Chapter 06
DISCUSSION

6.0 Introduction

6.1 Hypotheses wise discussion

6.2 Summary
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. 5.1.1.1.), 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 Liaison 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
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...
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 newspapers 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 in formation 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.