Chapter 04

TRAINING OF NSS PROGRAMME OFFICERS

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Training of NSS Programme Officers

4.0 Introduction:

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

Part- I

4.1 Training and Orientation in NSS to Programme Officers

TRAINING AND ORIENTATION

Ahmednagar College as Training and Orientation Centre/Empanelled Training

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

In 1969 when the NSS was introduced, the Ahmednagar College, Centre for Studies in Rural Development was assigned three Universities in Maharashtra viz. Poona University, Marathwada University and Mahatma Phule Krishi Vidyapeeth.
However, in 1978 Ahmednagar College, Centre for Studies in Rural Development, got affiliated all the four Agriculture Universities of Maharashtra to this Training and Orientation Centre for training purpose. Later after the bifurcation of Nagpur University, the new Amravati University was also assigned to this Centre. This was up to 1994.

Responsibilities of the Training and Orientation Centre:
During this period the College had undertaken the following responsibilities in promoting and developing National Service Scheme in all the Universities assigned to it.
1) Conducting Orientation Courses for NSS Programme Officers and NSS Student Leadership Camps
2) Conducting follow-up/Refresher Courses for NSS Programme Officers
3) Holding Principals’ meetings at TOC as well as at the concerned Universities.
4) Conducting special orientation programmes, seminars for NSS volunteers and Programme officers.
5) Providing consultancy services to affiliated universities and their constituent colleges,
6) Providing assistance to affiliated universities in organizing pre-camp orientation, student and leadership camps,
7) Special Demonstration Projects,
8) Field visits to camps and NSS units for supervision and programme development,
9) Publications on NSS and
10) Evaluation.

NEED FOR ORIENTATION TO NSS PROGRAMME OFFICERS:

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

1. It is necessary to instill in them the notion that NSS is not merely a social service activity but has an educational content which has to be recognized in order for the programme to be meaningful. The entire concept of education has to be discussed
with them, particularly in the context of the Indian situation. This has to be the first step before we can speak of integrating the NSS with the syllabi.

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

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

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

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

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

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

RESOURCE PERSON AT THE FIRST TRAINING PROGRAMME
1 Dr. John Barnabas - Director, Central Institute of Research and Training in Public Cooperation, New Delhi.
2 Dr. S S Thorat—Dy. Director, National Institute of Community Development, Hyderabad.
3 Dr. R.G Salve Secretary, Rural Development Dept. Govt. of Maharashtra State, Bombay.
5 Dr. N F Kaikobad, Head, Rural and Urban Community Development, Tata Institute of Social Sciences, Bombay.
6 Dr. Nilu Choudhary, Training Officer, American Peace Corps, Bombay.
7 Fr. James J Berna, Action for Food Production (AFPRO), New Delhi.
9 Mrs. Chitra Naik, Director, State Institute of Education Maharashtra, Poona.
10 Dr. SK Hulbe, Executive Director, Rural Life Development and Research Project, Ahmednagar College, which later became the Centre for Studies in Rural Development.

Twenty five delegates representing 14 states of the Union participated in this first training programme in Ahmednagar.
THE PRESENT TRAINING AND ORIENTATION CENTRE

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

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

i) Organising orientation courses and refresher courses for programme officers;

ii) providing assistance to universities in the planning and conducting special camping programme;

iii) developing and providing consultancy services to universities and colleges in different areas of programme, planning, training, supervision, evaluation etc. Such consultancy services may be provided through group discussions, seminars, preparation and supply of subject papers, personal discussions during visit to universities/colleges, correspondence on specific points etc.;

iv) undertaking research and evaluation studies of specific NSS programmes;

v) developing demonstration projects under NSS on inter-collegiate basis with the object of developing further experience for the use of universities and colleges;
vi) acting as clearing house of information on NSS through preparation, publication and circulation of literature on various aspects of the programme; and

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

1. **Training of the Programme Officer**

The Programme Officer of NSS is a key person for implementing the NSS at the college level. The success of NSS programmes depends on the aptitude, leadership and capabilities of programme officers. In order to provide orientation to them and to equip them with the requisite skills, and know-how, they are invited to participate in training/orientation programmes. There are about 3100 programme officers in Maharashtra i.e. one programme officer for every 100 student volunteers. The strength of NSS student volunteers in Maharashtra stands at 3,10,124 in 2013-14 and 27,000 in Goa for which Empanelled Training Institute in designated as the training centre for the programme officers. ETI Ahmednagar conducts twenty training programmes of seven day’s duration each since 2010-11. Earlier the Training Centre at Ahmednagar has trained 4672 programme officers in the older system having 10 to 12 days programme for each course. Since 2010 the ETI has conducted 60 orientation programmes and trained 1726 programme officers upto March 2014.

