

**ica-ncui
cooperative
education
field project
indore district,
india**

- a report



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ICA



**INTERNATIONAL
CO-OPERATIVE
ALLIANCE**

**REGIONAL OFFICE AND
EDUCATION CENTRE FOR S - E ASIA**

**ICA-NCUI
COOPERATIVE
EDUCATION
FIELD
PROJECT**

—A Report

CONTENTS

Project Report	..	1
Project Outline	..	33
Interim Evaluation of the Project	..	35
Lessons of the Project	..	40

August 1975 (4000)

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Published by A. H. Ganesan for and on behalf of the Publications Section of the ICA Regional Office & Education Centre for South-East Asia, 43 Friends Colony, New Delhi and printed by him at the New India Press, New Delhi-1-110001.

**President of India
Commends the Project**

"I would like to stress in this context the crucial role of cooperative education. I am glad to know that the ICA which has adopted Education as one of its important activities has been providing expertise and sharing its experience in organising a pilot project on cooperative education for a selected group of primary societies in Indore District of Madhya Pradesh in collaboration with the NCUI and the Madhya Pradesh State Cooperative Union. This project which was started in February 1971 has now completed four years. The results have been so satisfactory that the societies themselves have now started coming forward to provide additional funds for continuing the programme. The project has shown mainly that cooperative institutions at the primary and district level have to be actively involved in the educational work and that an integrated approach should be adopted to education whereby emphasis is placed on meeting the entire requirements of the families for the agricultural operation and for their other occupations to the maximum possible extent through the society and in having a farm guidance service as an integral part of the service provided by the cooperative societies. This is a concrete example of how the experience and the resources of international cooperative movement have helped in guiding the cooperative movements in the developing countries. I have no doubt that the ICA will continue to assist the countries in this region in organising similar cooperative efforts."*

*Excerpt from the speech delivered by Shri Fakhruddin Ali Ahmed, President of India, at the 80th Anniversary Celebrations of the ICA held in New Delhi on 20th September 1975.

ICA-NCUI COOPERATIVE EDUCATION FIELD PROJECT, INDORE DISTRICT, INDIA

—A REPORT

by

J.M. RANA & V.N. PANDYA

Introduction

The Field Project was started by the International Cooperative Alliance (ICA) Regional Office and Education Centre for South-East Asia in collaboration with the National Cooperative Union of India (NCUI) with a view to carrying out intensive cooperative education for selected agricultural cooperatives and secondary organisations at the district level. It was hoped that such a project would provide experiences which may be of value to the Indian Cooperative Movement, and that experiences of practical work at the ground level would enable the education personnel of the International Cooperative Alliance (ICA) Regional Office & Education Centre to render better advice to other cooperative movements in the Region of South-East Asia. The Project was started in February 1971 initially for a period of three years and was subsequently extended for another two years. The Project is located in Indore District of Madhya Pradesh State which is neither an advanced nor a backward State in respect of cooperative development in India.

J.M. Rana, Director (Education), ICA Regional Office & Education Centre for South-East Asia is the Project Director. V.N. Pandya was the Project Officer of the ICA/NCUI Cooperative Education Field Project, Indore District, India, from February 1971 to June 1975.

The overall objective of the Project is to contribute to the development of rural cooperative societies and (through that) to the social and economic improvement of their members. The detailed objectives of the Project are as follows:

- (i) to carry out education programmes for the employees, board members, and ordinary members (including active members, housewives and youth) of selected primary societies as part of the current and projected development programmes;
- (ii) to carry out educational activities for supervisory and extension personnel of secondary cooperative organisations such as the cooperative bank and marketing societies, and employees of cooperative department such as inspectors and supervisors, who come in direct contact with the primary societies;
- (iii) to experiment with and demonstrate successful approaches and techniques in cooperative education which can then be duplicated elsewhere.
- (iv) to produce educational material, manuals and audio-visual aids for use in the education project, and
- (v) to involve cooperative institutions increasingly in the formulation and implementation of the project.

Generally the project has operated with two educational instructors viz. the project officer and the cooperative educational instructor. In August 1974 the Farm Guidance Instructor was appointed. The Project Officer and the cooperative educational instructor have been made available by the NCUI and the Madhya Pradesh State Cooperative Union respectively. The research officer was appointed on a temporary basis to carry out the study of educational needs in the project societies.

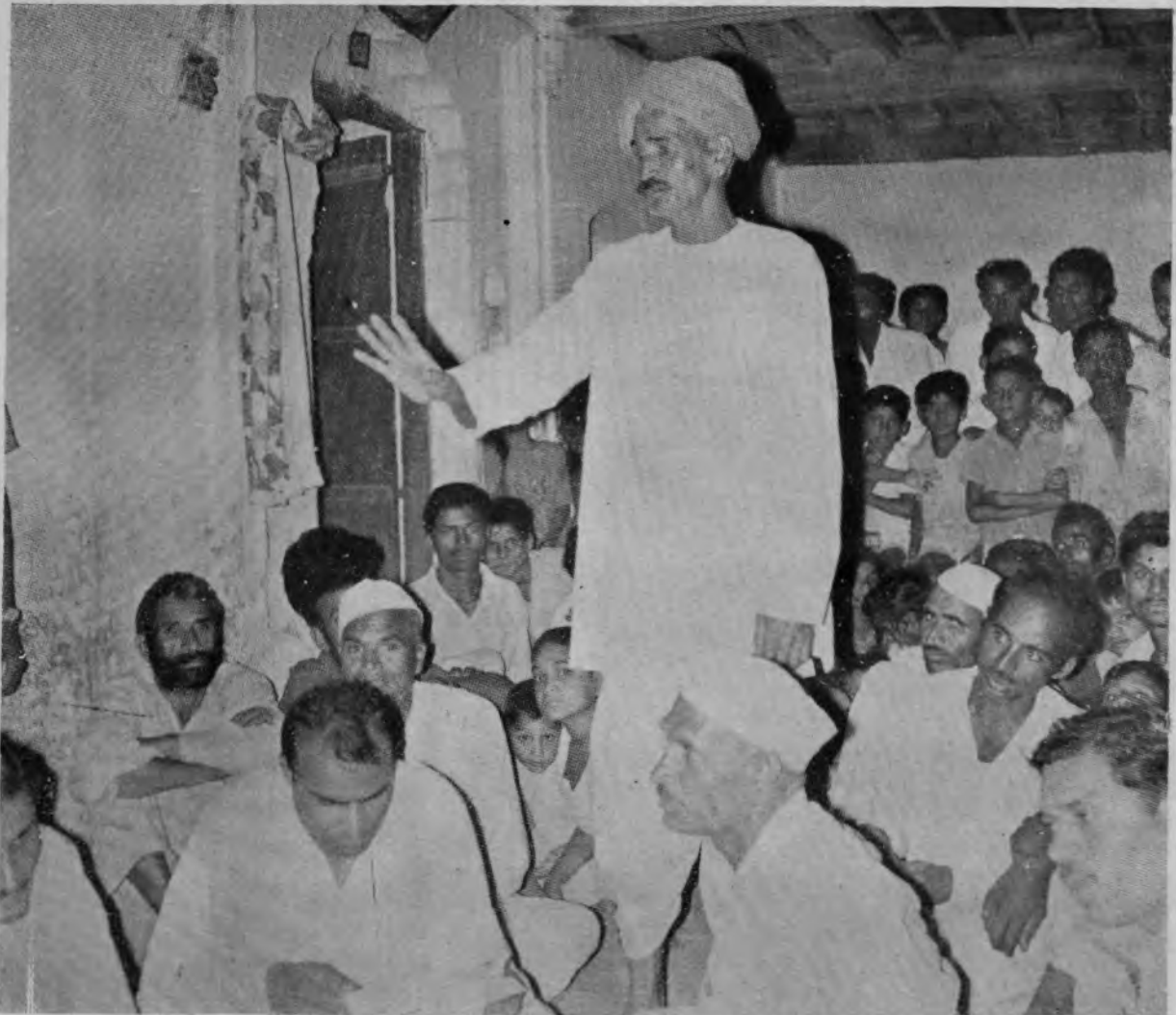
The Project Officer has reverted to the NCUI from July 1975.

2 Background about Indore District

2.1 Indore District is one of the 43 districts in Madhya Pradesh State which is located in the central part of India (Madhya Pradesh itself means central

region). Indore District is one of the smallest districts in the State. It has 665 villages with a population of 6.7 million. The average rainfall in the District is 946 mm. a year. Agriculture in the district is dependent on the rains, the irrigated area being only 6.88 per cent of the total cultivated area. The main source of irrigation in the district is wells and tubewells. Generally two crops Kharif (autumn) and Rabi (winter) are taken. The principal crops grown are wheat, jowar, gram, pulses and maize. A small acreage is under cash crop such as cotton, groundnut, sugarcane and vegetables. The methods of cultivation are traditional. Indore city is an important commercial and industrial city in the State of Madhya Pradesh.

2.2 There are 127 primary agricultural service cooperative societies. A service cooperative is organised for one village or a group of villages covering a



"I have a different view, please listen." — A member in a members' meeting in a Project society

Panchayat area.* The district has four cooperative marketing societies, one for each tehsil (a tehsil is an administrative sub-division of a district). There are over 30 dairy cooperatives in the district and three cooperative cold storage societies.

2.3 At the secondary level the following institutions serve the agricultural cooperatives: (i) the Indore District Cooperative Union, (ii) the Indore District Cooperative Central Bank, and (iii) the Indore District Cooperative Land Development Bank. The functions of the District Cooperative Union are to arrange periodic conferences of the cooperatives in the district and to carry out cooperative education and publicity work. The principal function of the District Cooperative Bank is to provide short and medium-term credit for agriculture to farmers through service cooperatives. It also provides finances to marketing societies, cold stores and to the farmers for purchase of milch cattle through dairy cooperatives. The district cooperative bank is the most important institution in the district in terms of its services and contacts with the service cooperatives and farmers. The District Cooperative Land Development Bank provides long-term finance to farmers for agricultural development purposes such as digging of wells and tubewells. In addition there is the Malwa Milk Producers' Cooperative Union which operates in two districts. The main function of this union is to purchase milk from farmers through the dairy cooperatives and sell it to the government pasteurisation plant.

3 Selection of Societies and other preliminary work

3.1 The Project Officer spent two months in February and March 1971 for studying the local situation through visits to the cooperatives in the district and discussions with representatives of cooperative institutions at the primary and secondary level and officers

of the government departments engaged in rural development work. On the basis of the studies of the Project Officer four service cooperatives and one cold storage society were selected in April 1971. Later on in October 1971 five more agricultural cooperatives were included in the Project area after the project held a training course for secretaries of the service cooperatives. Table I gives details of the project societies and the Map of Indore District shows their location.

3.2 In view of the important role played by the district cooperative bank it was decided to select societies from different branches of the bank. The 10 societies selected were from four branches of the bank. The selection of the societies was also made on a somewhat representative basis so as to include agriculturally better off area (Rao and Indore branch of the bank), agriculturally backward area (Manpur branch) and an intermediate area (Kshipra branch). The societies selected also included areas which are



