

Cooperative Education and Training in India

With Information on
Training Facilities
Abroad

Dr. Dharm Vir

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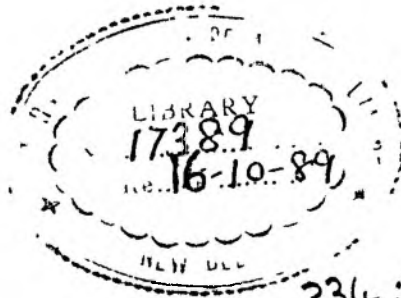
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COOPERATIVE
EDUCATION AND TRAINING
in
INDIA

ICA 00633

**With Information on Training
Facilities Abroad**

at 202
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In India alone, there are nearly two hundred million individual members of cooperatives that need to be educated, besides about one million employees of cooperatives. There is lack of adequate member information, member awareness, and member participation. Consequently cooperatives suffer from varied short-comings and ailments. What is needed is creation of intensive educational movement. This cannot be done by the government. It is the legitimate responsibility of the cooperative leaders and cooperatives themselves. Government can support their efforts. The object should be to make education an integral and essential activity of each cooperative on regular basis."

Dr. R. C. Dwivedi

"Role of Government in Promoting Cooperative Development in Asia." 1989



Dr. M. Bonow, (right) then President of ICA discussing cooperative education in Asia with the author and Mrs. M. D Cruz at ICAROA, New Delhi.



Shri D.S. Bhuria, M.P. President, NCUI addressing participants of a leadership development course at NCCE, New Delhi.

FOREWORD

Cooperative Movement has not only grown manifold in India but the growth has also been very much diversified. Today there is no village in India which is not covered by a cooperative and there is no activity in which cooperatives are not involved. In some sectors their impact is minimal and in others like credit, dairy, agro-industries, the impact is substantial. However, two factors, namely members' faith in the cooperatives and professional management have to go a long way in many parts of the country.

Cooperative Education and training has been recognised from the very beginning as extremely important part of cooperative development. This is recognised not only by the movement but also by the governments which have been providing liberal financial assistance since long. However, the traditional education and training programme has to adapt to the growing needs of the cooperatives. The cooperatives are no more simple credit cooperatives which were there in the beginning of the century. Along with the small cooperatives today, we also have many very large cooperatives which run most modern industries with latest technology. Cooperative education and training therefore has to match and fulfil the present needs of various levels and adopt itself accordingly.

Cooperative education and training techniques have drastically changed in many parts of Asia and beyond, keeping in view the felt-needs of cooperatives. The social and economic values of the people at large and their outlook have changed considerably. Cooperatives are no more a matter of faith for most members of cooperatives and they look at it purely from the angle of benefit which they can derive

from them. The training programmes and members education, therefore, have to be reoriented keeping in view this approach. In many countries, in their members' education programmes they no more lay emphasis on cooperative principles and loyalties but the programmes are organised in such a way that they deal with how to increase the income and to solve the day-to-day problems of their members and incidentally in between they talk also of the cooperative, its philosophy and its utility to the members. Cooperative education and training programmes have therefore, to be adjusted keeping in view the latest trends in cooperatives and their working.

Many diversified attempts have been made to improve the education and training programmes in India also. But at present we do not have a publication to give the overall picture of cooperative education and training programmes for the country as a whole. It is in this context that the study conducted by Dr. D. Vir, the former Joint Director (Education), ICA ROA, is of much relevance. The study is a broad survey of various types of cooperative education and training programmes organised/coordinated by the National Cooperative Union of India and supplemented by other cooperative organisations, para-statal and government agencies. In a way, it is the first attempt of its kind, for which the author deserves much appreciation. Let me fervently hope that other national movements will bring out similar studies and thus provide for exchange of relevant information and experience among themselves.

G. K. Sharma
Regional Director,
ICA Regional Office for Asia.

Bonow House,
New Delhi.
19 July, 1989

PREFACE

In 1962, I was a student at the International Peoples' College, Elsinore (Denmark) making special studies on adult education and the cooperative movements in Scandinavian countries. Once I was invited for the afternoon tea at the residence of Mr. Peter Mannike the former Principal of our College. There, I was happy to meet Mr. S. K. Dey, Union Minister for Community Development, Cooperation and Panchayati Raj, Government of India. During our short conversation, I was much impressed by his desire to strengthen the cooperative movement in the country. He suggested that I should study the cooperative movement in India, its educational programmes to find ways and means of improving them.