4.2 **Objectives of Orientation Courses:**

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

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

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

c) to equip them with knowledge relating to various functional areas of voluntary social service;
d) to provide them with the skills of working with individual, groups of persons and the community; and

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

4.3 METHODS OF TRAINING:

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

a) demonstration and audio-visual methods;
b) field visits;
c) supervise field work assignment in a nearby village;
d) case method;
e) Lecture-cum-discussions;
f) group/panel discussions; and
g) workshops.

4.4 Module for Orientation Course as given by the Ministry:

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

Module: 1
Introduction: Objectives and schedule of the Training Programme: Sharing of Expectations and Objectives of Training Programme.

Module: 2
History, Philosophy and objectives of NSS. Perception about NSS and its role in education; Philosophical base of NSS and chronology of its development; Aims and objectives, Motto, Symbol badge and Principles of NSS.

Module: 3
Youth Profile: State/UT, National and Global level; status of youth in Education/Employment as experienced by the participants; Definition of Youth; Brief on:
a) Sex ratio  
b) Student/non student  
c) Rural/Urban  
d) Literate/ Illiterate  
e) Employed/Unemployed  
f) Migration rate  
g) Marital status

CHALLENGES BEFORE YOUTH  
a) Political participation  
b) Social justice  
c) Economic opportunities  
d) Educational opportunities  
e) Cultural-Beliefs, Faith, Attitude, Values etc.  
f) Health(adolescent/youth health, sexual and reproductive health, HIV/AIDS, mental and spiritual health, lifestyle, life skills

Module: 4
Role and responsibilities of Programme Officers; selection, training and tenure of Programme Officers; Role (As an educator, as a coordinator, as a monitor, an an administrator and as a public relations person) and Responsibilities of Programme Officers; Functions of Programme Officers.

Module: 5
Leadership and personality development- Understanding leadership and identifying the qualities of a leader; Skills of a leader:  
a) Vision and goal setting  
b) Organisational skills  
c) Communication skills  
d) Decision making  
e) Conflict Management  
f) Time Management  
g) Type of leadership- Authoritarian, Team, Country Club and Impoverished Leader; Characteristics of an effective personality.
Module: 6
Liaison, Coordination and Environment building—Meaning and importance of Liaison and coordination; Specificities of Liaison and Coordination with reference to relevant projects; Environment Building.

Module: 7
Social Development Programmes—Possibilities of NSS intervention in social development programmes; Role of NSS in implementation of Twenty Point Programme; Exploration of new initiatives and thrust areas.

Module: 8
Planning and Review of NSS activities at the Unit Level. Regular activities and Special camping.

Module: 9
Reports, Records, Registers, Documentation and Publication, preparation of reports
1) Monthly
2) Quarterly
3) Half Yearly
4) Annual

Module: 10
Guidelines for action plan and calendar at various levels. Regular activities and special camping

Module: 11
Monitoring and Evaluation of NSS activities—Introduction of M and E- difference and objectives and scope of evaluation; MIS formats for NSS Programmes Officers, Practical Exercise to fill MIS formats

Duration of the Orientation Course
An orientation course is now of seven day’s duration. The refresher courses which were of five day’s duration have been discontinued since 2010.
4.5 NSS Training as a Change Agent

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

Definitions of Training

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

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

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

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

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

Significance of Employee Training:

Training has the following significance and it brings about:

1. Enlargement of Skills and Competency
2. Effective Utilization of the Existing Human Resources
3. Enhancement of Customer Satisfaction
4. Enhancing Competitive Advantage
5. Enrichment of Team Spirit
6. Ensuring Personal Growth
7. Enabling a Learning Culture
8. Establishing a Positive Organizational Climate
9. Encouraging Better Health and Safety Measures
10. Ensuring Organizational Growth and Development

Scope of Training:

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

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

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

Attitude Formation: Attitude is the mental state of an individual concerning his beliefs, feelings, values and tendencies that influence him to behave in one way or the
other. In an organization, the employees may have positive or negative attitude towards the job, organization and people. A negative attitude may cause suspicion and mistrust in the actions of the organization and make the employee resist changes with all their might. Employee training programme can bring about desired changes in their attitude and instill in them a sense of cooperation, motivation, commitment and satisfaction.

