mean and 3.434 standard deviation at post NSS training. The calculated 't' values for mean comparison is 3.682 and it is significant at 0.000 level. It means there is significant difference of scores of pre test and post test. and x) Health values 11.232 mean and 2.537 standard deviation is seen at pre NSS training whereas it is seen 12.688 as a mean and 2.490 standard deviation at post NSS training. The calculated 't' values for mean comparison is 4.579 and it is significant at

0.000 level. It means there is significant difference of scores of pre test and post test. In short, there is significant difference on Religious values, Social values, Aesthetic values, Economic values, Knowledge values, Hedonistic values, Power values, Family prestige values, and Health values where as no significant difference on Democratic values. It means, hypothesis 04, *Training bring about re-orientation in attitude and values of teachers and prepare them for new roles and this responsibilities* is accepted.

H5. Training provides them skill of working with individuals, groups and community.

Responses given by different authorities from Vice Chancellor of the University, Regional Centre Head of Maharashtra and Goa states, present and formers State Liaison Officers, the University Coordinators, the Programme officers, the State and National Awardees , Principal and Director of Training and Orientation Centre, the Social activist and Gandhian Padma Shri, Shri Anna Hazare and former volunteer and ideal Sarpanch of village Hivare Bazar speak volumes about the importance of NSS Training and Orientation from change point of view. They have all personally experienced change from simple to high performing individuals reaching heights of success in their respective fields. NSS has given them platform to perform and excel with appropriate orientation. The field visits to successful story villages like Ralegan and Hivare Bazar where personally involved achievers and catalyst like Shri Anna Hazare and Shri Popat Pawar give first information and orientation, proved to be great motivator to work with the community. Late Dr. S K Hulbe the first person who brought NSS and Training and Orientation Centre to Ahmednagar had great faith in Trained Programme Officers who go on to serve the poor and under privileged. The table- 5.2.5 shows that most of the authorities and achievers of NSS started as student volunteers, programme officers and then as achievers at State and the National level.

Shri Anna Hazare has been associated with the Training and Orientation Centre since he returned from the Army Job and started the work of watershed development in his villages. He has been guiding and motivating programme officers and NSS volunteers who visit the village Ralegan for orientation and motivation. He gives priority to visit NSS camps so that young minds could be motivated.

Most of the experts and achievers have admitted that involvement in NSS brings about change in skills of dealing with individuals, groups and the community. Thus it

shows that hypothesis that NSS Orientation and Training provides the programme officers skills of working with individual, group and the community stands valid.

H6. Training equips participants with improvement in planning, perception on new task, receiving positive feedback and improvement in energy level.

It is said, more you sweat during peace, less you bleed during war. Be it Police, be it Army, be it industrial set up, rigorous training is the base to undertake the task, mission which ultimately bears the fruits of success. Every approach perceived, planned, and implemented gives feedback on lackings or merits of the training base. The organizers and the trainees those who actually work in the field have to continuously improve on their task performance with the changing times, challenges and new knowledge and technology base. The Japanese concept of *KAIZEN* is very well received all over the world in industrial and non industrial set up. *KAIZEN* means a continuous improvement with least waste of resources and greater outcome. Even NSS is also not an exception, in this the new volunteers and new challenges in the field where they are to the exposed and trained as catalysts. Continuous improvements are required to conceive, plan and implement the programmes. Here the programme officer is supposed to be trendy and ever ready to learn new facts, methodologies of work so as to effectively deliver to the society. For students, the programme officer is a mentor, who gives shape to the questions (thoughts) of the young minds to positively and constructively understand the problem situations and act under the supervision. These moulded products (NSS volunteers) when they go in the society always remember the teacher programme officer and even come back to him/her to seek guidance. The programme officers being a college teacher has advantage of being exposed to the youth environment which is volatile and requires skills and competencies to coolly and handle them and give them direction.

In present investigation it is also studied that Training equips participants with improvement in planning, perception on new task, receiving positive feedback and improvement in energy level. The comparison between pretest and post test is compared and it is showed in table number 5.2.6 shows following description. i) refers to the improvement in planning 4.176 mean and 0.696 standard deviation is seen at pre NSS training whereas it is seen 4.344 as a mean and 0.6488 standard deviation at post NSS training. The calculated 't' values for mean comparison is 1.973

and it is significant at 0.050 level. It means there is significant difference of scores of pre test and post test., ii) refers to the improvement in perception on new tasks 4.080 mean and 0.757 standard deviation is seen at pre NSS training whereas it is seen 4.232 as a mean and 0.752 standard deviation at post NSS training. The calculated 't' values for mean comparison is 1.591 and it is significant at 1.113 level. It means there no is significant difference of scores of pre test and post test., iii) refers to the positive feedback 4.088 mean and 0.783 standard deviation is seen at pre NSS training whereas it is seen 4.272 as a mean and 0.722 standard deviation at post NSS training. The calculated 't' values for mean comparison is 1.931 and it is significant at 0.055 level. It means there is merely significant difference of scores of pre test and post test., iv) refers to the improvement in energy level 4.080 mean and 0.789 standard deviation is seen at pre NSS training whereas it is seen 4.248 as a mean and 0.714 standard deviation at post NSS training. The calculated 't' values for mean comparison is 1.764 and it is significant at 0.079 level. It means there is no significant difference of scores of pre test and post test. It means, the hypothesis, *Training equips participants with improvement in planning, perception on new task, receiving positive feedback and improvement in energy level* is partially accepted.