Interview for the study of educational needs



The Project Office



Members participation in society affairs is picking up

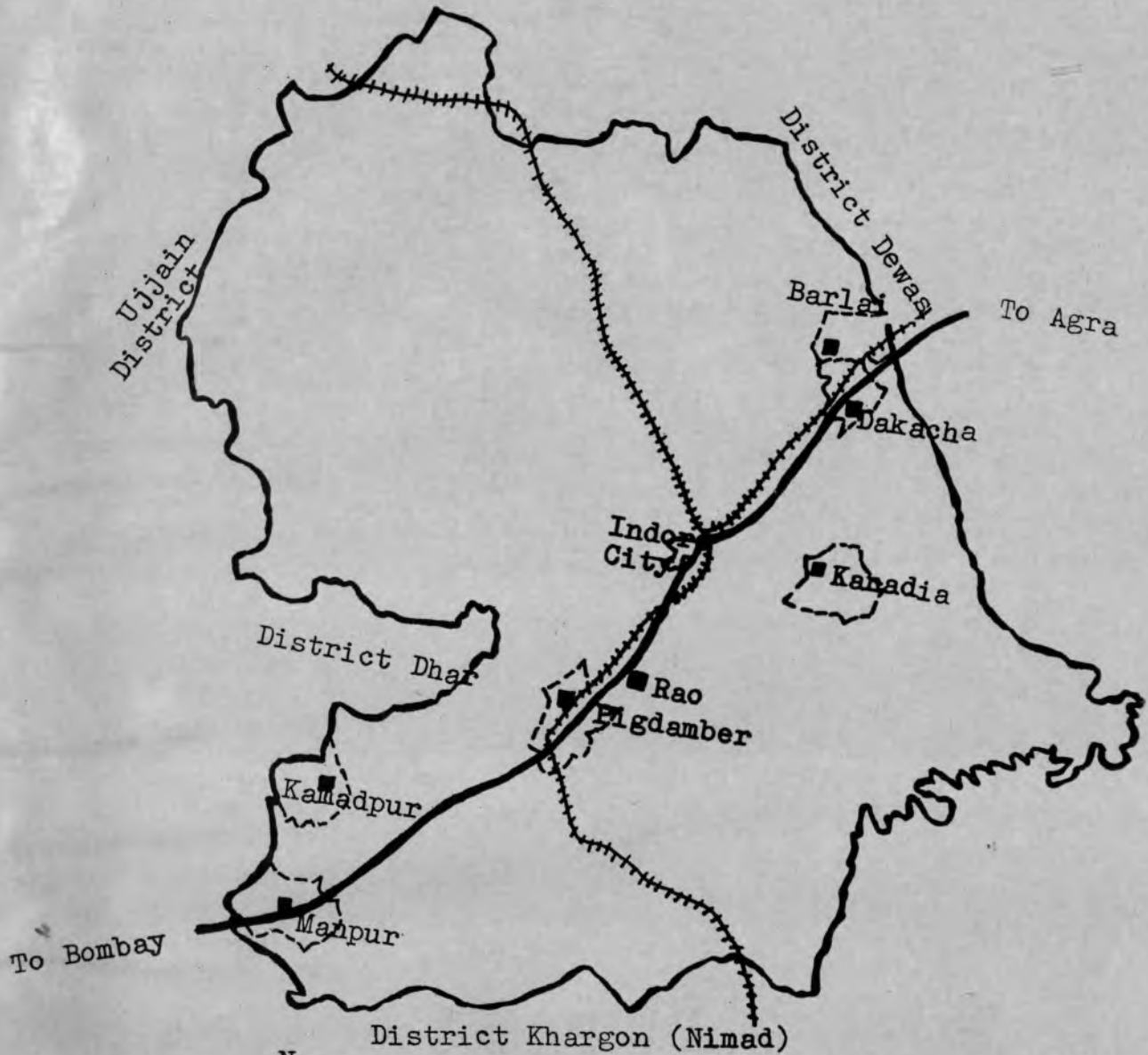
*Panchayat is a local self-governing institution for a village or a group of villages.

TABLE I
GENERAL INFORMATION ABOUT PROJECT SOCIETIES—1971

Name of Society	Bank branch	Distance from Indore (in kms)	No. of villages covered	Total farm households	No. of members	No. of employees	Total land in acres	Main crops grown
Barlai	Kshipra	26	2	399	145	2	4754	Wheat, Jowar, Gram, Maize, Sugarcane, Groundnut, Linseed, Vegetables.
Dakacha	Kshipra	19	2	365	115	2	4663	Wheat, Jowar, Gram, Maize, Cotton, Groundnut, Sugarcane.
Kamadpur	Manpur	49	6	453	139	1	5262	Wheat, Gram, Sugarcane, Potato, Vegetables.
Manpur	Manpur	43	11	899	212	1	9520	Wheat, Gram, Groundnut, Cotton, Potato, Sugarcane, Maize, Pulses
Pigdamber	Rao	13	4	381	146	1	3715	Potato, Wheat, Gram, Sugarcane, Garlic, Vegetables.
Kanadia	Indore	9	3	476	178	1	7171	Wheat, Gram, Maize, Soyabean, Sugarcane.
Khajrana*	Indore	5	4	476	132	1	3755	Wheat, Sugarcane, Potato, Garlic, Vegetables, Jowar.
Bisnavda*	Indore	12	8	736	168	1	13605	Wheat, Potato, Sugarcane, Garlic, Vegetables.
Rangwasa* (large-sized society)	Rao	13	5	545	283	3	4919	Wheat, Sugarcane, Potato, Garlic, Vegetables.
Cold Store, Rao	Rao	10	13	3013	167	6	23208	Potato, Garlic, Sugarcane, Wheat, Vegetables.
TOTAL			58	7743	1685		80572	

*Concentrated effort in the above three societies was not continued due to lack of sufficient response from these three societies.

MAP OF INDORE DISTRICT Location and Area of Project Societies



Villages covered by the Project societies

- | | | | | |
|---|---|---|--|--|
| 1. Barlai Society
2. Dakacha Society
3. Kanadia Society
4. Pigdamber Society
5. Manpur Society | 1. Barlai
1. Dakacha
1. Kanadia
3. Bicholi
1. Pigdamber
3. Navda
1. Manpur
3. Undava
5. Rampuria Bujurg
6. Futtalav
8. Kolani
10. Aawalipura | 2. Budi Barlai
2. Lasudia Parmar
2. Zalaria
4. Teegria Rao
2. Panda
4. Umaria
2. Kankaria
4. Rampuria Khurd
7. Gadaghat
9. Kalikeray | 6. Kamadpur Society
7. Rao Store
1. Kamadpur
3. Silotia
5. Karadia
1. Rao
3. Bijalpura
5. Sindoda
7. Tillore Khurd
8. Bicholi Mardana
9. Talowali Kachra
10. Nihalpur Mund
11. Pivdai
12. Banganga | 2. Fafund
4. Chenpura
6. Matabpura
2. Rangwasa
4. Pigdamber
6. Umaria
13. Moklai |
|---|---|---|--|--|

in proximity of Indore City as well as those quite away from the city. Two societies in the project had tribal persons also as members.

3.3 The societies were located on either side of the Bombay-Agra national highway. However, some villages covered by the societies were not approachable in the monsoon except on foot. The societies were generally of small size. Except two societies, the membership of a society was below 200. Usually a society had one secretary-cum-manager (hereafter called the secretary) and one part-time peon. When the project started its activities, the activity of almost all the service societies was advancing loans to farmers and recovering them. The Rao Cooperative Cold Store was storing potatoes of the farmers by charging them a fee and was selling fertilizers to the members.

3.4 Literacy level varied from society to society. But the percentage of literacy in the entire area covered by the project was around 20. Literacy level was much lower among women compared to men.

3.5 A meeting of the representatives of different co-

operative and other organisations and government departments was held in April 1971 under the Chairmanship of Mr. R.G. Tiwari, the then President of the Madhya Pradesh State Cooperative Union and now President of the NCUI. At this meeting the approach



Discussions during field work on study of educational needs



A view of the Local Advisory Group meeting

proposed to be adopted in the project was explained and the advice of the cooperators of the district was sought. Mr. Tiwari welcomed the location of the project in Madhya Pradesh and requested the cooperators of the district to give their full support to it.

4. Local Advisory Group

4.1 A Local Advisory Group (LAG) consisting of the representatives of the following was constituted under the Chairmanship of Mr. J.M. Rana, Director (Education) of the ICA Regional Office & Education Centre to advise on the implementation of the cooperative education programme of the project. The Chairman of the Indore District Cooperative Union was appointed as the Vice-Chairman:

- (i) Indore District Cooperative Union, Indore.
- (ii) Indore Premier Cooperative Bank, Indore (District cooperative bank)
- (iii) Indore District Land Development Bank, Indore
- (iv) Devi Shri Ahilya Cooperative Marketing Society, Indore
- (v) Sanwer Cooperative Marketing Society, Sanwer
- (vi) Cooperative Training College, Indore
- (vii) Malwa Milk Producers' Cooperative Union, Indore
- (viii) Agriculture College, Indore
- (ix) Madhya Pradesh State Cooperative Union, Jabalpur/Bhopal
- (x) Cooperative Department, Government of Madhya Pradesh
- (xi) Agriculture Department, Government of Madhya Pradesh
- (xii) National Cooperative Union of India, New Delhi.

4.2 So far six meetings of the LAG have been held. Besides giving advice to the project, the LAG has served as a unifying force among the various secondary cooperative organisations in the district. The cooperative workers have started thinking about various cooperative development projects e.g. cooperative sugar factory, animal feedstuff cooperative factory, acquisition of tube well drilling machinery, establishment of a cooperative education and development centre. In a Report written in January 1974, we had stated, "some of these ideas may appear today as dreams. But the very fact that the cooperative leaders of the district have started to have these 'dreams' is exceedingly significant". The Malwa



Local Advisory Group meeting in progress ↓



Cooperative Sugar Factory Ltd., with headquarters in Barlai (a project village) and the Indore District Cooperative Cattlefeed Production and Marketing Society Ltd., have since been registered.

5 Main Features

On the basis of the educational work carried out, the main features of the Project can be summarised as follows:

- 5.1 The educational approach in the project is *developmental* and is geared to solving the problems of cooperative societies in the project area and ensuring their development.
- 5.2 The project provides education to members, committee members and employees of primary cooperative societies as well as employees of district cooperative institutions and cooperative department who are responsible for the supervision of primary societies. The approach

in the project is *society-based* and not general.

- 5.3 The project provides education to the above groups on a *continuing* basis.
- 5.4 An attempt is made to foster *better communication* among members, committee members and employees of cooperative societies by insisting that managers of societies attend committee members' courses and both managers and committee members attend members camps.
- 5.5 An *integrated* approach to education is followed whereby proper study of societies is made by the project staff on the basis of which educational activities are planned. The societies are given help in follow-up work.
- 5.6 Both the primary societies and district institutions are actively *involved* in educational work.
- 5.7 Continued attempts are made to maintain *coordination* with various governmental and other developmental agencies such as the government agricultural department, agricultural college, veterinary college and National Seeds Corporation.

6. Study of Educational Needs

It was provided in the project outline that a pre-project survey about the socio-economic background of the area, existing economic position of the societies, study of knowledge of various categories of persons and their training needs and potentiality of cooperative development would be carried out. However, on the basis of our preliminary studies it was found that generally speaking, there was little interest on the part of the members and committee members of primary cooperative societies in cooperative education. In view of this, it would have been exceedingly difficult to attract them for education later on if they were put through the drab process of interviews etc. and a prolonged period needed for research study on account of the very limited staff with the project. Hence it was decided to start education work straightaway on the basis of the basic information gathered by the Project Officer from the different societies. A careful study of the educational needs in five societies and collection of other relevant data was taken up in April 1972. The results of the study



Mr Bapu Singh Mandloi, the then Chairman of the Indore Premier (District) Cooperative Bank speaking at the Cooperative Workers' meeting during the Co-operative Week

were used in planning and conducting subsequent education programmes.

7. Education Work for Secondary Societies

7.1 The education work carried out has been mainly focussed on the primary cooperative societies but in addition substantial work is also done for secondary cooperative organisations. The effectiveness of primary societies depends to a great extent on the support extended to them by the secondary organisations and the availability of this support in turn is dependent on the attitudes and the decisions of the leaders and personnel in secondary institutions. It is from this point of view that education programmes for secondary institutions in the district have been given considerable importance by the project.

7.2 Some of the important education programmes organised for secondary level organisations are district cooperative leaders' seminar, study visits for cooperative leaders in a cooperatively advanced neighbouring state, and a course for supervisory staff of the district cooperative bank. Two study groups have been constituted, one on cooperative credit and another on cooperative marketing. These study groups whose membership is mainly composed of leaders of secondary cooperative organisations discuss the current problems, procedural hindrances and needs of development of cooperatives in these two fields. etc. and suggest action to solve problems and promote development.

8 Education Work for Primary Cooperatives

8.1 The project began by organising members' courses—called members' camps—of six days' duration, followed by managing committee members' five-day courses. These two were then followed by a secretaries course of ten days duration.

8.2 After about six months work it was found that the response of the members was better in societies where committee members' courses were organised. In view of this the project generally adopted the practice of first holding the managing committee members' course before organising the members' camp. There have been experiences of another type also. In some cases the managing committee members were found reluctant that educational work of more than general nature should be carried to the members. In one cooperative society the resistance of the committee members and the secretary could be overcome only through a members' camp. In

this society even the manager of the district cooperative bank had to assist and to remain physically present in a members' camp held by the project staff.

8.3 After the secretaries course was held it was found that the assistance of the secretaries who are paid executives in the societies was of considerable help in organising both the managing committee courses and the members' camps. Thus the experience of the project generally indicates that educational programmes for primary rural cooperatives of small size could be started by holding managing committee members courses to be followed by members camps. Secretaries/managers courses could be held at suitable opportunities. When these functionaries are being trained they should be motivated to support educational programmes, as they can play a very important role in this regard.

8.4 It should be stated that off and on the project has met with resistance from the committee members and secretaries as they felt that their positions would be or were threatened from questioning members. It may also be mentioned that educational work has not necessarily resulted in an increase in harmony within the society; often it has led to an increase in tensions within the organisation. These tensions are generated in those societies where members find that the office bearers or committee members engage in activities which are in their own self-interest but detrimental to the general interest of the membership. The tensions also arise when members begin to demand increase or improvement in the services of the society or criticise its working. Greater solidarity and cohesion was found to be developing among those members who could perceive what was in the general interest of the society.

9 Local Teacher Approach

9.1 Members' camps were generally held in the village which was the headquarters of the society. In such camps members of other villages covered by the society did not come; hardly one or two members attended the camps. In view of this an attempt was made to hold members camps in different villages covered by a society. It was soon found that another method must be devised if members in the various villages covered by a society had to be approached more often than through holding camps by the project staff. Accordingly a *local teacher approach* for member education was developed.