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

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


Values

Values represent basic convictions that a “specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence”. They contain a judgmental element in that they carry an individual’s ideas as to what is right, good or desirable. Values have both content and intensity attributes. When we rank an individual’s values in terms of their intensity, we obtain that person’s value system. All of us have hierarchy of values that form our value system. This system is identified by the relative importance we
assign to such objects of values as freedom, pleasure, self-respect, honest, obedience, equality and so forth.

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

Sources of our Value Systems

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

Values are of six types: They are as follows:

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

Economic- Emphasizes the useful and practical

Aesthetic- Places the highest value on, form and harmony

Social- Assigns the highest value to the love of people

Political- Places emphasis on acquisition of power and influence

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

More recent research suggests that there is a hierarchy of levels that are descriptive of personal values and life-styles. One such study identified seven levels.
Level 1: Reactive

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

Level 2: Tribalistic

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

Level 3: Egocentric

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

Level 4: Conforming

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

Level 5: Manipulative

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

Level 6: Sociocentric

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

Level 7: Existential

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

An understanding that people’s values differ but tend to reflect the times societal values of when they grow up can be a valuable aid for explaining and predicting
behavior. Employees in their twenties and sixties, for instance, are more likely to be conservative and accepting of authority than their existential peers. Yet when workers under thirty perceive that their contributions are not being immediately rewarded by their employer, they are more likely to quit their jobs and seek bigger and quicker payoffs somewhere else.

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

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

**Part – II**

This part of the chapter deals with the role of Institutes/colleges and department of social work as training and orientation centres of NSS.
4.6. NSS Training and Institutes/Colleges of Social Work:
After having decided to start National Service Scheme in the country, Government of India decided to set up Centres for orienting the teachers in charge of NSS, who were named as the Programme Officers. It was crucial position between the college principals and student volunteers. Much of the success of the NSS depended on the Programme Officers’ skill, knowledge and attitude. Therefore, it was decided to establish the Training and Orientation Centers to all over the country.

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

4.6.2 Significance of Social Work Methods in NSS:
Social Work is an applied discipline where specific methods of Social Work are used with special tools and techniques to help individuals, groups and communities to help them to help themselves. The programme officers have to handle and mould the student volunteers who belong to varied background require differential attention and
treatment. This requires lots of knowledge, skills and right attitude among the
programme officer as well among the student volunteers who ultimately intervene in
the communities. As it is said that every living person is a live bomb, special
orientation with experience sharing by the resource persons, case studies, and visits to
successful people and projects forms the basis of training, that help in handling the
people.

**Extension Projects with NSS Participation:**

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

**Social Case Work for NSS Programme Officers and the Volunteers:**

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

**Social Group Work for NSS Programme Officers and the Volunteers:**

No individual can live and sustain without group life. From cradle to the grave
men associate with groups which may be primary or secondary in nature. Knowledge
of group dynamics is essential for the programme officers as well as for the student
volunteers. The methods and techniques of dealing with group situations which may
be normal or disturbed help the officers or the students to be effective to avoid friction
and losses. The group growth enhancement leads to personality development. All the
group exposures and handling them tactfully provide valuable experience to the
Programme Officers and student volunteers. Every exposure proves to be research
worth learning i.e, next time they have more base of precedents to improve upon their
functioning. This expertise is easily available with the resource persons who belong
to Schools of Social Work. This is also emphasized by Dr. Dhananjay Lokhande in his recommendations in his thesis on NSS and he also quoted Prof. P R Gaikwad, former trainer at TOC, Ahmednagar that Programme Officers should seek help and consult the Social Work teachers from colleges of Social Work.

**Community Organisation - A Social Work Method:**

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

**Social Work Research and NSS:**

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

All these exposures together with research with surveys of the villages, evaluation of the projects of intervention count as social work research. These research work help in getting feedback on programmes implemented, improving upon the approaches and strategies towards the future work in which losses could be avoided...
and success achieved. There are best programme officers in the country whose successful projects help the neo learners to learn from failures and successes. A visit to success - story villages and communities is one of the methods used for training the Programme Officers and the student volunteers.

**Social Welfare Administration and NSS:**

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

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

**4.6.3 Summary:**

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