6.2. Summary:

The chapter emphasizes on detailed discussion on each hypothesis. Every hypothesis has been discussed justifying its extent of validity in relation with the data analysis done in the previous chapter.

CHAPTER – 07

FINDINGS, CONCLUSIONS, SUGGESTIONS AND LIMITATIONS

7.0 Introduction

7.1 Findings

7.2 Conclusions

7.3 Suggestions

7.4 Limitations

7.5 Summary

7.0 Introduction:

The following are the findings of this research based on hypothesis testing and demographic aspect covered by the researcher. Present chapter also discusses the conclusions, suggestions and limitations about the research.

7.1 Findings

Findings and Validation of Hypotheses

The present study explains the findings of the research work on impact of training on Programme Officers trained at Empanelled Training Centre, Ahmednagar. The study is based on six hypotheses aimed at justifying need, importance and utility of training and orientation at the assigned Empanelled Training Centres earlier known as Training and Orientation Centres in the country. The present study is confined to ETI at Ahmednagar where the NSS Programme Officers from all the Universities from Maharashtra and Goa states are trained.

7.1.1. Over all values of NSS Programme Officers before attending training at NSS- ETI will be similar to the matched normals.

Finding: The above hypothesis is **rejected** as there is significant difference between the pre NSS training programme officers and those respondents who were not related to NSS. This has been explained in Table No. 5 .2.1 which shows the overall values of the NSS programme officers at pre NSS training and of the not related to the NSS activity respondents. The mean score of overall value is 118.984 among group of pre NSS training, whereas it is 122.668 among the group of not related to the NSS. Standard deviation is 16.180 and 12.304 for these groups respectively. Calculated 't' value of a group comparison is 2.024 and it is significant at 0.044. This indicates there is significant difference between pre NSS training and not related to the NSS group on their value level.

7.1.2. The value system of the NSS Programme Officers change significantly after attending training programme at NSS-ETI.

Finding: The hypothesis is accepted as **valid**. The Table No.5.2.2 shows that there is significant difference on value level at before and after attending training programme by the programme officers. It shows that the mean 118.984 and standard

deviation 16.180 is seen at the pre NSS training whereas it is mean 130.584 and standard deviation is 17.196 is seen at the post NSS training. The calculated 't' value for mean comparison is 5.493. The calculated 't' value is significant at 0.000 level. It means there is significant difference on value level at before and after attending training programme. The mean values also shows that NSS training at ETI improves value level significantly.

7.1.3. The perceived effectiveness of NSS POs changes significantly after attending the training at NSS-ETI.

Finding: This hypothesis also stands **valid** as the above table 5.2.3., reveals that as it refers to i) the effectiveness in implementation difference of scores of pre test and post test. ii) refers to the judgment and capacity, difference of scores of pre test and post test. iii) refers to the effectiveness in work where it shows that there is no significant difference of scores of pre test and post test.vi) refers to the impression on authority level. It means there is no significant difference of scores of pre test and post test. v) refers to the positive feelings and it is significant at 0.006 level. It means there is significant difference of scores of pre test and post test. vi) Refers to the work effectiveness. The calculated 't' values for mean comparison is 3.699 and it is significant at 0.000 level. Thus it **means there is significant difference of scores of pre test and post test.**

7.1.4. Training brings about re-orientation in attitude and values of teachers and prepares them for new roles and this responsibilities.

Finding: The above hypothesis stands **valid.** The table No.5,2.4.a shows that there is change in attitude of the programme officers after the training at ETI and also the table No.5.2.4.b., shows the comparison on change in values. Change in values includes Religious values, Social values, Democratic values, Aesthetic values, Economic values, Knowledge values, Hedonistic values, Power values, Family prestige values, and Health values. Value wise change is as follows:

1. Religious values: There is significant change in pre test to post test values.
2. Social values : There is significant change in pre test to post test values.
3. Democratic values : There is no significant change in pre test to post values.
4. Aesthetic values : There is significant change in pre test to post test values.

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5. Economic values : There is significant change in pre test to post test values.

6. Knowledge values : There is significant change in pre test to post test values.

7. Hedonistic values : There is significant change in pre test to post test values.

8. Power values : There is significant change in pre test to post test values.

9. Family values : There is significant change in pre test to post test values.

10. Health values : There is significant change in pre test to post test values

7.1.5. Training provides them skill of working with individuals, group and community.

Finding: This hypothesis also stands **valid** as seen with the interviews and expressions of the higher functionaries, experts and achievers of National Service Scheme at the State and the National level. Most of them have accepted and recognized that participation Programme Officers in NSS and Training and Orientation leads to improvement in their skills of working with individuals, groups and the community.