9.2 The local teacher approach means that either a secretary of a cooperative society or a teacher of a

school or some qualified functionary is commissioned to carry out member education work. This approach was adopted in 1973 in six societies. In four societies the secretaries, in one society a supervisor of the district cooperative bank and in one society a primary school teacher were assigned responsibility of member education work. The selection of the local teacher was done by the managing committee of the society in consultation with the project, both of which share the remuneration to be given to a teacher by way of an incentive. (Each teacher is paid a remuneration of Rs. 10/- for holding a members' meeting). A teacher is expected to organise one members meeting lasting for two or three hours in each village in each month. The normal attendance in these meetings is around 10. These teachers had been given training for carrying out the educational work in the secretaries courses. The project provides them with literature to carry out their teaching in the societies. They also come for meetings to the project office once a month along with the chairmen of their respective societies. These monthly meetings enable the project staff to review the work carried out by the teachers, to solve the problems

which the teachers bring with them and to plan their work for the subsequent month.

9.3 The member education through local teachers is steadily continued in three societies. In other three societies the work has suffered due to the transfer of the secretaries to other societies.

9.4 An important experience of the local teacher approach could be cited. The school teacher in one society who was quite well-qualified, however, could not continue with member education work since his work did not receive the support of the secretary of the society. While the local teacher approach is found to be particularly suitable in carrying out continuous member education work, in reaching members in different villages and in linking education with the activities of the societies, the experience of the project suggests that this work can be carried out by only those secretaries who have the necessary aptitude and interest in education and development of the society. A managing committee which is both vigilant and interested in serving the members can also ensure that the programme once started would not be disrupted.



Mr Bhilaji, Chairman of the Manpur Society presenting the annual report to the general meeting of members

9.5 The other groups for which educational work was organised by the project are women and young farmers.

10 Farm Guidance Service

10.1 Another method tried out is the farm guidance service for members in Rao Cooperative Cold Store and Pigdambar Cooperative Service Society. This service was started in Rao in December 1972.

10.2 The objectives of the farm guidance service are the following :—

- (i) Soil testing and recommendation on the use of fertilizers,
- (ii) Providing advice on the use of insecticides, pesticides and other agricultural inputs so that the farmer-members can utilise these inputs effectively and economically,
- (iii) Setting up of demonstration plots,
- (iv) Introducing the idea of farm management among the farmers which includes : preparation of production plan, income and expenditure plan and funds plan,
- (v) Providing farmer-members with necessary market information,
- (vi) Conducting courses for family education, and
- (vii) Organising the commodity groups such as for potatoes, wheat, maize and vegetables.

10.3 The society employed an agricultural graduate whose salary was shared by the project and the society. The farm guidance worker was available for consultations at the office of the society on prescribed days and hours; he visited various villages covered by the society and was available for consultations; and he visited the farms of the members and offered on-the-spot advice. The farm guidance worker also assisted the members of a neighbouring society viz., Pigdambar Cooperative Service Society. Later on in May 1974 the Pigdamgar Society employed an agricultural graduate, part of whose salary was met by the project.

10.4 The farm guidance worker worked with cooperative cold store for a period of 10 months from December 1972 to November 1973. During this period he provided farm guidance to 706 persons which included both members and non-members. The advice given by him related to soil testing, improved agricultural practices for potatoes, garlic, peas, groundnut and wheat, pest control measures for various crops, use of improved agricultural implements such as sprayers, dusters and maintenance of farm records. The farm guidance worker got 175 soil samples tested



A Malwa farmer ruminating: what is this cooperative education all about! What we want is water and fertilisers.



Mr S.C. Maheshwari, Farm Guidance Worker, Co-operative Cold Store, Rao, explaining the importance of soil testing to the members of Barlai Society

through the agriculture college and agriculture department and he recommended the necessary fertilizer inputs on the basis of these tests. He obtained 5 kg of foundation seeds of an improved

high-yielding variety of wheat seeds called "Malawraj" from the Wheat Breeding Centre of the Indian Agricultural Research Institute located at Indore and arranged for its multiplication through selected farmers. As a result of this farmers in the area got the benefit of this improved variety of seeds. These efforts of seed multiplication were later extended to other project villages. In view of the increased demand for agricultural inputs in the wake of farm guidance service, the society opened a shop in Rao village for the sale of fertilizers, insecticides and pesticides. Recognising the importance of the initiative taken by the society the Agricultural Department of the Government of Madhya Pradesh gave it a subsidy of Rs. 6,000 for pest control work. The farm guidance worker maintained effective liaison with Agriculture College, National Seeds Corporation, Madhya Pradesh, Agro-Industrial Corporation and the Department of Agriculture in order to keep himself up-to-date about the services provided by these bodies and to ensure that these services reached the farmer.

10.5 The table II below shows the substantial increase which took place in the business of the Rao Co-operative Cold Store as a result of the farm guidance service.

TABLE II
AGRICULTURAL INPUTS SOLD BY THE
RAO COOPERATIVE COLD STORE

Agricultural inputs sold	December 1972	October 1973
Potato seeds	87,280 Kg.	212,080 Kg.
Garlic seed	25,000 Kg.	55,000 Kg.
Wheat seed	1,300 Kg.	4,900 Kg.
Fertilizers	Rs. 400,000	Rs. 600,000
Pesticides	Rs. 50,000	Rs. 60,000

10.6 The farm guidance worker worked in the Pigdambar Society for six months from May to October 1974. During this period he provided service to 135 farmers. For the first time the society started advancing loans for purchase of fertilizers for the autumn crops. The society also started selling fertilizers and seeds on its own. The farm guidance worker also made a survey of 44 cattle owners and advised them on improved cattle breeding, cattle management and feeding practices. He left the society for taking up a better job elsewhere and in his place a new worker was appointed in May 1975.



Insecticides spraying in progress

As the District Cooperative Bank was considering the appointment of farm guidance workers the society waited for the above period before employing another person.

10.7 Considering the value of continuing this experiment and providing support to the farm guidance workers working at the society level, the project appointed a farm guidance instructor in May 1974. The farm guidance instructor provides this service to



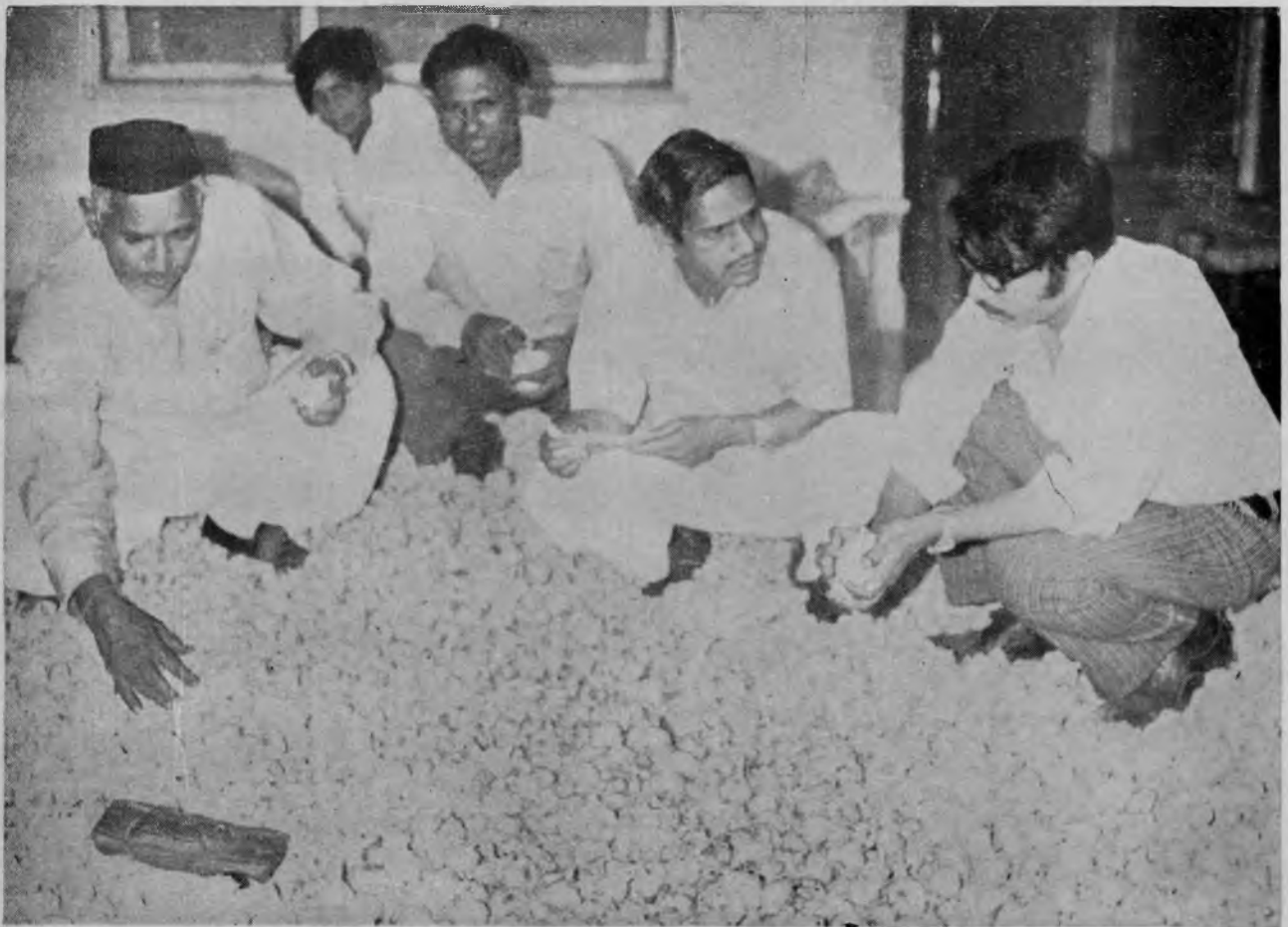
Samples for soil testing being delivered at the Project Office

the project societies which do not have their own farm guidance workers. He is also expected to prepare suitable literature and visual aids for supporting the farm guidance work. The farm guidance instructor conducted a six-day dairy development course. Eight charts have been prepared showing various improved agricultural practices. Four farm guidance bulletins have been brought out giving information on agricultural practices for the autumn and winter crops, marketing of garlic and schemes of various government departments such as for digging of tubewells, construction of gobar gas plants (gas produced out of cowdung) and storage of farm produce.

10.8 The farm guidance service attracted favourable attention of the Vice-Chancellor of the Agricultural University, Jabalpur, Madhya Pradesh State and the President of the M.P. State Cooperative Union. The State Union introduced the subject in the programmes of the refresher courses organised by the Union in 1973 and requested the Farm Guidance Worker of the Rao Society to give talks at some of

these courses. The State Union also decided that agricultural graduates will henceforth be given preference in the appointments to posts of Cooperative Instructors.

10.9 The farm guidance service has been found very useful by the farmers and has been appreciated by them. However, the experiment of farm guidance service has met with some problems. An important problem is the relationship between the secretary of the society and the farm guidance worker. In view of the direct and steady contacts of the farm guidance worker with the farmers his influence with the farmers increases. This is regarded as a threat by the secretary to his position. In the case of service cooperative society, Pigdambar, the farm guidance worker was also better qualified than the secretary. In view of this the farm guidance worker has to be offered a higher salary which was almost double than that of the secretary. However, administratively the farm guidance worker was responsible to the secretary. This complex situation inevitably created conflicts and the farm guidance worker resigned after



Farmers learn grading of garlic

six months to take up a better job elsewhere. In the Rao Cooperative Store also the farm guidance worker resigned after a period of about 10 months as he could not adjust himself with the management of the society. This promising society ran into factional quarrels and had suffered substantial business loss on account of the collapse of one of its newly constructed cold store unit. In spite of the members' wishes the management could not so far restart the farm guidance service.

10.10 Another problem is that of giving adequate salary and proper service conditions to agricultural graduates which would be commensurate with those in other organisations. The third problem experienced is that the secretaries of the societies ask the farm guidance workers to take up tasks which are really theirs and not of the farm guidance workers. These problems can be solved only if a district cooperative organisation such as the district cooperative bank or the union employ these workers as the service societies are not in a financial position to bear these expenses. However, even if the district cooperative



Cooperative Cold Store, Rao—the first to start farm guidance activities

organisation employs these workers the successful conduct of farm guidance service would require that a worker is stationed at the society headquarters and is placed under the control of the management of that society. The farm guidance workers in the service cooperative societies in the district would have to be made responsible to the presidents of the respective societies.

11 Study Visits

11.1 Study visits of members, committee members, housewives and managers of societies to the district cooperative organisations and other developmental agencies are arranged as and when camps and courses are organised for these groups. Farmers and women were pleasantly surprised to be well received in a district cooperative bank or a marketing society and to be told that the big bank really belonged to them and was meant to support their primary



A double crop for the Project—Mr Rattan Singh Goel, a young farmer (centre) who did Malawraj wheat seed multiplication and who later emerged as a leader in his society



Young farmers' course participants visit the demonstration farm of the Government Agriculture Department

societies. The *idea of a cooperative movement was then really visualised by them*. Study visits were also arranged to Surat, Kaira and Mehsana districts in the neighbouring state of Gujarat, which is cooperatively an advanced state, for committee members, young farmers and cooperative workers at the district level. The above groups have learnt a great deal from these visits about farm management practices as well as about the working of some progressive cooperative organisations. The study visits have been found a very effective educational medium. They expose the participants to a new situation and open up their minds and the participants begin to think in a new and different way.

