Chapter 02

REVIEW OF LITERATURE

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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 Education and Community 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 our 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 its 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 ($\gamma = .293, p < .05$). Furthermore, 80% of those who had negative training attitudes also had negative views on their proficiency ($\gamma = .465, p < .000$).
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
Value Training---Many training programmes 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?’


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.
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**


….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, mosest 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.

**Habits Defined (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 to 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 for what we 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 in 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.