7.1.6. Training equips participants with improvement in planning, perception of new task, receiving positive feedback and energy level.

Finding: The findings about the above hypothesis are mixed; The Table No.5.2.5 shows that:

1. Improvement in planning: the finding is that the training at ETI leads to significant change as score shows from pre to post training.

2. Improvement in perception of new task: There is significant difference in score of pre and post training.

3. Positive Feedback: There is merely significant difference of score between the pre and post training.

4. Improvement in energy level: There is no significant difference of score between the pre and post training about change in energy level.

Other Findings of the research;

Following are the findings pertaining to demographic and other aspects of the respondents. These findings reflect the age, gender, faculty of the respondents, their earlier experience in NSS etc.

1. 44.8 percent of the programme officers under orientation training belonged to the middle age group of 34 to 43 years age, and 30.4 percent were from younger age group of 24 to 33 years age.

2. A great majority i.e. 87.2 percent of the respondents was male and small number i.e 12.8 percent were female.

3. Majority i.e. 65.6 percent of the respondents belonged to the faculty of Arts.

4. The majority of the programme officers undergoing training i.e. the respondents were from the lesser service length group. 54.4 percent of them were in service for less than 8 years

5. Majority of the respondents i.e. , 57.6 percent of the respondents were not at all NSS volunteers during college days

6. 48 percent of the programme officers who come for orientation were already working as programme officers whereas majority of the respondents i.e. 52 percent of the respondents came as fresher to undergo orientation immediately after their appointment as programme officer.

7. 54.4 percent of respondents felt happy on getting appointed as programme officers, whereas 31.2 percent accepted it as just one more responsibility showing no reaction.

8. 55.2 percent of the respondents knew about objectives of NSS before joining as programme officers.

9. 44.8 percent of the respondents strongly agreed about the useful of training and orientation together with 44 percent more respondents who also agreed about the usefulness of orientation to assume the role of NSS Programme Officer and render their services to the college, and society as a responsible and effective functionary.

7.2 Conclusions: The research finally comes to the conclusion that: The analysis done using hypothesis as base leads to following conclusions.

Hypothesis Number	Hypothesis	Accepted/ Rejected
1	The overall values of NSS Programme Officers before attending training at NSS-ETI were not similar to the matched normals.	Rejected
2	The value system of the NSS Programme Officers change significantly after attending a training programme at NSS-ETI.	Accepted
3	The perceived effectiveness of NSS Programme Officers change significantly after attending the training at NSS-ETI.	Accepted
4	Training bring about re orientation in attitude and values of teachers and prepare them for new roles and this responsibilities.	Accepted
5	Training provides them skill of working with individuals, groups and community.	Accepted
6	Training equips participants with improvement in planning, perception on new task, receiving positive feedback and energy level.	Partly accepted

Thus the researchers conclude that training provided at the Empanelled Training Institute does bring about change in values and attitude of the trainee programme officers. The training and orientation given at the ETI also lead to bring about effectiveness of Programme Officers in working.

7.3 Suggestions: The researcher has the following suggestions to make:

7.3.1. Suggestions to the Training Programmes: The following suggestions are made towards organization of training at Empanelled Training Institutes.

   1. Training programmes should be organized at University level in their environment.

2. The local case studies at the University level with demographic, geographical, social and economic issues to which the students and community are concerned, be used to enrich the programme officers and the student volunteers

3. The local role model trainers or experts from the field should be the resource persons.

4. There should more content of participatory exercises during the training programme with workshops on relevant issues or problems

5. The post class room (training hall) activities should be introduced with the resource person's part or witness to it so that valuable sharing becomes useful during the training and orientation.

6. Women programme officer should be appointed in each college having girl student volunteers.

7. Literature pertaining to the orientation course should be made available to the participants with the latest content in both soft and hard copy.

8. Resource persons from other States' Empanelled Training Institutes or Centres should be invited, that is resource persons' exchange should take place.

9 . Immediate feedback after each session should be taken during each course.

10. On the last day after the final feedback, the steps or measures to remove grievances should be shared or discussed with the participant programme officers. ETI should invite the ideal leaders from the community to be part of sharing on the last day of the training and orientation.

11. Social Work faculty with strong community and social work research background should be involved as trainers as they more of direct community based experience in dealing with the individuals, groups and the communities.

12. All the resource persons should be invited on the final day of the training and orientation so they get real face to face feedback from the participants.

13. Each trainee programme officer should be asked to submit a project (in short) with concept, programme activities and resources to be mobilized along with the strategy of implementation.

14. There should value based lectures beyond what is prescribe by the Ministry of Youth Affairs and Sports.

15. Officials and experts from the Ministry of Youth Affairs and Sports should visit the ETI regularly to take feedback directly from the trainee programme officers.

16. University course coordinators should be invited on the regular basis to interact with ETI officials.

17. Top NSS achievers and award winners should be invited to interact with the trainee programme officers.

18. ETI officials, particularly the ETI coordinator should attend all the University and State Advisories.

19. ETI official should interact with non- governmental organizations who are directly related the communities.

20. ETI officials should interact with wings of the Ministry of Youth Affairs and Sports like NCC, Nehru Yuva Kendra, Youth Hostels, and Scouts etc.