11.2 There is a general tendency to assume that the study visits programmes are frivolous and are merely intended to satisfy the interest of travel of the participants. The experience of the project has indicated that a carefully planned study visit as an integral part of a course or a camp can yield very valuable results.

12 Management Guidance

12.1 During the first two years, the project staff used

to attend general body meetings of the societies. They were using the meetings for imparting education on matters relevant to the general meeting. A practice was started to assist the societies in preparing their annual reports which explain in detail the activities carried out by the societies, the statement of accounts, problems faced and their possible solutions and indicate some lines on which work during the next year would be carried out. Previously the general body meetings were not systematically organised and the secretary of the society used to run over quickly the statement of accounts. The project brought about a change in this situation. The meetings were held after giving the members proper notice and the physical arrangements for the meeting were also improved. A copy of the annual report along with the statement of accounts of the year that had passed was given to each and every member. The managing committees of the societies were also assisted in formulating budgets for the subsequent years which would then be presented to the general body meetings for their approval. In addition the project staff informed the members at the meeting about the problems and potentiality of development



“Let us think before we accept the Cooperative Instructor’s advice”—Managing Committee meeting of the Kamadpur Society in progress.

of their societies, importance of cooperative education and the activities of the project for the societies. As a result of this the general body meetings were better attended; they took a number of decisions which gradually led to the expansion of the business of the societies and to the making of provisions in the annual budgets for education and farm guidance services.

12.2 Table III gives the amounts provided by these societies in their budgets for cooperative education activities :

TABLE III

BUDGETORY PROVISION FOR COOPERATIVE EDUCATION IN THE PROJECT COOPERATIVES

Name of the Society	1972-73	1973-74	1974-75	1975-76
	Rs.	Rs.	Rs.	Rs.
1. Agrl. Service Coop. Society in Barlai	100	100	4500	—
2. Dakacha	—	350	1000	—
3. Kamadpur	350	400	400	—
4. Manpur	400	500	500	—
5. Pigdambar	—	400	4500	1500
6. Kanadia	—	500	1000	—
7. Cold Store, Rao	—	5000	—	5000

Note: The annual meetings for the year 1975-76 have been held so far only in two Societies.

12.3 In addition the general body meetings in four societies decided to contribute Rs. 2 to 5 per member to cooperative education funds of the societies. These contributions are over and above the statutory contributions which the societies are expected to make to the state and district cooperative unions. These contributions are generally made by the members at the time of the annual meetings out of the interest on share capital which accrue to them. The Kamadpur society and the Pigdambar society had collected members' contributions to the tune of Rs. 330 and Rs. 727 respectively during 1973-74. These results indicate that the members and the societies are willing to make financial contributions for cooperative education purposes if they can be properly motivated.



The Chairman welcomes Mr J.M. Rana at the annual general meeting of the Dakacha Society.

12.4 The project officer attends the meetings of the managing committees of the project societies which are held on a monthly basis in order to give advice to the managing committees. The matters on which advice has been rendered include: manner in which these meetings are to be convened and conducted; admission of new members; preparation of normal credit statements; effecting timely recoveries; starting of new activities such as sale of fertilizers, improved seeds, and insecticides; construction of storage space-cum-office premises; utilisation of storage facilities already constructed; loaning to members for digging wells and tube-wells; development of dairy activities; preparation of budgets; planning of general body meetings; preparation of annual reports; co-ordination with developmental agencies in the district; acquainting the managing committees with the



Members of a dairy cooperative society holding a discussion at night.

programmes of the District Cooperative Bank, marketing societies and other developmental agencies; maintenance of records particularly minutes of the meetings and members' pass books; follow-up of the decisions of the previous managing committee meetings and of the general body meeting; and preparation of informative and educational charts for exhibition in the societies' offices.

12.5 As a result of the combined effort of education and management guidance, a number of changes took place in the societies. When the project started its activities in 1971, excepting two societies, the rest did not have their offices in the villages. The secretary of the society used to sit in the branch of the District Cooperative Bank. All the records of the society were also kept at the Bank's branch. One of the first things the project staff did was to convince the managing committee of each society about the need of physically locating the office in the village and putting up a proper sign board so that all the members can know where the society is situated and which place they should go to for securing the servi-



The Project Officer emphasises the lessons of study visits in Gujarat.

ces given by the society. This itself was not an easy task, since the secretaries regarded themselves as employees of the District Cooperative Bank and the managing committees of the societies believed this.



Participation by members including women in society affairs is on the increase.



Newly constructed warehouse-cum-office of the Daka Society. Seen below is the rented office which will soon be vacated.



Gradually the societies also started business activities in fields other than credit. They took up sale of fertilizers, improved seeds and insecticides. Three societies got storages (godowns) constructed with loans and grants made available by the State Government and their own savings. As stated earlier, two societies employed agricultural graduates and started farm guidance service with immense benefits to the farmers. A couple of societies also sold improved sowing implements and pest control equipment to the members; they also acquired some implements and hired them to the members.

12.6 Table IV indicates the business statistics of the societies for different years.

12.7 There are several factors which affect membership and business position of cooperative societies. Cooperative Education is one of them. A comparison of the performance of the project societies vis-a-vis similarly situated non-project societies

was made in an Interim Evaluation which is given at Annexe 2. Some salient features of the Interim Evaluation have been given on pages 23-25. The results of the Interim Evaluation on the whole show an encouraging position of the project societies vis-a-vis non-project societies. Although in some cases the progress in some of the indices presented above has been interrupted due to other factors, on the whole the improvement in the increase in membership, attendance in general meetings and increase in business has continued.

The tables No. V to VIII give information on various educational programmes conducted by the Project from July 1971 to June 1975.

12.8 The following materials were prepared in Hindi to provide guidance to the secretaries and the managing committee members in the performance of their tasks :

1. Handbook for secretaries of service cooperative societies (printed)
2. Handbook for managing committees of service cooperative societies (manuscript prepared)
3. Bylaws of service cooperative societies with explanatory notes (printed)
4. A leaflet outlining and explaining the functions and responsibilities of the managing committee members (mimeographed)
5. A pamphlet entitled "Planning of a General Body Meeting" (mimeographed)
6. Functions of the Chairman of a Service Co-operative Society (mimeographed)

12.9 The above would show some of the results obtained in terms of business activities of the societies. These results are not startling. But they are significant inasmuch as they show that the societies have awakened to the possibilities of development.

12.10 It should be added that provision of management guidance service can be effectively performed only if the education personnel study the working of the societies and possibilities of development. The education personnel also need to help the societies build effective relations with the secondary societies and developmental agencies of the government and other bodies.

13 Coordination with Secondary Cooperatives and Development Agencies

13.1 The project has developed very good liaison with the secondary cooperative organisations such as the District Cooperative Bank, the

TABLE IV

MEMBERSHIP AND BUSINESS STATISTICS OF PROJECT SOCIETIES

	1970-71 Pre-Project Year	1971-72	1972-73	1973-74	1974-75
		Years of Project Operation			
1. Barlai Society					
Membership	120	143	151	177	185
Attendance in general meeting	28	42	44	70	NA
Total turnover	100,431	141,019	245,811	329,992	326,415
Deposits from members	9,143	14,869	23,057	29,177	36,200
Percentage of overdues	26.81	12.09	09.64	36.50	34.77
Audit classification	B	A	B	NA	NA
2. Kanadia Society					
Membership	176	183	188	205	217
Attendance in general meeting	17	18	21	114	46
Total turnover	225,282	328,186	290,792	295,762	345,997
Deposits from members	9,555	21,336	34,212	44,554	56,600
Percentage of overdues	12.53	15.56	14.00	41.08	18.41
Audit classification	C	C	B	B	NA
3. Kamadpur Society					
Membership	134	139	135	152	148
Attendance in general meeting	55	90	113	115	NA
Total turnover	151,133	78,817	126,876	170,727	308,308
Deposits from members	11,240	15,962	18,466	25,622	30,215
Percentage of overdues	34.12	37.85	32.20	38.79	21.00
Audit classification	C	C	C	B	NA
4. Manpur Society					
Membership	195	227	241	239	NA
Attendance in general meeting	58	85	110	28	NA
Total turnover	169,768	209,369	129,301	154,006	NA
Deposits from members	11,875	16,325	18,075	20,475	NA
Percentage of overdues	48	51	72	68	NA
Audit classification	C	C	C	NA	NA

	1970-71 Pre-Project Year	1971-72	1972-73	1973-74	1974-75
		Years of Project Operation			
5. Dakacha Society					
Membership	104	115	131	198	211
Attendance in general meeting	32	34	38	59	115
Total turnover	78,267	111,871	155,145	288,238	639,577
Deposits from members	4,701	7,371	10,571	13,590	15,878
Percentage of overdues	64.12	40.40	23.11	28.95	25.18
Audit classification	B	A	A	A	NA
6. Pigdamber Society					
Membership	146	152	156	170	175
Attendance in general meeting	22	29	80	95	NA
Total turnover	96,386	204,241	407,240	432,738	416,854
Deposits from members	1,347	1,347	4,367	8,418	14,410
Percentage of overdues	63.14	36.24	10.64	17.00	18.62
Audit classification	C	C	A	A	NA
7. Rao Cooperative Cold Store					
Membership	167	172	300	401	394
Attendance in General Meeting	92	146	253	320	327
Goods sold	335,843	591,076	700,505	962,725	473,170
Total volume of goods stored (bags)*	13,000	13,000	13,000	26,892	38,796
Pledge loans given to members	65,600	115,084	260,000	98,600	200,000
Overdues as percentage of demands†	nil.	nil.	nil.	nil.	nil.
Audit classification	A	A	A	NA	NA

NA—Not available.

†—The society does not advance loan. It gives loans against pledge of produce.

*—One bag has 80 Kg. of produce.

and the societies in solving their problems. When these problems were taken to the above developmental agencies as follow-up of educational activities it was discovered that vast possibilities existed in bringing information about the development schemes and the assistance available thereunder to the notice



Newly constructed office-cum-warehouse of another society



Mr S.S. Puri, Chief Executive of the National Co-operative Union of India visits the Project Office

marketing societies, the Land Development Co-operative Bank, the Malwa Milk Producers Co-operative Union and the developmental agencies' such as Department of Agriculture, Agriculture College, College of Veterinary Science and Animal Husbandry, Intensive Cattle Development Project, National Seeds Corporation, Indore Branch, and the Central Warehousing Corporation, Indore Branch. Coordination was also maintained with the Indore Branch offices of the Indian Farmers Fertilizer Co-operative Limited (IFFCO) and the National Agricultural Cooperative Marketing Federation (NAFED). This coordination was found essential in the first instance in order to help the members of the societies of the farmers and the cooperative societies. These agencies themselves welcomed the opportunity to provide information and services to the farmers and the societies. The experience of the project thus suggests that there is considerable information gap at the moment at the village level and that if this gap is bridged, the farmers and the societies can become partners in development as envisaged in the Five-Year Plan of the government.

13.2 Some examples of the results of such coordination are cited below : In Barlai village, twelve tube-wells were got drilled by the farmers, thus bringing about 300 acres of land under irrigation. Loans for these tube-wells were obtained by them from the Indore District Cooperative Land Development Bank and the drilling work was carried out by the Water Development Society—a non-profit body established by an aid organisation from the Netherlands. This activity was initiated in 1971-72- in the first year of the project itself. The project staff had to take active interest in bringing the farmers in contact with the two agencies and had to pursue even individual farmers' cases. Then farmers of the neighbouring villages covered by the Dakacha Society got over 30 tube-wells drilled. In the latter case, the main function performed by the project staff was one of providing information only. The farmers whose lands were brought under irrigation later on changed the crop pattern on the advice of the project and also obtained improved seeds from the National Seeds Corporation, Indore Branch, from the Agricultural College, and the farm operated by the Kasturba Gram Trust. Fertilizers were purchased from the marketing society. A new dairy cooperative society was formed in the Barlai village and a stagnant dairy cooperative was revived in the Kanadia village with the assistance of the Malwa Milk Producers' Cooperative Union. These two societies were providing per day 150 and 400 litres of milk respectively to the milk union. According to the information

supplied by these societies, the gain to the farmers varied from Re. 0.25 to Rs. 1.50 per litre per day (on the basis of fat content) because of selling milk through the society instead of selling it to the private traders. The farmers in four villages covered by the Pigdamber society were given information on the importance and scientific storage of their produce by the personnel of the Central Warehousing Corporation. The farmers obtained market information on prices etc. from the Indore Branch of NAFED and short-term loans (on pledging the produce) from the Indore District Cooperative Bank for storing their produce in the storage space of their society in Pigdamber in anticipation of better prices. In 1973-74, twelve farmers from one village stored 92 bags in the storage space of the Pigdamber society. According to the information supplied by the society, the net gain to a farmer in 1973-74, on account of storing the goods ranged from Rs. 15 to Rs. 70 per bag of 100 kg. in



Village folk enjoy a cooperative film.