In early 1963, on return to New Delhi, I started working with the ICA RO and Education Centre for South East Asia. During my 23 years of work in Asia as Joint Director (Education) of ICAROEC, I had a chance to make comparative Study of CET programmes. It must be admitted that the size and diversity of CET programmes in the Indian cooperative movement impressed me much. However, a chance of conducting a detailed study of these programmes came only after I started working as an independent consultant and researcher, from 1987 onwards.

For the present study, I have used several methods like questionnaires, interviews, study of documents and reports from the cooperative organisations and, above all observation of and participation in selected education and training programmes in different parts of the country.

During the last 30 years, important changes have taken place in the field of cooperative education, training and

human resource development. With the transfer of the Cooperative Training functions from the Central Committee for Cooperative Training (CCCT) of the Reserve Bank of India to the National Committee for Cooperative Training (NCCT) of the NCUI in 1961, the CET programmes were developed for Senior Category, Middle Category and the Junior Category personnel and a comprehensive system was evolved to meet the training needs of various categories and types of personnel. For Member Education Programmes, separate arrangements were made under the supervision of National Cooperative Education Committee of the NCUI.

With the establishment of the ICA Regional Office and Education Centre for South East Asia, New Delhi on 14th November 1960 several important changes were introduced, particularly in educational methodology and training technology. Fortunately, I have been associated with many of the progressive steps taken in the field programmes viz, introduction of study circle method, village seminars, farm guidance, production workshops for audio-visual aids and study materials, fellowship programmes, interest groups (commodity groups, women groups, youth groups), case study and management case method, role plays and other participatory techniques, Training/Learning Packages, etc. Many innovations in approaches and methods were made under the auspices of the ICA/NCUI Field Project in Cooperative Education, Indore and the CEMAS Approaches particularly towards Field Education Development. I was also involved with the introduction of MATCOM and other approaches in cooperative training in the country. With a variety of experience in experimental programmes, I have the pleasure of conducting an objective study in the field of Cooperative Education and Training in India.

As the present study is a product of cooperation among many cooperators, I am indebted to all those who directly or indirectly inspired me to continue and expand the work, and bring it to this fruitful conclusion. It is hard for me to name all those who assisted me in the conduct of

the present study, and publish a book for the benefit of cooperators and other readers. Many of these names have been included in the References given at the end of this book. Never the less, I consider it a privilege to thank the CLEAR Unit ICTC, Loughborough (U.K.), the Regional Director, ICAROA and his colleagues specially Shri J. M. Rana, Shri B. D. Pande, Dr. Daman Prakash and Shri A. H. Ganesan, Dr. R. C. Dwivedi, Director General, Centre for Promotion of Cooperativism, New Delhi and Prof. V. K. Gupta, Indian Institute of Management, Ahmedabad and, above all the officers concerned in the responding organisations, who cooperated in several ways in giving this book a presentable shape. I am specially grateful to Shri G. K. Sharma for writing the Foreward, and to Dr. R. C. Dwivedi for writing the Introduction of this book.

Last but not the least, I acknowledge with thanks timely help received from FAO RAPA, Bangkok through its report on cooperative training centres for agricultural cooperatives in the Asian region. In fact, I have adapted and used the FAO's outline for presentation of the collected information. This will help in comparison of the material from various sources and in computerising the information. I am much grateful to Mr. Sten Dahl of ICAROA for his valuable assistance in systematising the data collected and putting the same in the word processor.

The readers are requested to go through the book and give their suggestions, as well as send to me whatever new information they come across. I invite all the cooperative organisations and cooperators to contribute to this project of mutual help, for the promotion of *Cooperation and cooperative education*. On their response would depend the revision of this book and, making new ones on cooperative education situation in other countries of the great Asian Region.