21. ETI should give publicity about the success stories and awardees that got motivation from them to change themselves.

22. All the NSS units in State and the Programme Officers should be linked through social media which can be harnessed as good source for spreading messages related to national interest and youth guidance.

23. The " Best Trainee" Award should be introduced for each course conducted at ETI.

24. The Principals or Directors of the colleges or institutes should be invited to the ETI, at least one for each orientation course.

7.3.2. Suggestions to the further researchers: The following suggestions are for the future researchers.

 1. New research should be conducted on needs and interests of the NSS student volunteers in the changing national and global socio-economic scenario.

2. Each project implemented by NSS units can be taken up for pre and post impact studies from any faculty point of view.

3. Each Programme Officer should compile the experience during his or her tenure of NSS responsibility and publish it as research in local press, university and college journals to enrich the subject matter related to the NSS.

4. A study should be conducted to see the impact of NSS activities and participation on value building for both the student volunteers and the programme officers.

5. Faculty from all wings of the college should be encouraged to identify areas where they can contribute through their research for Nation Building by using the platform of NSS.

7.4 Limitations:

There is no field of work where limitations are absent. In the present research also the researcher faced a number of limitations which were already understood in advance.

There were following limitations during the present research work:

1. Questionnaires were not filled in properly by ten to fifteen respondents from each category. The researcher has collected data from the additional respondents to overcome the limitations of uncompleted responses.

2. Delayed submission of questionnaire was another limitation which affected the pace of research.

3. Statistical processing of data was a technical problem with the researcher, but the researcher could overcome it with the help of the PhD course conducted by the Tilak Maharashtra Vidyapeeth in the first year for all the research scholars. The researcher could seek the help from the teachers of psychology and statistics from the sister college.

4. The last limitation with researcher was that being a regular faculty of Social Work, he had to work hard to meet all the requirements for the present research along with the regular field work, classes and student's research.

5. Ready help from the achievers and awardees of NSS could prove a path finder, so the limitations were never a challenge for the researcher.

7.5 Summary

The ultimate findings and conclusion of the present research is that NSS Programme and particularly the NSS Training and Orientation Courses prove to be effective. The training programmes conducted for the programme officers at the ETI are successful in bringing about effectiveness their performance. The training equips them with skills required to deal with the individuals, groups and the communities in the field situations as well as on the campus. Mainly it's the change in attitude and values of the Programme Officers through training that helps in the Nation Building, thus serving purpose of programme as visualized by Mahatma Gandhi, Pt. Jawaharlal

Nehru and other greats immediately after the independence. The research also focuses on the utility of NSS orientation course from their personal development and achievements point of view. There are performers at the national and state levels in various spheres like in governance, academic, social and political field, who have National Service Scheme background. These achievers reveal and share about their experience in NSS as a student, as a Programme Officer and as administrators in the academic field showing and proving that it is NSS training and background that make them feel as differently identified as value studded citizens.

Chapter 08

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ANNEXURE – I
Photographs of Training Program

Principal Dr. R.J. Barnabas addressing at Valedictory function

(Dec. 2013)

Group Activities of Programme officers at ETI

The lecture hall

Valedictory – Thanks giving by the programme officer

Trainees visit the ideal village Hivare Bazar in Ahmednagar district.

Shri. Popatrao Pawar of Hivare Bazar addressing the trainee programme officers

Padmshri Anna Hazare guiding the trainee programme officers

Visit to Water shed programme

Dr. S.K. Hulbe, The founder of NSS Training & Orientation Center (ETI) Ahmednagar College, Ahmednagar addressing the programme officers at ETI (March 2013)

NSS Programme officers from Goa in Yoga session at ETI

ANNEXURE - II

QUESTIONNAIRE FOR NSS PROGRAMME OFFICERS

Name: _____

Age : _____

Gender:_____

Educational background:_____

Contact:_____

Address_____

Designation:_____ length of service:_____

Your participation in NSS as student volunteer: Yes/No

Your participation in NSS as an untrained programme officer:

 Instructions:

 Dear Sir/Madam,

 Greetings to you.

 I am Kewalkrishan Kanojia, Associate Professor of Social Work, pursuing my PhD on topic entitled "Impact of Training on NSS Programme Officers at Empanelled Training Institute, Ahmednagar". For the purpose of data collection, enclosed questionnaire is prepared. You being a participant of Orientation Programme at ETI, Ahmednagar, have been chosen as a respondent. You are kindly requested to fill in the questionnaire honestly.

There are two sets of questionnaires:

1. A self prepared questionnaire prepared by me on training aspects
2. A Personal Value Questionnaire- Two sets, one for you and one for Your colleague who is not part of NSS activities and never been in NSS.