Audience at another film show.

respect of gram and wheat. In 1974-75, farmers from four villages stored 590 bags in view of the price advantage gained by the farmers in 1973-74.

14. Educational Material

14.1 The Project has produced the following educational material for different educational activities. Almost all the material has been produced in the Hindi language.

14.2 Books and Booklets

1. Handbook for Secretary/Manager of Agricultural Service Cooperative Society (Printed).
2. Handbook for Managing Committees of service Cooperatives (manuscript prepared).
3. Lecture material for dairy development course (Printed).
4. Bye-laws for Agricultural Service Cooperative Society (Printed).
5. General Body Meeting of a Cooperative Society.

14.3 Pamphlets and Leaflets

1. Planning of a general body meeting.
2. Difference between a cooperative society and a private or joint stock company.
3. Balanced cattle feed.
4. Marketing of agricultural produce—role of a cooperative society.
5. Cooperative Principles.
6. A member of an agricultural cooperative society.
7. How to develop loyalty of a member for his society.
8. Functions and Responsibilities of the Managing Committee of a Service Cooperative Society.
9. Functions of the Chairman of a service cooperative society.
10. Cooperative Education Field Project—brief report in English (printed).
11. Facilities available at the Central Warehousing Corporation, Indore Branch.
12. Grading and Storage of agricultural produce.
13. Why and how of soil testing.
14. Land preparation before sowing of different crops.
15. Need and importance of maintaining accounts in agriculture.

16. Need and arrangements for improved cattle breeding and balanced cattle feeding.
17. How to increase potato production—new varieties of potatoes.
18. Why and how of farm guidance through cooperatives—Hindi & English. The English version was printed in the "Cooperator", fortnightly of the NCUI and the "Cooperative News Digest", monthly of the Reserve Bank of India.
19. Use of fertilisers in different crops—proportion and method of application.
20. Different schemes of Madhya Pradesh Agro-Industries Corporation.
21. Financial aid to dairy cooperatives.
22. Intensive Cattle Development Programme in Indore District—its role in cooperative dairy development.
23. Working of the Malwa Cooperative Milk Union.
24. Scope and problems for development of agricultural cooperatives in Indore district—Paper for a seminar.
25. Need and scope for developing agro-processing units on a cooperative basis.
26. Need, scope, problems and possible ways of developing cooperative marketing societies—paper for a Seminar.
27. Review of marketing cooperatives in Indore district.
28. Selective approach in developing marketing cooperative societies. Paper for a Seminar.
29. Seminar Report on Cooperative Marketing.
30. Extension method in cooperation—Role of Cooperative Extension Officers : Paper for Cooperative Officers.

14.4 Charts

1. Charts-cum-Exhibition Panels on objectives of a cooperative society.
2. Flip charts on Farm Guidance, Project activities and activities of Cooperative Cold Store, Rao.
3. Chart for a Member entitled "Please Remember" and other charts for societies.
4. Chart on Cooperative Principle.
5. Chart on Relationship of a Member with his cooperative.
6. Chart on Relationship between the Service cooperative and the District Cooperative Bank.

14.5 In addition the Project brings out a periodical

entitled "Cooperative Education and Development" and a Bulletin on Farm Guidance.

14.6 The Project also obtained from time to time material produced by the Agriculture Department, Agriculture College, IFFCO and other developmental agencies for carrying on its educational programmes, especially for the Farm Guidance Service.

15 Interim Evaluation

15.1 It was decided to carry out an interim evaluation of the Project in order to decide whether the Project should be continued after three years. The interim evaluation was jointly conducted by Dr. Dharm Vir, Joint Director (Education), ICA RO&EC and Mr. K.C. Jain, Joint Director (ME) National Cooperative Union of India, in September-October 1973, after about one and a half years of work of the Project. The evaluation was undertaken to assess quickly the impact of the education programme on the working of the societies especially in respect of the following :

1. Position regarding audit classification;
2. Attendance at the General Body & Managing Committee Meetings;
3. Position regarding overdues, and
4. Change in the business of societies.

15.2 The following are the conclusions and suggestions of Dr. Vir and Mr. Jain on the basis of the interim evaluation :

(i) On the basis of the comparative study of the Project and non-project societies some trends have been noted in the operations of the societies. Non-continuity of these trends can be attributed to the drought conditions which prevailed in the district of Indore during the last two years. Besides the drought conditions there generally exist many factors which temporarily do affect the working of the cooperative societies.

(ii) In the case of Project Service societies an improvement has been noted in respect of audit classification, share capital, managing committee and general body meetings, short-term loans advanced to members, recoveries of short-term loans, overdues (short-term) repayments to banks of short-term loans, deposits, profits, etc. As far as the business relating to medium-term loans is concerned, the increase in advances to members is better in project societies, but the position of repayments and overdues is better in the case of non-project societies.

(iii) The non-project societies did not fare badly as far as their business operations are concerned except

in short-term loaning and marketing. In many respects their performance had in any way not been inferior to that of the project societies. However, these societies did not show any improvement in the case of audit, profits, marketing, storage, number of and attendance at meetings.

(iv) As far as cooperative cold stores are concerned the Project cold store had done really well in respect of its profits, services and assistance provided to its members and members of the adjoining cooperative societies. It has introduced the Farm Guidance Service which obviously is due to the result of the Project activities and this has been very much appreciated by the members.

(v) In the case of large-sized societies, a mixed trend has been noted in the working of the project society. It was explained that there were special circumstances



Women have begun to join educational programmes



Mr P.E. Weeraman, ICA Regional Director for South-East Asia and Mr. V.N. Pandya, Project Officer, walking on a muddy road to reach village Barlai for a members' meeting.

obtaining in the case of this society and for that reason the project had to slacken its education activities in this society. The non-project L.S.S. has shown better trend of progress during the period under review.

(vi) Generally it has been observed that in the Project societies a climate and base has been created for improving the working of the societies and members seem to be very keen about the educational activities. It is evident from the fact that most of the societies have made financial provision for cooperative education.

(vii) Many of the Project cooperative service societies have already acquired land for the construction of offices/godowns. The Village Service Cooperative Society, Manpur, has already constructed a godown and the societies at Barlai, Dakacha and Kamadpur are going to start the construction of their respective godowns shortly. In the Village Service Cooperative Society, Barlai, more than 15 tube-wells have been installed primarily on the persuasion of the project staff. Case studies prepared in respect of individual Project societies support this view.

(viii) It is our considered opinion that the activities of the Project should be continued and the work being done at present should be strengthened. This is the only Project in India which can serve as laboratory for experimenting with new educational techniques and approaches.

(ix) In order to increase the coverage under this Project as well as to encourage the members to take more interest in the educational activities, the Project may devolve more responsibility for educational activity on the local leadership.

16 Some Limitations

16.1 The Secretaries of the Project societies had been trained in a Secretaries' Course and they are also being given guidance by the Project staff. The Local Advisory Group had suggested and the Bank had agreed that the Secretaries of the Project societies would not be transferred without the concurrence of the Project Officer. However, seven Secretaries out of ten have been transferred. Naturally new Secretaries had to be given fresh training and orientation.

16.2 The manager of the district cooperative bank was changed three times since the start of the Project. Under the Cooperative Societies Act, the President of the district cooperative bank also had to leave his post as he had completed six years in this position. Similar changes took place in the management of the district cooperative union also.

16.3 The policies of the District Cooperative Bank and the Marketing Societies have considerable effect on the growth or otherwise of the cooperative societies. It was the task of the project to see that the necessary changes in the policies and activities of the District Cooperative Bank and the Marketing Societies were brought about in order that the societies and through them the farmers received better services. However, progress in this respect has been slow. Attempts were made by the Project Officer for achieving this objective through district leaders' seminars, and other educational activities. But this educational effort needs to be supplemented by providing management guidance to these organisations as well for bringing about the needed changes.

16.4 The policies of the Government have great bearing on cooperative development. At one stage, the Government of Madhya Pradesh was about to



A member of society busy making jaggery (raw sugar)



Tube-well drilling in progress in Barlai Village. Only 6.88% of farm land is under irrigation in the District

enact legislation whereby powers of the General Assemblies of all the cooperative banks including the Indore District Cooperative Bank and the Indore District Land Development Bank were to be vested in nominated persons or bodies. The Local Advisory Group which considered this question at that time was definitely of the opinion that under such a set-up it was meaningless to continue the Project. However, on account of the agitations and representations made by the cooperators of the State including those of Indore District, the bill was not enacted. Similarly, in the field of dairying it is felt that there is a shift in favour of a Government Corporation for dairy development in Madhya Pradesh State rather than promoting an integrated dairy cooperative set-up which would manage milk procurement, pasteurisation, processing, provision of inputs and extension activities to farmers. Under such circumstances the efforts of the Project to persuade farmers to sell their milk through the dairy cooperatives and the work done in reviving a stagnant cooperative and organising a new one get nullified and the farmers' enthusiasm created in favour of cooperatives is impaired.

16.5 Factionalism and vested interests come to surface off and on. The task of a cooperative educator is very complex and uphill in such a situation.

16.6 There seems to be a tradition for farmers to obtain loans for crops other than the ones they grow in order to obtain higher scales of finance. Similarly there are fictitious repayments. The damaging effects of these practices were highlighted in members and committee members' educational programmes. However, this is a problem whose solution depends not only on education and understanding but also on the enforcement of discipline by the managing committee of the society as well as by the authorities of the district cooperative bank. Unless decisions are taken and implemented by these bodies, education will appear idealistic or will aggravate already existing cynicism in the farmers.

16.7 The Project was for an initial period of three years. At the end of two years, cooperative leaders of the district, especially District Cooperative Union and the District Cooperative Bank requested the ICA and the NCUI to extend the Project for a period of five years during which period they would raise gradually sufficient funds to take over the Project. However, the ICA was able to extend the Project first for one year and then for another year. The Project has suffered on account of uncertainty about its continuation.

17 Some Results

17.1 Specific results achieved have been mentioned while describing the activities of the Project. However, the following important results may be mentioned:

17.2 The Project has brought about an awakening amongst the members and the committee members of primary societies. In this connection, Mr. B.S. Mandloi, the then Chairman of the Indore Premier Cooperative Bank had the following to say at the meeting of the Local Advisory Group held on 18th June 1973 :

“The Project has done remarkably good work. The most important achievement of the Project was that it had stirred the minds of the committee



The Project has attracted international attention—Mr Malte Johnson of the Swedish Cooperative Centre at a Project village



The Project Officer briefing teachers of the National Cooperative Colleges of Malaysia and Bangladesh

members of cooperative organisations and especially of cooperative leaders at the district level. Considerable awakening was brought about in the committee members and members as to what constituted genuine cooperative institutions. If activities on these lines could be carried out, the entire cooperative movement of Indore district can become both genuinely cooperative as well as dynamic, and it can make great contribution to improving members' social and economic conditions.”

17.3 The service cooperative societies have diversified their activities beyond credit.

17.4 The inter-dependence between the primary societies and the secondary societies is realised by both the Project societies and the secondary organisations. The latter have begun to believe that their central aim ought to be the service of the farmers through the service cooperative societies. However, a great deal needs to be done to translate this realisation into actual accomplishment.

17.5 The primary societies have realised the value of cooperative education, and all the societies are making provisions for cooperative education activities in their annual budgets.

17.6 Seeing the importance of the farm guidance service, the Kaira District Cooperative Union in Gujarat State has established a Cooperative Education and Development Centre which has started farm guidance service for five societies in the district. Cooperative Officers of the Tamil Nadu State Cooperative Union, who visited the Project have also formulated a cooperative education programme for their State on the lines of the Indore Project.

17.7 The Project has also trained for three months a Cooperative Educator from the Bangladesh National Cooperative Union which proposes to start a project on similar lines in Bangladesh. Orientation has been provided by the Project Officer to cooperators from Indonesia, Iran, Malaysia and Thailand.

18 Views on the Project

18.1 The Project has attracted international attention.

18.2 An official of the International Development Association, an affiliate of the World Bank, after visiting the Project wrote to the Project Officer as follows:

“You would probably have learned by now from newspaper accounts that the International Development Association recently approved a credit

for \$16.4 million for the M.P. Dairy Development Project. A significant part of the credit is for intensive cooperative training and livestock extension where the experience gained from the ICA-NCUI Cooperative Education Field Project would be very relevant. M.P. Dairy Development Corporation, which is being established to implement the Project would, I hope, have ready access to this experience."

18.3 The Vice-President of CUNA Mutual Insurance Society of the USA, who visited the Project referred to it in his report to his President as follows :

"We were very much impressed with the work being carried out in this project, which is by the way also supported by the Swedish Cooperative Movement. The Director of the Project, Mr. V.N. Pandya, is a very capable and dedicated person. The project approaches the problems of the farmers in a very practical way and improvements are evident in the whole area. The success of the project has attracted visitors from other states who have been trained at the project for starting similar activities in other parts of India".

