CHAPTER – 07

FINDINGS, CONCLUSIONS, SUGGESTIONS AND LIMITATIONS

7.0 Introduction
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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.
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.

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

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.