QUESTIONNAIRE

1. Were you assigned role of NSS Programme. Officer:
   a) On your initiative b) Assigned after discussion c) Directed and sent for training

2. What was your immediate reaction on joining as Programme Officer:
   a) Happy and excited b) Accepted as destiny or no choice c)Shocked

3. Did you know the objectives of NSS before joining:
   a) Strongly agreed b) Agreed c) Cannot say d) Disagree e)Strongly disagree

4. Were you sent for the training at NSS-ETI on your own request
   a) Strongly agreed b) Agreed c) Cannot say d) Disagree e) Strongly disagree

5. Your perception of camping before coming for this course.
   a) Burden b) Adventure c) Opportunity d) Confused

6. Do you believe that NSS- ETI offers an effective training to its participants?
   a) Strongly agrees b) Agreed c) Cannot say d) Disagree e) Strongly disagree

7. Do you feel that the training provided by the NSS- ETI enables Programme to become change agent?
   a) Strongly agreed b) Agreed c) Cannot say d) Disagreed e) Strongly   dis Agreed

8. The training provided by NSS- ETI has made me more focused in my thought
   a) Strongly Agreed b) Agreed c) Cannot say d) Disagree e) Strongly disagree

9. The training provided by NSS- ETI has made me emotionally mature to become competent
   a) Strongly Agreed b) Agreed c) Cannot say d) Disagree e) Strongly disagree

10. The training provided by NSS- ETI has improved by skills in planning and decision making
    a) Strongly Agreed b) Agreed c) Cannot say d) Disagreed e) Strongly disagree

11. My evaluation and judgment capacity has improved after attending training at NSS ETI

a) Strongly Agreed b) Agreed c) Cannot say d) Disagree e) Strongly
disagreed

12. I believe my communication and convincing capacity has been enhanced after the training at NSS- ETI

    a) Strongly Agreed b) Agreed c) Cannot say d) Disagree e) Strongly disagree

13. I believe that I can mobilize the resources for the effective implementation of the activities.

    a) Strongly Agreed b) Agreed c) Cannot say d) Disagree e) Strongly disagree

14. The training provided by NSS- ETI has improved my capacity to understand and mould the dynamics (changing role, relations and positions) of youth and society.

    a) Strongly Agreed b) Agreed c) Cannot say d) Disagree e) Strongly disagree

15. I perceive that my effectiveness in activities has been increased after attending training at NSS- ETI.

    a) Strongly Agree b) Agreed c) Cannot say d) Disagreed e) Strongly disagree

16. My authorities believe that, I can accomplish any assigned task successfully.

    a) Strongly Agreed b) Agreed c) Cannot say d) Disagreed e) Strongly disagree

17. I feel more positive/ encouraged when my authorities assign me new tasks.

    a) Strongly Agreed b) Agreed c) Cannot say d) Disagree e) Strongly disagree

18. I started planning and analyzing the elements of assignment given to me.

.   a) Strongly Agreed b) Agreed c) Cannot say d) Disagree e) Strongly disagree

19. While working on any new task, I take hurdles as a new learning experience.

    a) Strongly Agreed b) Agreed c) Cannot say d) Disagree e) Strongly disagree

20. I started getting positive feedback by my family members, colleagues and authorities for my activities.

    a) Strongly Agreed b) Agreed c) Cannot say d) Disagree e) strongly disagree.

21. I can feel that the energy level of my surroundings has been changing positively.

    a) Strongly agree b) Agreed c) Cannot say d) Disagree e) strongly disagree.

----------xxxxxxx-----------

Consumable Booklet

of

P V Q

(English Version)

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Dr. (Mrs.) G. P. Sherry *(Agra)*
Dr. R. P. Verma *(Varanasi)*

Please fill up the following informations :—

Name.. Age..

Sex.. Caste...

Religion.. Urban / Rural.................................

Married / Unmarried...................... Educational Qualification...................

Occupation...................................... Monthly Income.............................

SCORING TABLE

Area → Page ↓	A	B	C	D	E	F	G	H	I	J
4										
5										
6										
7										
8										
Total										

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NATIONAL PSYCHOLOGICAL CORPORATION
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INSTRUCTIONS

Under certain circumstances, 'what would you like to do', to know this, this questionnaire has been prepared. Three answers have been given of every statements. Please arrange these answers in an order according to your liking in the manner given below :

Of Any Question :

1. (a) If you like any response the most please mark a tick (√) in the cell (☐) against that response.

    (b) If you like any response the least, please mark a cross (×) in the cell (☐) against that response.

    (c) No mark is to be put against the third response.

    (d) You are to mark only one tick against any one response, and one cross against any one (other) response.

Example

Please read the following carefully

Statements	Space for Answer
Q. What is, in your opinion, the best use of wealth in excess of necessity ?	
(a) To employ as capital to earn more wealth.	a ( )
(b) To donate the poor or down trodden.	b (√)
(c) To spend for getting luxurious and material welfare of life.	c (×)

In this example, the respondent has liked the (b) response the most, hence tick mark (√) is placed against that cell (☐). He has liked (c) response the least, so cross mark (×) is provided against that cell (☐), no opinion has been expressed about answer (a). Your responses may be different from these.

---

2. Under every circumstance, there may be many answers other than those given, which may be liked by you the most or the least , but you are to opine only on the given answers.