SHAKUNTALA SADAN,
New Delhi
18. 7. 1989

DHARM VIR



INTRODUCTION

Education is a vital factor for growth and expansion of Cooperation as a socio-economic Movement. In fact, no movement of lasting nature, whatever be its area of activities social, economic, political, cultural, etc. can sustain itself without educating people. Education ensures to achieve the intended objective of the movement. Education motivates the potential beneficiaries to join the movement. It leads to better participation in the activities of the Movement designed to reach the visualised goal.

Education of members and potential members had been an integrated part of the Cooperative Movement, since the very inception. It would not be wrong to say that it had preceded the birth of the Movement. Historical evidence is that the Rochdale Pioneers had evolved an on-going educational activity for their members and earmarked a certain portion of their surplus earned by the Society for carrying out the educational activities.

Education was not meant elementary school education. To the Pioneers it was, in a narrow concept, to make the members to understand the concepts, ideals and working methods of cooperatives, members' obligations and responsibilities towards their Society, while in the broader objective, cooperative education was to build good citizens, as the Pioneers' aim was to create a new socio-economic order or a new society of people. Hence education was most essential, rather inevitable.

In all the countries, where Cooperation was initiated and adopted by the people themselves, education of members was made a normal activity of the cooperative organisation itself. At the initial stage however not much need was felt

to impart managerial skills to the employees of cooperatives, as they (Cooperatives) were managed by honorary office bearers. But in due course of time, it became essential to have skilled workers and expert paid employees, competent to run cooperative business. Thus grew the need of professional training of paid employees of cooperatives.

In developing countries, the modern form of Cooperation had been sponsored and introduced by the governments as a measure of self-help, and to provide institutional facilities, with peoples collaboration and participation. Introduction of the concept of Cooperation in the society, composed of mainly by the ignorants, illiterates, tradition-oriented people was very difficult task. Hence it was made basically an administrative programme to organise cooperatives, "for the people." To enable people to comprehend the philosophy and ideals of Cooperation its nature and objectives, etc. more intensive education was needed for 'sponsored members' and potential members. Therefore, some educational activities were planned and implemented, not as an integral part of activities of the Society itself, but, instead, as an isolated or separate programme. Thus another problem was, and still continues to be, how to make education a normal, essential and obligatory function of each cooperative. One of the main reasons for the weakness of cooperatives is separate education programme, being implemented in isolation.

In India, cooperatives in their legal form were started as sponsored by the Government with the enactment of Cooperative Societies Act of 1904. Since the State had assumed the responsibility of organisation of cooperatives, it had also assumed the responsibility of educating the members of cooperatives, and the general public. Hence, cooperative education was an affair of the Cooperative Department in Governments, rather than of the concerned cooperative itself. With the expansion of Cooperation, greater and more intense

need was felt for cooperative education. Several Committees had pointed out the inadequacy of the then cooperative education programme. However, not much was done during the pre-independence period either to integrate education programme with cooperatives or strengthen that to meet the requirements of increasing number of cooperatives and members.

After Independence, Cooperation was visualised as the most potential instrument for economic development and socio-economic transformation, so as to establish a society based on non-exploitation, decentralisation, social and economic justice, etc. Measures were taken, particularly after introduction of planning in the country, to make Cooperation an all pervasive movement. This naturally necessitated a national approach to education of members and imparting job-oriented skills to the paid employees both in Cooperative Department of the Government and of the cooperatives at various levels. A well conceived education and training programme was visualised and evolved, former for members and non-official office bearers and the latter for employees. Thus each part of the programme identified its recipients. Cooperation being State subject, it was considered essential to involve the State level cooperative organisations in member education while the training of junior level paid employees continued with the Government and that of senior and intermediate category was with the Reserve Bank of India.

Emphasis on de-officialisation necessitated entrusting of Education and Training to the Movement itself as was recommended by the Committee on Cooperative Education and Training in early Sixties. Consequently, the programme was entrusted to the National Cooperative Union of India, having a collaborative arrangement with Government of India. The general Member Education Programme has been implemented by the State Cooperative Unions, while centrally sponsored member education programmes such as, for

industrial and handloom cooperatives, for less developed States, etc. has been implemented directly by the NCUI. Some national level cooperatives like IFFCO, KRIBHCO, AMUL, etc. have introduced extension programmes in the villages adopted by them. The present book provides detailed informatoin relating to member education in various forms.