18.4 The Conference of the Presidents and Secreta-

ries of the State Cooperative Unions held by the National Cooperative Union of India in New Delhi on 1st and 2nd February 1974 considered the experience of the Project and recommended as follows :

"The ICA/NCUI Cooperative Education Field Project which is being implemented in Indore District of Madhya Pradesh since 1971 on experimental basis has adopted some new approaches. The State Unions can profitably draw upon the experiences of the ICA/NCUI - Education Project and should consider adopting the new approaches viz. (i) involvement of business federations in the planning and implementation of the education programme, (ii) intensive and need-based approach, (iii) use of the secretaries of the societies as part-time teachers for carrying out the educational work in the societies.

The State/District Cooperative Unions should take steps for the introduction of farm guidance service and with the help of the financial support from the beneficiary societies, arrange to appoint farm advisers for a group of 8-10 societies."

18.5 A paper on the Project was presented by J.M. Rana at the Regional Seminar on Member Educa-



Dr S.K. Saxena, Director of the International Cooperative Alliance, at a meeting with cooperative leaders of the district

tion and Member Communication with special reference to Japan held by the ICA Regional Office & Education Centre in collaboration with the Central Union of Agricultural Cooperatives in Tokyo, Japan in 1974. In this connection, the Seminar recommended as follows:

“The Seminar noted with appreciation the salient features of and the main results achieved by ICA/NCUI Cooperative Education Field Project in Indore district of Madhya Pradesh State in India, since April 1971, and felt that the project would provide very useful guidelines to the movements in the region for the purpose of better developing their member education and member communication programmes. It noted that the project was experimenting with the application of farm guidance technique which is a vital feature of education programmes of the multipurpose cooperatives in Japan. The seminar further recommended that the ICA RO & EC should provide technical assistance to the movements desiring to establish similar field projects and that it should make an attempt to establish at least two or three such projects in other movements in the region”.



World Bank officials discussing Project contribution in the field of tube-well drilling



Dairying is a women's business



Mr J.M. Rana explaining project activities to the members of the ICA Assessment Team

19 Future of the Project

19.1 The Local Advisory Group and the cooperative leaders of Indore district are of the opinion that the Project has done excellent work and hence they want to carry on this work on a permanent basis. In view of this, the Local Advisory Group recommended to the ICA RO & EC and the NCUI that the duration of the Project be extended for another five years, and that the cooperative education work be extended to the entire district so that they could raise necessary funds for taking over the Project in a period of five years.

19.2 The Local Advisory Group had constituted an ad hoc Committee for suggesting practical steps

by which the proposal made by the members of the Local Advisory Group for establishing a Cooperative Education and Development Centre (CEDC) could be carried out. The ad hoc Committee suggested the aims, activities and the estimated funds needed for establishing the Centre. The ad hoc Committee later converted itself into an Action Committee for taking necessary steps for the establishment of the CEDC. It is estimated that the recurring expenditure needed for the CEDC would be in the neighbourhood of Rs. 110,000 which may go up with the expansion of the Centre.

19.3 As regards the structure of the Cooperative Development and Education Centre, two alternatives have been put forward to the Action Committee : (i) registering the CEDC as a separate society, or (ii) establishing an Education Sub-committee by the Indore District Cooperative Union to operate the CEDC.

19.4 The question of further continuation of the Project was put up by the members of the LAG to the

representatives of the ICA and the NCUI at the meeting of the LAG held on 3 August 1973. At this meeting the ICA and the NCUI indicated that they would carry out a quick evaluation of the Project work in a period of one month, and thereafter take a decision. On the basis of this evaluation, the NCUI agreed that the Project be extended by the ICA. The ICA Council for South-East Asia, however, agreed to extend the Project only for a period of two years.

19.5 The current year is the last year of the Project. During this year the local organisations and the NCUI have to decide about the organisational set-up and other related matters relating to continuation of the Project. The local organisations are not in a position to fully support the Project in a year or two. In view of this it may be necessary for the State Cooperative Union and the NCUI to provide assistance on a tapering basis so that the local organisations can raise the needed funds within a period of five years.

TABLE V
EDUCATIONAL ACTIVITIES DURING
JULY 1971-JUNE 1972

Sr. No.	Activity	No.	Dura- tion days	No. of parti- cipants
1. Members				
1.1	Members' Camps*	10	3-5	432
1.2	Members' Meetings			
	(a) By the Project Staff	41	1	1,132
	(b) By the Coopera- tive Teachers	79	1	813
1.3	General Body Meetings	3	1	275
1.4	Women' Meetings	5	1	143
2. Committee Members				
2.1	Managing Committee Members' and Pros- pective Committee Members' Courses	2	4-6	106
2.2	Managing Committee Members' Meetings	7	1	56
3. Courses for Secretaries				
3.1	Secretaries' Courses	1	10	21
3.2	Cooperative Teachers' Courses	4	1-2	25
4.	Study Tours	2	6	41
5.	Educational Meetings for/ by Central Societies and other activities**	20	1	828
6. Audio-visual Programmes				
6.1	Film shows	12	1	1,800
6.2	Slides shows	20	1	600
TOTAL :				6,272

TABLE VI
EDUCATIONAL ACTIVITIES DURING JULY 1972—JUNE 1973

Sr. No.	Activity	No.	Duration days/hours	No. of participants
1. For Members				
1.1	Members' Camps*	5	4 days each	244
1.2	Members' Meetings			
	(a) By Project staff	19	1 day each	422
	(b) By Cooperative Teachers	346	1 day each	4,407
	(c) By Farm Adviser	74	1 day each	575
1.3	Annual General Meetings	10	1 day each	1,137
1.4	Women's Meetings	1	1 day each	40
2. For Committee Members				
2.1	Courses for Managing Committee Members	3	4 days each	42
2.2	Managing Committee Members' Meetings	13	1 day each	100
3. Courses for Employees				
3.1	Courses for Secretaries	1	10 days each	187
3.2	Courses for Supervisory staff	1	2 days each	29
3.3	Cooperative Teachers' Courses	8	1 day each	3
4.	Study Tours	9	1 of 11 days 8 of 1 day each	215
5.	Educational Activities for/by Central Societies**	43	1 day each	1,424
6. Audio-visual Programmes				
6.1	Film Shows	10	2 hours each	1,549
6.2	Film Slide Shows	5	1 hour each	413
TOTAL :				10,652

* Includes prospective members

** This represents attendance and guidance given by the Project Staff at meetings organised by Central Societies in and outside Indore District.

TABLE VII

EDUCATIONAL ACTIVITIES DURING
JULY 1973—JUNE 1974

Sr. No.	Activity	No.	Duration/ days	Participants
1. Members' Education				
1.1	Members' Camps	2	4-6	52
1.2	Members' Meetings			
	(a) By Project Staff	22	1	354
	(b) By Cooperative Teachers	168	1-4	1,544
1.3	Women's Meetings	14	1-5	225
2. Farm Guidance by Farm Advisors				
		125	—	781
3. Training of Managing Committee (M.C.) Members and others				
3.1	M.C. Members' Course	1	4	22
3.2	Local Cooperative Teachers	9	1	39
3.3	Training of Farm Advisor	1	6	2
4. Management Guidance				
4.1	General Body Meetings	8	1	738
4.2	M.C. Members' Meetings	12	1	170
5. Educational Activities for/by Central Societies				
		61	1-7	3,857
6.	Study Tours/Visits	4	1-7	59
7. Audio-Visual Programme				
	Film Show	—	—	—
	Slide Show	3	1	32
TOTAL :				7,875

TABLE VIII

EDUCATIONAL ACTIVITIES DURING
JULY 1974—JUNE 1975

Sr. No.	Activities	No.	Total participants
1. Management Training & Guidance			
a.	Managing Committee Course	5	55
b.	Dairy Development Course	1	35
c.	(Through) participation in M.C. Meetings	19	229
d.	(Through) participation in General Body Meetings	10	782
2. Member Education			
a.	Members' meetings held by local teachers	111	1150
b.	Members' meetings by project staff	27	564
c.	Women's camps	1	42
d.	Women's meetings	3	32
3. Farm Guidance			
a.	Visits to village by the Farm Guidance Workers of the society	45	255
b.	Visits of project farm guidance instructor to farmers	42	348
4. Technical Assistance			
a.	To cooperative organisations in the district	41	966
b.	To organisations outside the district	26	567
5. Miscellaneous			
	Film Shows	5	2350
TOTAL			7375

11905
26.12.75



PROJECT OUTLINE

Although all Cooperators in developing countries agree on the great importance of cooperative education, some quarters feel that cooperative education activities do not adequately help in improving the efficiency of the cooperative societies and do not effectively contribute to accelerating the process of cooperative development. Sometimes it is also suggested that cooperative education work does not receive the necessary support from the business federations, and the involvement of the primary societies is limited. Often, a dichotomy is made between member education and education of employees of cooperative societies at the primary level. It is also felt that while a great deal of attention is given in the developing countries to training of senior and intermediate personnel, not sufficient attention is given to work at the grass-roots level. An opinion of this nature was stressed at some International Conferences on Cooperative Education organised by the ICA. In view of this, it is proposed to start a modest project on cooperative education for a selected group of primary societies in a rural area in one of the States in India.

The project will be developed by the ICA in collaboration with the National Cooperative Union of India, and the State Cooperative Union of the State in which the project is located. The main responsibility for operating the project will be that of the ICA Regional Office & Education Centre.

Objectives

The over-all objective of the project would be to contribute to the development of cooperative societies and (through that) to the social and economic improvement of members. The principal objectives of the project will be as follows :

1. to carry out education programmes for the employees, board members, and ordinary

members (including active members, housewives and youth) of selected primary societies as part of the current and projected development programmes,

2. to carry out educational activities for supervisory and extension personnel of secondary cooperative organisations, such as cooperative banks, and marketing societies, and employees of cooperative departments such as Inspectors and Supervisors, who come in direct contact with the primary societies,
3. to experiment with and demonstrate successful approaches and techniques in cooperative education which could then be duplicated elsewhere,
4. to produce educational material, manuals and audio-visual aids for use in the education project, and
5. to involve cooperative institutions increasingly in the formulation and implementation of the project. Part of the resources may be provided locally.

Selection of the Area

A few cooperatives will be selected in a rural area near about an Intermediate Training Centre working under the Committee for Cooperative Training.

The area selected should be such where there is a reasonable chance of success, that is to say, the area should not be too backward.

Operation of the Project

The project should be operated in a phased manner. To begin with 5 or 6 societies may be selected and after some experience is gained, the

area could be expanded to about 30-40 societies.

The project will be operated for a period of about three years. Its continuance will be reviewed after the end of this period.

A pre-project survey should be carried out as explained later on.

Necessary collaboration of the local cooperative institutions and leaders should be secured.

The project should start with leaders, that is, Board of Directors and employees of cooperative societies with main emphasis on cooperative management training. The project could be expanded later on to cover other categories of people.

Each training activity should be based on a proper estimation of the training needs of the participants and current problems of cooperatives, and future development projects in the area. The approach to educational work in the project will be a developmental approach, with emphasis on agricultural cooperatives.

Personnel and other requirements

A Project Officer may be appointed by the ICA who would be in charge of the project. Other detailed requirements will be worked out later.

An attempt will be made to see that the local resources available in the area should be utilised to the full. Services of local education Instructors, teachers of local training centres and cooperators from secondary cooperative institutions should be utilised in the Project.

The various specialists of the Education Centre should also contribute to the teaching work and preparation of the material required. Specialists and technicians in the Centre should keep some time free for the purpose of undertaking assignments allotted to them.

The Assistants in the Education Centre should be involved in the project.

Assistance of competent persons outside the office will also be enlisted for the production of the teaching material.

Evaluation

A continuous attempt should be made to assess the results achieved and to document them.

For this purpose, a pre-project survey about the social and economic background of the area, existing economic position of the societies, state of knowledge of the various categories of personnel and their training needs and potentiality of cooperative development should be carried out.

An assessment report on each specific educational activity should be prepared.

After an interval of two to three years, an evaluation report should be prepared.

Advisory Group for the Project

An Advisory Group at the local level may be constituted comprising the Registrar of Cooperative Societies and his representatives, representatives of the State and District Cooperative Unions, and representatives of societies, the District Cooperative Bank, the Marketing Societies and other developmental and educational agencies. Representatives of women and youth may be associated with the Advisory Group.

Conclusion

An important thing to be kept in view all along is that we should be able to demonstrate that cooperative education work can improve the efficiency of the cooperatives so as to enable them to produce visible economic and social results. The project should be utilised as a demonstration centre for training centres operating at the local levels both in India and abroad. The project will also serve as a training ground for the ICA Fellows.