3. It is not a test of your knowledge, so all the answers will be treated as correct.

4. Your responses will be kept strictly confidential, therefore respond all the statements.

5. Questions are based on social circumstances. Therefore, you may think that the response, which the society thinks good, be liked most. It will not be good because, under such circumstances, you will not be able to express your views correctly. Therefore express your opinion fearlessly irrespective of the fact whether the society likes it or not.

6. All questions are to be answered. No question is to be left.

7 There is no time limit, but the response which you may deem fit in the first instance, the same may be marked.

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Sr. No.	STATEMENTS		Most liked (√) Least liked (×)	
1.	What would you prefer while choosing a groom for your sister/ daughter ?	(I) groom's family.	☐	I
		(E) groom's ability for earning more wealth.	☐	E
		(J) groom's good nature	☐	J
2.	What job do you like ? Such a job in which you have :	(H) to control over some people.	☐	H
		(G) physical comfort and rest.	☐	G
		(E) an opportunity to earn a lot of money.	☐	E
3.	If there is no fear of punishment, under which circumstances would you tell a lie ?	(B) for the welfare of your friend.	☐	B
		(I) for the prestige of your own family.	☐	I
		(H) for the prestige of your position.	☐	H
4.	Where do you like a job / business ?	(E) Where there is more income than other places.	☐	E
		(J) Where climatic conditions are suitable for your health.	☐	J
		(C) Where all are equally treated.	☐	C
5.	If there is God, how. He, in your opinion, can be comprehended ?	(F) by knowledge.	☐	F
		(A) by devotion.	☐	A
		(B) by social service.	☐	B
6.	How would you like to spend vacation ?	(D) decorating your flower garden or completing a literary composition.	☐	D
		(B) doing deeds for social welfare.	☐	B
		(C) going to cinema, circus or any other entertainment function.	☐	C
7.	What would you prefer for a happy life ?	(I) sound health.	☐	I
		(F) sound knowledge of human nature.	☐	F
		(D) interest in fine arts.	☐	D
8.	What kind of action would you consider bad ?	(G) rejecting proposal for cinema by a friend of opposite sex.	☐	G
		(C) disobedience of panchayat's decision if it is against you.	☐	C
		(A) telling a lie for earning money.	☐	A

A	B	C	D	E	F	G	H	I	J

Sr. No.	STATEMENTS	Most liked (√) Least liked (×)
9.	Under which condition can you have meal at the residence of a low caste it :	(J) the meal is nutritive. ☐ J (B) he is your friend. ☐ B (H) he is your officer. ☐ H
10.	What would you fear of earning be unfair means / conduct ?	(A) punishment by God. ☐ A (H) punishment by law. ☐ H (B) of defamation. ☐ B
11.	In your opinion how education should be imparted ? That :	(C) will equally regard all people irrespective of religion and caste. ☐ C (E) will enable the masses for earning livelihood. ☐ E (A) will enable the people to conduct according to religious codes. ☐ A
12.	In your opinion, when does one succeed for laborious studies ? When :	(E) improving ability for earning more. ☐ E (H) occupy higher position/office. ☐ H (F) developing ability for finding out new facts. ☐ F
13.	What fine art would you consider best ?	(G) that gives pleasure. ☐ G (D) that creates aesthetic ideas. ☐ D (F) that ascertains reality. ☐ F
14.	Which shortcoming in people these days you dislike ?	(A) less faith in God. ☐ A (D) less interest in art. ☐ D (I) less concern for family prestige. ☐ I
15.	What class of people do you like ?	(F) scholars who advance knowledge by the discovery of new facts. ☐ F (C) doctor, vaidya, hakim who protect health. ☐ C (E) Industrialists for contributing economic development of the country. ☐ E
16.	If your brother/son wants to marry a lower caste girl what would you like to do ?	(C) allowing the marriage because you treat all castes equally. ☐ C (I) disallowing the marriage because it will degrade family prestige. ☐ I (G) allowing the marriage because in love you consider happiness is comparatively important than family prestige. ☐ G

A	B	C	D	E	F	G	H	I	J

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Śr. No.	STATEMENTS	Most liked (√) Least liked (×)	
17.	With whom would you like friendship ? Who :	(I) belongs to your caste.	☐ I
		(A) has firm belief in his/her religion.	☐ A
		(D) has interest in art or literature.	☐ D
18.	Why do you like Mahatma Gandhi ? Because :	(H) he worked controlling over congress organisation.	☐ H
		(A) he had firm belief in God.	☐ A
		(C) he tried for ensuring equal rights to all.	☐ C
19.	What would you consider important for the success of your profession/job ?	(H) ability to control over your subordinate employees.	☐ H
		(F) knowledge of basic principles for work.	☐ F
		(C) maintaining impartiality among caste / creed, rich/poor or religion.	☐ C
20.	Which mistake of your own will pain you most ? That :	(E) damages heavy wealth.	☐ E
		(A) breaks religious codes.	☐ A
		(J) results in bad health.	☐ J
21.	When would you consider fruitful your labour done for the dedication to the studies of art ? When :	(D) the artist gets self-satisfaction.	☐ D
		(B) others find pleasure.	☐ B
		(E) it is made a means of livelihood.	☐ E
22.	What would the boy/girl like to consider of own marriage ?	(E) monetary condition of the new relative.	☐ E
		(C) his/her own choice.	☐ C
		(I) choice of the family members.	☐ I
23.	What food do you like ?	(B) that is offered with love.	☐ B
		(G) that is delicious food.	☐ G
		(F) that is highly nutritive.	☐ F
24.	You started a work with a friend. Under what circumstances would you like to discontinue the work ?	(I) when there is fear of effecting your family prestige.	☐ I
		(G) when there is fear of trouble to your health.	☐ G
		(F) when you firmly know that the work is bad.	☐ F
25.	Which portion of the city would you like to stay ? Where	(D) there is cleanliness of the place.	☐ D
		(I) neighbour is of equal status to our family.	☐ I
		(H) you can exercise authority.	☐ H

A	B	C	D	E	F	G	H	I	J

Sr. No.	STATEMENTS	Most liked (√) Least liked (×)	
26.	Whom you consider a good administrator ?	(B) who is kind and sympathetic.	☐ B
		(H) who strictly maintains discipline.	☐ H
		(F) who has knowledge of administrative principles.	☐ F
27.	If you badly require a job for earning, what job would you accept with difficulty ?	(J) where there is fear of deteriorating health.	☐ J
		(H) where you have to work under the control of others.	☐ H
		(I) that will degrade your family prestige.	☐ I
28.	By winning lottery prize three persons get Rs. One lakh each and spent a large portion of the amount in the following way. In your opinion who spent the amount for the good ?	(G) in buying articles for personal comfort and advantage.	☐ G
		(E) in utilising as capital for earning more income.	☐ E
		(B) in utilising for development of his community.	☐ B
29.	You find the following different qualities in three persons, whom would you regard ?	(A) whose life is simple and thinking is religious.	☐ A
		(C) who respects all regardless of rich and poor.	☐ C
		(B) who hardly cares of his weal and woe in helping needy persons.	☐ B
30.	What would be the aim of poetry in your opinion ?	(F) portraying reality of the society.	☐ F
		(D) portraying loveliness.	☐ D
		(G) giving entertainment.	☐ G
31.	In your opinion what would you prefer to do in the 'good hours of morning' ?	(J) walking and physically exercising for maintenance of health.	☐ J
		(F) study for advancement of knowledge.	☐ F
		(A) worshipping or meditating God.	☐ A
32.	Why do you consider sound health best ? For the reason that :	(G) you can enjoy the worldly pleasures.	☐ G
		(J) you can do full development and perfectly utilise your abilities.	☐ J
		(C) you can regard all equally having devoid of fear.	☐ C
33.	If you are in need of a personal assistant whom would you like to keep ?	(I) who possesses the essential qualification and belongs to a good family.	☐ I
		(C) who possesses the highest qualification.	☐ C
		(E) who possesses the necessary qualification and is also a very needy person.	☐ E

A	B	C	D	E	F	G	H	I	J

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Sr. No.	STATEMENTS		Most liked (√) Least liked (×)	
34.	On the eve of happy occasion (like birthday) what presentation would you like ?	(D) article of latest model for drawing-room decoration.	☐	D
		(E) ring made of gold.	☐	E
		(J) any article for physical game like badminton set.	☐	J
35.	In your opinion, in the present situation who is more important for the welfare of the country ?	(A) true religious leader.	☐	A
		(G) good scientist.	☐	G
		(E) hard working industrialist.	☐	E
36.	If you are to stay in a room with somebody for sometime outside your house whom would you like to stay with ?	(I) who is of equal family.	☐	I
		(C) who denies discrimination among castes, colour, religion and language.	☐	C
		(D) who has interest in music, fine art and poetry.	☐	D
37.	While doing a work what do you consider important ?	(B) that troubles none.	☐	B
		(I) that does not degrade family prestige.	☐	I
		(J) that does not deteriorate your health.	☐	J
38.	Which of the following families would you respect ?	(F) the family in which many scholars / scientists are born.	☐	F
		(G) the family members of which were well known for their democratic qualities (such as generosity in religion, absence of discrimination).	☐	G
		(H) the family in which officers (such as collectors, police captain) are born.	☐	H
39.	In your opinion what is truth ? That makes the belief that	(C) there should not be discrimination among persons on the basis of caste, religion, language, etc.	☐	C
		(D) God is present in all beautiful things, therefore, practice for appreciation of beauty (art) is desired.	☐	D
		(A) God is omnipotent, omnicient and omnipresent, therefore, there should be fear of religion.	☐	A
40.	Which of the sayings do you trust ?	(H) ruling in a small place is better than serving in a big place.	☐	H
		(G) he who could not fulfil his personal desires in the world is dead though he is alive.	☐	G
		(D) man who devoids of love for literature. music and art is like an animal.	☐	D