INTERIM EVALUATION OF THE PROJECT

by

DHARM VIR & K.C. JAIN*

I. Introduction

The interim evaluation was jointly conducted by the officers from ICA RO & EC and NCUI in September-October 1973, with the assistance of the Project staff, Indore Premier Cooperative Bank and the rural cooperatives in the district, selected for the study. The evaluation was undertaken to assess quickly the impact of the education programme in the working of the societies especially in respect of :

1. Position regarding audit classification,
2. Attendance at the General Body & Managing Committee Meetings,
3. Position regarding overdues, and
4. Change in the business of societies

The Project started its activities in Indore district of Madhya Pradesh in the year 1971 and took up five village service cooperative societies (VSS), one large-sized cooperative society (LSS) and one cooperative cold store. For the purpose of comparative assessment of the working of the cooperative societies, all the aforesaid seven project cooperative societies, and five non-project societies i.e. three service cooperative societies, one large-sized cooperative society and one cooperative cold store were selected for detailed study.

II. Names of the Societies Selected for Study

Service Cooperative Societies

Project Societies

1. VSS, Barlai
2. VSS, Dakacha

3. VSS, Kamadpur
4. VSS, Manpur
5. VSS, Pigdamber

Non-Project Societies

1. VSS, Manglia
2. VSS, Rao
3. VSS, Sherpur

Large-Sized Cooperative Societies

Project Society

1. LSS, Rangwasa

Non-Project Society

1. LSS, Hasalpur

Cooperative Cold Stores

Project Society

1. Cooperative Cold Store Society, Rao

Non-Project Society

1. Cooperative Cold Store, Gaulipalasia

Project Societies—7

Non-Project Societies—5

III. Limitations and Scope

It was decided to have a quick evaluation of the impact of the project after two years of its activities. The evaluation suffered from the following limitations :

1. Time for the interim evaluation was too short and rather inconvenient for field work.

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2. Audit reports for the year 1972-73 and other relevant information were not available.
3. Non-project societies matching to Project societies could not be located, so only three surrounding societies were studied as against five Project societies. An exact comparison between the Project and non-project societies is therefore not possible. Only trends of progress can be ascertained. It is difficult to establish cause-effect relationship between educational efforts and business results whether in a comparative study or through case study done in this limited assessment. In an educational assessment, the criteria of evaluation should have casual relationship between the objectives of the activities and their effect.

IV. Main Findings

Service Cooperative Societies

(A) Among Project societies, the *audit classification* of two societies improved from 'B' to 'A' and of the remaining three remained at 'C'. In the non-project societies the classification of one improved from 'B' to 'A', one declined from 'B' to 'C' and the third remained 'C'.

(B) The *membership* of the Project societies improved* by 12.5 per cent from 1970-71 to 1972-73 while the membership of non-project societies increased by 19.2 per cent.

(C) The *Share Capital* of Project societies increased by 28.5 per cent and of the non-project societies by 26.2 per cent.

(D) Meetings

- (i) *Managing Committee Meetings* : In Project societies the number of meetings increased by 31.5 per cent and average attendance dropped marginally from 6.1 to 5.7. In non-project societies, the number of meetings declined by 13.3 per cent and attendance from 6.9 to 5.6.
- (ii) *General Body Meetings* : During 1970-71, four Project service cooperatives held the general body meetings with an average attendance of 27.9% (attendance as percentage of total membership). During 1972-73, the number of General Body Meetings increased with attendance to 40%. During 1970-71 in non-

project societies, three held the Annual General Meetings with an average attendance of 39%. During 1972-73 only one society held the general body meeting with 18% of members attending.

(E) Loans advanced to Members

- (i) *Short-term* : In Project societies the loaning to members increased by 123.8% while in non-project by 60.8 per cent.
- (ii) *Medium-term* : Medium-term loaning increased by 224% in Project societies but increased by only 100% in non-project societies.

(F) Recoveries from Members

- (i) *Short-term* : The recoveries in Project societies improved from 33.2 per cent to 37.9 per cent. In non-project societies the recoveries declined from 50.8 per cent to 42.8%.
- (ii) *Medium-term* : In Project societies the recoveries dropped from 18.0 per cent to 12.2% while in non-project societies they declined marginally from 6.8 to 6.4 per cent.

(G) Overdues Against Demand

- (i) *Short-term* : In Project societies the overdues declined from 60.3 per cent to 28.6 per cent. In non-project societies the percentage of overdues also declined from 32.9 to 26.9 per cent.
- (ii) *Medium-term Loans* : In project societies the overdues increased from 50.9% to 64.7%. In non-project societies, the overdues increased from 66.6% to 72.9 per cent.

(H) Repayment (Dealings with Bank)

- (i) *Short-term* : In Project societies the percentage of repayments to outstanding improved from 36.8% to 43.5%. In non-Project societies the repayments dropped from 50.0% to 47.3 per cent.
- (ii) *Medium-term* : In Project societies the repayments dropped from 11.3% to 4.3% while in non-project societies there was negligible increase from 3.4 to 3.7%.

(I) Overdues Against Demand (Dealings with Bank)

- (i) *Short-term* : Out of five Project societies

*The year 1970-71 has been taken as base year. The increase and/or decrease shown is for the year 1972-73 as compared with the position in the base year, unless specifically mentioned otherwise.

only three had overdues in 51.8% in 1970-71 but the percentage declined to 24.8% in 1972-73. In the non-project societies only one society had overdues—19.7% and in 1972-73 two societies had overdue but there was no change in the percentages of overdues.

- (ii) *Medium-term* : In Project societies the overdues increased from 4.7% (2) to 83.6% (3). In non-project societies, the overdues declined from 88.1 (1) to 79.2% (2).

(J) Deposits

In Project societies the deposits increased by 90.2% while the deposits of non-project societies increased by 158.6%.

(K) Supply and Marketing Business

In Project societies, four out of five supplied fertilizers worth Rs. 171,630 and other inputs worth Rs. 18,993 only during the entire period under review. Among non-project societies only one supplied fertilizers worth Rs. 97,472 and other inputs amounting to Rs. 173,710. The total value of agricultural produce marketed by five Project societies during three years was Rs. 172,840. Only one non-project society undertook marketing business worth Rs. 15,377 during this period.

(L) Profits

In the base year, three Project societies were making profits and they continued to make profits. One which was running in loss went out of red, one losing society continued to be in the red on an increasing scale. Out of three non-project societies two were working in profit but their profits declined subsequently. One society which was in loss continued to incur larger losses.

Large-Sized Agricultural Cooperative Societies

(A) The membership of large-sized Project society declined by 9.6% while that of non-project large-sized society increased by 4.51%.

(B) The share capital of Project society increased by 14.3% while that of the non-project society by 13.2%.

(C) Meetings

- (i) *Managing Committee Meetings* : In Project society the number of meetings remained

stationary but the average attendance dropped from 8 to 6. In non-project society the number of meetings also remained stationary but average attendance increased marginally from 5.3 to 5.9.

- (ii) *General Meetings* : In Project society the attendance in general meeting increased from 16.5% of the total membership of the society to 43.3%. In non-project society the attendance dropped from 52.6% to 49.6%.

(D) Advance to Members

- (i) *Short-term* : In Project society the advances declined by 42.6% and in non-project they increased by 33%.
- (ii) *Medium-term* : In Project society the advances dropped by 25.5% while in non-project they increased by 142.4%.

(E) Recoveries

- (i) *Short-term* : In Project society the recoveries dropped from 57.2% to 50.5% while in non-project society recoveries improved from 41.7% to 45.8%.
- (ii) *Medium-term* : In Project society the recoveries dropped from 19.1% to 12.9% while in non-project society recoveries improved from 14.0 to 33.1%.

(F) Overdues

- (i) *Short-term* : In Project society the overdues increased from 23.3% to 42.6% and in non-project society they declined from 30.8% to 23.2%.
- (ii) *Medium-term* : In Project society the overdues increased from 21.3 to 46.3% but in non-project society they decreased from 54.5 to 31.4%.

(G) Repayments (Dealings with Bank)

- (i) *Short-term* : In Project society the repayments dropped marginally from 57.3% to 56.1% and in non-project society it increased from 30.0 to 45.4 per cent.
- (ii) *Medium-term* : In Project society the repayments declined from 30.8 to 7.4 and in the non-project society it improved from 13.67 to 28.1 per cent.

(H) Overdues Against Demand

- (i) *Short-term* : In Project society there were no overdues in 1970-71 but they increased to 28% in 1972-73. In non-project society the overdues decreased from 37.4 to 18%.
- (ii) *Medium-term* : In Project society against nil overdues (1970-71) the overdues were 73.1% in 1972-73. In non-project society the overdues declined from 26.2 to 20.4%.

(I) Audit Classification

Both these societies continued to maintain the audit classification from 1969-70 to 1971-72.

(J) Deposits

In Project society, the deposits declined by 27.4% and in non-project they increased by 118.2%.

(K) Supply and Marketing Business

The Project society supplied fertilizers and inputs worth Rs. 734,459 (1970-71 to 1972-73)—no marketing business. The non-project society supplied fertilizers and other inputs worth Rs. 273,652—value of produce marketed Rs. 43,170.

(L) Profits

The profits of the Project society decreased slightly while the non-project society which was running in loss in base year made a profit of Rs. 6,351 within two years.

Cooperative Cold Stores

- (A) The Project cold store has been maintaining classification 'A' while the non-project one has been receiving 'C' classification.
- (B) The membership of Project cold store improved by 82.2% and non-project by 89.7%.
- (C) The share capital of the Project cold store increased by 65.6% while that of the non-project by 80.3 per cent.

(D) Meetings

- (i) *Managing Committee Meetings* : In Project cold store the number of meetings increased from 12 to 22 and average attendance from 4 to 4.6 per meeting. In non-project store the

number of meetings declined from 8 to 5 but attendance increased from 5.5 to 7.

- (ii) *Annual General Meeting* : In Project cold store the number of meetings increased from 1 to 2 and the average attendance per meeting declined from 55 to 42.5% of total membership. In non-project store there was no change in number of meetings. Attendance was 41.2 per cent in 1970-71 and 66.8% in 1972-73.

(E) Advances/Recoveries

In Project cold store, advances to members increased by 224% with 100% recovery in both years. The non-project cold store advanced Rs. 377,000 in 1972-73 (first time)—recoveries 24.9%.

(F) Dealings with the Bank

The borrowings of Project store increased by 251.6% with 100% repayment. The non-project store borrowed Rs. 3,777,000 for the first time and by 30th June 1973 repaid Rs. 94,000, representing a recovery of 24.9 per cent.

(G) Supply of Inputs

In Project cold store, supply of fertilizers increased by 99.5% and other inputs by 134.9%. The non-project society has not undertaken this business.

(H) Marketing

In Project cold store, the value of sales increased by 25% and the non-project store did not undertake this business.

- (I) The Project cold store held a deposit of Rs. 326 in 1970-71 which increased to Rs. 21,172 in 1972-73. The non-project store received deposit of Rs. 83,500 for the first time in 1972-73.
- (J) The profits of Project cold store increased by 8.4% and the non-project store which had loss of Rs. 13,218 in 1970-71 made profit of Rs. 4,948 in 1971-72. Profit for the year 1972-73 has not been worked out so far.

(V) General Conclusions and Suggestions

1. On the basis of the comparative study of the Project and non-project societies some trends have been noted in the operations of the societies. Non-continuity of these trends can be attributed to

the drought conditions which prevailed in the district of Indore during the last two years. Besides the drought conditions there generally exist many factors which temporarily do affect the working of the cooperative societies.

2. In the case of Project Service societies an improvement has been noted in respect of audit classifications, share capital, managing committee and general body meetings, short-term loans advanced to members, recoveries of short-term loans, overdues (short-term), repayments to banks of short-term loans, deposits, profits, etc. As far as the business relating to medium-term loans is concerned, the increase, in advances to members is better in project societies, but the position of repayments and overdues is better in the case of non-project societies.

3. The non-project societies did not fare badly as far as their business operations are concerned except in short-term loaning and marketing. In many respects their performance had in any way not been inferior to that of the project societies. However, these societies did not show any improvement in the case of audit, profits, marketing, storage, number of and attendance at meetings.

4. As far as cooperative cold stores are concerned the Project cold store had done really well in respect of its profits, service and assistance provided to its members and members of the adjoining cooperative societies. It has introduced the *farm guidance service* which obviously is due to the result of the Project activities and this has been very much appreciated by the members.

5. In the case of large-sized societies, a mixed trend has been noted in the working of the project society. It was explained that there were special

circumstances obtaining in the case of this society and for that reason the project had to slacken its education activities in this society. The non-project L.S.S. has shown better trend of progress during the period under review.

6. Generally it has been observed that in the Project societies a climate and base has been created for improving the working of the societies and members seem to be very keen about the educational activities. It is evident from the fact that most of the societies have made financial provision for cooperative education.

7. Many of the Project cooperative service societies have already acquired land for the construction of offices/godowns. The Village Service Cooperative Society, Manpur has already constructed a godown and the societies at Barlai, Dakacha and Kamadpur are going to start the construction of their respective godowns shortly. In the Village Service Cooperative Society, Barlai, more than 15 *tube-wells* have been installed primarily on the persuasion of the project staff. Case studies prepared in respect of individual Project societies support this view.