A	B	C	D	E	F	G	H	I	J

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ANNEXURE - IV

QUESTIONNAIR FOR THE NSS EXPERTS/AUTHORITIES/ACHIEVERS

(This is open ended questionnaire for personal interview, discussion and views of the above mentioned respondents)

1. **What is your perception of National Service Scheme in our country in 1969?**

2. **What is your perception of Training and Orientation provided to NSS Programme Officers from their performance point of view?**

3. **Does NSS involvement of College Teachers bring about change in their value and attitude?**

4. **What has been your person experience of association with NSS activities?**

ANNEXURE- V

BPHE SOCIETY'S
AHMEDNAGAR COLLEGE, AHMEDNAGAR
EMPANELLED TRAINING INSTITUTE
NATIONAL SERVICE SCHEME

SPONSORED BY: GOVT. OF INDIA, MINISTRY OF YOUTH AFFAIRS & SPORTS, NEW DELHI

49th ORIENTATION COURSE
(FROM 5th to 11th October, 2013)

TENTATIVE PROGRAMME SCHEDULE

Date & Day	Time	Subject	Resource Person
04.10.2013 Friday		Arrival of the Participants	
05.10.2013 Saturday	09.00 am To 10.00 am	Registration of the Participants	Mr. Santosh Kamble & Ms. Shital Bagade
	10.00 am To 11.00 am	Introduction & Ice Breaking	Prof. Abhay Shaligram & Prof. K. K. Kanojia
	11.00 am To 11.15 am	Tea Break	
	11.15 am To 01.00 pm	Youth Profile	Prof. S.J. Kawade
	01.00 pm To 02.00 pm	Lunch	
	02.00 pm To 03.00 pm	Personality Development	Dr. Preetamkumar Bederkar
	03.00 pm to 03.15 pm	Tea Break	
	03.15pm To 04.30 pm 04.30 pm to 05.00	Personality Development Yog Pranayam	Dr. Preetamkumar Bederkar Prof. K. K. Kanojia

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06.10.2013 Sunday	05.30 a.m. To 07.15 am	Yog & Pranayam	Prof. K.K. Kanojia
	09.00 am To 10.45 pm	Gerontology	Dr. Dilip Joshi
	10.45 am To 11.00 am	Tea break	
	11.00 a.m. to 12.00pm 12.00 pm to 01.00 pm.	Life Skills Water Management	Prof. K.K. Kanojia Prof. K.K.Kanojia
	1.00 p. m. To 2.00 p. m.	Lunch Break	
	2.00 p.m. To 03.00 p.m. 03.00 pm to 03.15.p.m 03.15 pm to 05.00 p.m.	NSS Special Camping Tea break NSS Special Camping	Prof. Abhay Shaligram Prof. Abhay Shaligram
07.10.2013 Monday	5.30 am to 7.15 am 09.00 a.m. to 10.45 a.m. 10.45 am to 11.00 am 11.00 a.m. to 12.00 pm. 12.00 pm to01.00 p.m. 01.00 a.m. to 02.00 p.m. 02.00 pm to 03.00 pm 03.00pm to 03.15 pm 03.15pm to 05.00 pm	Yog & Pranayam Environmental Concern Tea Break Leadership Information Technology Lunch Break Record Keeping in NSS Tea Break Account Keeping in NSS	Prof. K. K. Kanojia Dr. M.Arif Dr. Dinesh More Prof. Sayyad Razaq Prof. R. G. Kolhe Prof. R. G. Kolhe
08.10.2013 Tuesday	05.30a.m.to 07.15a.m.	Yog- Pranayam	Prof. K.K. Kanojia

	09.00 am to 11.00 am	NSS & Public Relation & Communication Skills	Dr. Sattappa Chavan
	11.00 am to 11.15 am	Tea Break	
	11.15 am to 01.00 pm	Understanding the Disabilities	Prof. Vijay Kadam
	01.0 pm to 2.00 pm	Lunch Break	
	2.00 pm to		
09.10.2013 Wednesday	05.30 a.m. to 07.15 a.m.	Yog Pranayam	
	09.00 a.m. to 10.00.a.m	Key note address	Dr. R.J. Barnabas
	10.00 am to 10.15 am	Tea Break	
	10.15 am To 01.00 am	Soft Skill Development	Dr. Preetamkumar Bedarkar
	01.00 pm To 02.00 pm	Lunch Break	
	02.00 pm To 03.00 pm	Rescue Operation in Disaster	Major Dr. Sham Kharat
	02.00 pm to 05.00 pm		
10.10.2013 Thursday	5.30 a.m. To 7.15 a.m.	Yog pranayam	Prof. K.K. Kanojia
	9.00 am To Onwards	Field Visits to:	
		1. Ideal Village Ralegan-sidhhi	Shri. Anna Hajare
		2. AdarshGoan Hivarebazar	Shri. Popatrao Pawar
		3. Pumkin House	Mrs. Stella Manuel
11.10.2013 Friday	5.30am to 7.15	Yog Pranayam	Prof. K. K. Kanojia
	9.00	Feedback section	Prof. Abhay Saligram
11.10.012 Friday	10.00 am to 12.00 noon	Valedictory function	Chief Guest