8. It is our considered opinion that the activities of the Project should be continued and the work being done at present should be strengthened. This is the only Project in India which can serve as laboratory for experimenting with new educational techniques and approaches.

9. In order to increase the coverage under this Project as well as to encourage the members to take more interest in the educational activities, the Project may devolve more responsibility for educational activity on the local leadership.

LESSONS OF THE PROJECT RELEVANT TO THE MOVEMENTS IN THE REGION

The ICA-NCUI Field Project in Cooperative Education was started in Indore District in February 1971 as a demonstration-cum-experimental project so that the lessons learnt from the project could be made available to the movements in the region and also that cooperative education workers from other countries in the region could be afforded practical training opportunities in the project. The main lessons of the project are given below.

1. It is essential that the objectives of cooperative education programmes should be clearly and precisely defined. The aim of local cooperative education should be the improvement of management and development of primary cooperative societies with a view that the members' social and economic conditions would be improved.

2. The local education programmes should be need-based and should be geared to development. In order that this approach can be effectively implemented, research should be carried out to determine the educational and developmental needs in the area selected for education work. The questionnaires used in Indore Project would be made available to the member-movements on request.

3.1 The primary cooperative societies should be actively involved in the planning and implementation of cooperative education programmes. The planning of the educational programmes should be done in such a way that they become an integral part of the business activities of the primary societies.

3.2 In small societies the managers should be given the responsibility to carry out member education and information for members, and necessary monetary incentives should be offered to them by the societies and the district organisations. In order that the managers are able to carry on education work

effectively, they should be given necessary training to work as study leaders.

3.3 The primary societies should be advised by the district organisations to set aside specific funds as part of their normal budgets and a certain proportion of the net-profits should also be allocated for cooperative education fund. In addition, members should be directly involved by asking them to contribute annually modest sums per member for education purposes.

3.4 The primary societies should also employ either individually or on a group basis farm guidance workers.

It is only when the primary societies are involved in cooperative education work both in respect of planning and financing that the education work would become meaningful and relevant to their needs.

4.1 The district cooperative organisations especially the district cooperative union and the district cooperative bank or other business federations at the district level have a crucial role to play in local cooperative education. It is essential that these organisations have a developmental outlook rather than confining themselves to the narrow tasks of their normal business. Only when these organisations realise the importance of the role they must play in cooperative development in their respective areas, cooperative education work can be revitalised and the primary societies can be energised as stated above. This is a task for the national level cooperative organisations. In the Indore Project this task has been largely performed by the ICA Regional Office and Education Centre.

4.2 Among the district cooperative organisations it is found that in India relatively speaking the functioning agency at the district level is the district

cooperative bank. The collaboration of the district cooperative bank in India is vital for carrying on cooperative education work effectively. It is therefore necessary to identify a functioning cooperative business organisation(s) at the district or regional level which must be actively involved in cooperative education work. Unless this is realised and unless the bureaucratic beliefs in separate jurisdictions of various district organisations are removed, it is felt on the basis of the experience in the project that cooperative education cannot make much headway.

5. If the district organisations become imbued with developmental outlook and their proper role in cooperative development, they would then be willing to make necessary financial allocations and appoint personnel to support local cooperative education work in their districts. It is only the business organisations which can make substantial financial contributions. The cooperative unions therefore should ensure that the greatest possible co-ordination is maintained with these business federations and the educational programmes that they develop are geared to the developmental policies and business needs of the district level business organisations. Mere ideological education is not adequate, although it is very important.

6.1 With regard to the personnel to be trained, it is felt that the managers and employees of primary societies, committee members and members should be given education. However, their interests and educational needs vary and education programmes for each of these categories should be carefully designed taking into account their special requirements. Normally as a first step, it is advisable to organise training courses for managers who would then become active agents of district education personnel in organising educational programmes for committee members and members. However, where the managers are apathetic or have developed a vested interest, their resistance can be broken by directly going to the managing committees and organising educational programmes for them. In cases where both the above categories are resistant to educational programmes, a patient and persistent approach would be necessary. But once an entry is made by educational personnel in such societies, greater attention should be given to the members who can alone bring about the necessary changes in attitudes of committee members and even bring changes in the composition of the committee members. Such societies however present the most difficult problems and pose very challenging tasks for educational personnel. Vested interests in com-

mittee members may even adopt very threatening attitudes and the educational personnel in such cases would need the fullest backing and support from the district level organisations and the law-enforcing authorities such as the Cooperative Department.

6.2 It is also essential that educational programmes for women and rural youth should be developed, thereby in course of time leading to an educational approach for the entire family as such. However, when resources are limited, priorities must be set as to the categories of personnel to be given maximum attention in the context of the local situation of primary societies which may vary from society to society.

7. In regard to educational techniques the following lessons seem to be important :

7.1 The member education activities should be carried out in the village itself and preferably at times (e.g. evenings) when members are free.

7.2 Larger gatherings of members are possible once in two or three months and especially if some prominent persons from outside are invited as guest speakers or if film shows are arranged.

7.3 In regard to intensive education of members, it appears that educational personnel should feel satisfied if they are able to get a small group of 10 or 15 steady members for frequent weekly or fortnightly meetings.

7.4 As stated earlier, the managers of the societies would carry on education work under the guidance of educational personnel of the district organisations; the latter should prepare lesson plans or teaching material which can serve as aids to the managers in their member education work. Such material should be prepared 8 to 10 months in advance and managers should be given necessary orientation about its use. Periodic meetings of the various managers in groups of 10 or 15 (once a month) should be held to review the work carried out by them and to offer them guidance from time to time. The education personnel of the district located at the district level should also visit the members' meetings being organised by the managers so that effective support and guidance is provided to the latter.

7.5 The education personnel working at the district level should also organise members' meetings at society headquarters or suitable places so that they remain in touch with the local problems and continue to get the necessary feed-back to enable them to provide proper guidance to the society managers.

7.6 It is found from the experience in the Indore Project that study visits of members to district level organisations are of great value in broadening the outlook of the members and in bringing in them an awareness that they are part of a stronger and a wider cooperative movement and that they are not functioning in isolation. They would also be able to directly communicate their problems to the officials of the district organisations. Such study visits should be organised as part of educational programmes.

7.7 Charts, posters, film-slides and films have been found very useful in educational work for members.

7.8 It is found that the two primary interests of members are (i) the services they receive from cooperatives, and (ii) agricultural production and marketing. Thus, cooperative management and farm management should be given a high place in cooperative education programmes for members.

8.1 In regard to committee members the educational work should be more intensive and they must be given a thorough grounding in the byelaws of their cooperative societies. They should also be given some training in accounts, scrutiny of records of society, procedures for conducting meetings, need for and techniques of solving members' problems and directing their attention to development of their societies and members' economies.

8.2 Committee members training cannot be completed in just one course. Frequent courses for them in their society headquarters should be held and the course programme should be directly related to the problems and needs of members, problems and developmental needs of their societies and their role in improving the above. In addition to courses management guidance should be given to the management committees. The education personnel working at the district level should attend the meetings of the committees and give them guidance on the spot. The same procedure should be followed with regard to the annual general meetings of members. It may be added that such management guidance has been an integral part of the project activities in Indore and has led to practical results. Mere organisation of education meetings or courses would not lead to practical action on the part of committee members and members unless it is backed by such management guidance.

8.3 Study visits as part of the committee members courses have yielded very valuable educational results. There seems to be a general prejudice that study visits necessarily mean sight-seeing. This view is erroneous. Study visits to other areas when used

as part of training courses where better developments have taken place have provided in the project a source of inspiration and has stimulated action on the part of members and committee members. The participating persons have themselves contributed to part of the costs of study visits.

9. The training of managers of primary societies and other employees is a must. Frequent short courses should be organised for them. It is also important that the training activity should be utilized in assessing the potentialities of the managers for assuming higher responsibilities and necessary incentives by way of promotion etc. should be given if the trained managers show promise.

10. An important educational technique adopted in the project was the introduction of farm guidance activities. In view of the need to increase production, the farm guidance work by the primary societies/district cooperative organisations is very vital and is most appreciated by the members. The work of the agriculture department would also become more effective when the societies and district organisations themselves employ farm guidance workers for carrying out farm guidance activities.

10.1 To sum up, the position regarding educational techniques, the Project has been able to identify the following three most important educational techniques:

- (a) Education work to be carried out by the managers of the primary societies, if they are small, or by a special education worker employed by the society, if the society is large.
- (b) Farm Guidance activities by the cooperative societies themselves.
- (c) Management training and management guidance especially to committee members and the managers of societies.

11.1 The experience of three years of work in the Project shows that there is tremendous member apathy, personality rivalries, groupism and vested interests in rural cooperative societies. If visible change is to be brought about in the working of primary societies, intensive educational work is necessary and a large number of education workers need to be employed at the district level and the managers of primary societies have to be given the responsibility for carrying out local education work. It is also advisable that the organisations wishing to start such intensive work should first begin with pilot projects in selected areas. It may be pointed out that the scale of resources to be deployed in the pilot projects should be large. However, when the

pilot projects are extended to other areas the resources made available to the other areas should not be so small as would produce ineffective results.

11.2 The national level cooperative organisations namely the unions and business federations should provide more direct and intensive support to such

pilot projects.

11.3 It must be stated that local education work is a slow and tedious process and calls for considerable amount of patience and sympathetic handling of not only organisations at the local level but also of the educational personnel who are involved in the most challenging and complex tasks.

“If we had occasion to start our movement afresh, and if we were given the choice between two possibilities—that of starting without capital but with enlightened membership and staff, or, on the contrary, that of starting with a large amount of capital and ill-informed members—our experience would incline us to choose the first course”

H. Eildin

—a noted Swedish Cooperator

Participation in general body meeting is very important for any cooperative society. This is the achievement of the Project. Many members are now aware of their rights and duties and participate actively in the general assemblies.



INTERNATIONAL COOPERATIVE ALLIANCE

is one of the oldest of non-governmental international organisations. It is a world-wide confederation of cooperative organisations of all types. Founded by the International Cooperative Congress held in London in 1895, it now has affiliates in 64 countries, serving over 300 million members at the primary level. It is the only international organisation entirely and exclusively dedicated to the promotion of cooperation in all parts of the world.

Besides the Head Office of the ICA, which is in London, there are two regional offices, viz., the Regional Office & Education Centre for South-East Asia, New Delhi, India, and the Regional Office for East and Central Africa, Moshi, Tanzania. The Regional Office in New Delhi was started in 1960 and the office in Moshi in 1968.

The main tasks of the Regional Office and Education Centre for South-East Asia are to develop the general activities of the Alliance in the Region, to act as a link between the ICA and its affiliated national movements, to represent the Alliance in its consultative relations with the regional establishments of the United Nations and other international organisations, to promote economic relations amongst member-movements, including trading across national boundaries, to organise and conduct technical assistance, to conduct courses, seminars and conferences, surveys and research, to bring out publications on cooperative and allied subjects and to support and supplement the educational activities of national cooperative movements. The Regional Office and Education Centre now operates on behalf of 14 countries, i.e. Australia, Bangladesh, India, Indonesia, Iran, Japan, Republic of Korea, Malaysia, Nepal, Pakistan, Philippines, Singapore, Sri Lanka and Thailand.

COOPERATIVE PRINCIPLES

1. Membership of a cooperative society shall be voluntary and available without artificial restriction or any social, political, racial or religious discrimination, to all persons who can make use of its services and are willing to accept the responsibilities of membership.

2. Cooperative societies are democratic organisations. Their affairs shall be administered by persons elected or appointed in a manner agreed by the members and accountable to them. Members of primary societies should enjoy equal right of voting (one member, one vote) and participation in decisions affecting their societies. In other than primary societies the administration should be conducted on a democratic basis in a suitable form.

3. Share capital shall only receive a strictly limited rate of interest, if any.

4. The economic results arising out of the operations of the society belong to the members of that society and shall be distributed in such a manner as would avoid one member gaining at the expense of others.

This may be done by decision of the members as follows :


(a) By provision for development of the business of the Cooperative;

(b) By provision of common services; or,

(c) By distribution among the members in proportion to their transactions with the society.

5. All cooperative societies shall make provision for the education of their members, officers, and employees and of the general public, in the principles and techniques of Cooperation, both economic and democratic.

6. All cooperative organisations, in order to best serve the interests of their members and communities shall actively cooperate in every practical way with other cooperatives at local, national and international levels.

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“The Third World’s main problem is not too many people, but too little self-examination, too little critical scrutiny of its food production strategies and *too little self-help.*”

—The Far Eastern Economic
Review, 22nd November, 1974.

“The Project has done remarkably good work. The most important achievement of the Project was that it had stirred the minds of the committee members of cooperative organisations and especially of cooperative leaders at the district level. Considerable awakening was brought about in the committee members and members as to what constituted genuine cooperative institutions. If activities on these lines could be carried out, the entire cooperative movement of Indore district can become both genuinely cooperative as well as dynamic, and it can make great contribution to improving members’ social and economic conditions.”

—Mr. B.S. Mandloi
former Chairman,
Indore Premier Cooperative
Bank