As regards training, India has built a fairly good structure for the training of various categories of employees—senior, intermediate and junior. The cooperative training structure has a national institute of cooperative management, 18 cooperative training colleges and 92 cooperative training centres for imparting training to the above mentioned categories of employees.

The Member Education Programme was evaluated by the Programme Evaluation Organisation (PEO) of the Planning Commission of India, more than a decade ago. It had pointed out serious lapses/omissions in the implementation of the programme. Recommendations made by PEO were partly implemented, with not much change and impact.

The training arrangements have been evaluated more than once, latest being a few months back by a one-man Commission. Its report, it is said, is under consideration of the Government. It would be sad if the Government takes a decision to reorganise the existing structure and arrangement without allowing thorough discussion on the report and without taking into account the consensus of the cooperative opinion in the country.

Education and training has attracted the attention of international organisations like ICA, ILO, FAO. Some countries like Japan, USSR, UK, GDR, FGR, Canada, Czechoslovakia. etc. offer courses for the employees, meeting full or part financial costs involved. ILO has been implementing a support programme called the MATCOM, while ICA had set up a programme called CEMAS. The main objective of both these programme was to design prototype educational

material for adoption, with necessary modifications, in India. How far MATCOM & CEMAS could make the national programmes self-reliant in the technique of preparing teaching aid and material need "open-mind" evaluation and assessment.

Both the Education and Training Programmes in India suffer from several inadequacies and shortcomings. The following are noticeable and important:

- With all said and done there is no realisation that education and training is a must for the success of cooperatives, though outwardly it is given high importance.
- There is no programme in the Consumers Cooperative Sector, which is so very necessary.
- There is lack of conviction and faith in the contents and conduct of various courses.
- The recruitment of personnel particularly in the training complex is highly personalised, with least care and consideration as to what will be the effect and consequences of putting incompetent and unsuitable persons as trainers.
- The training structure has only notionally been de-officialised. In reality, it is much under the control and direction of the Government. The plea given is that major finances come from the Government.
- Education and Training Programmes depend heavily on the financial assistance of the State. The very survival of the cooperative unions both at the national and the State level, in most cases, which are the implementing agencies, depends on Governmental assistance.
- While the CTCs have some stability in the matter of their heads, the national institute suffered badly from the adhoc appointments of its Director, sometimes putting junior and retired officers of the Governments. The

recruitment authority is vested in the Government as per Multi-State Cooperative Societies Act, 1984.

- The Education and Training activities do not form an integral part of the normal activities of cooperatives. The entire approach is a kind of execution of programmes in isolation.

There is need for a more scientific and deep study of the existing education and training arrangement. The goal should be to make each individual cooperative responsible for educating its members. The training should have organic link with the Movement and meet the training needs of each Sector.

Triveni Devi Bhawan,
New Delhi.
31-7-1989

Dr. R. C. Dwivedi
Director General, Centre for
Promotion of Cooperativism

1

COOPERATIVE EDUCATION AND TRAINING IN INDIA

The cooperative movement is first and foremost an educative and social movement, before it can be considered a system of business. Joining a cooperative can never be a passive act; it is an act of participation. For this it is essential that there is available in the country well informed non-official leadership and trained personnel to man the cooperatives. It is in this context that cooperative education and training programmes assume importance.

In India the terms Cooperative Education and Training are used with a distinct meaning on the basis of focus needed for different target groups. The term *cooperative education* refers to the programme which seeks to add to the knowledge and understanding of the members and office-bearers of cooperative institutions while *cooperative training* implies the programme for the training of paid employees of cooperative departments and institutions. Several measures have been taken to provide education and training to the office-bearers and to cooperators. The responsibility for administering and implementing the programme of cooperative education rests with the cooperative institutions at the national and State levels. The centres for the training of junior and intermediate workers are looked after by the State Cooperative Unions while at the Central level, the programme of cooperative training has been entrusted to the National Committee for Cooperative Training (NCCT) under the National Cooperative Union of India (NCUI). The latter is also responsible for the

coordination, monitoring and supervision of the entire programme of Cooperative Education and Training in the country.

This section deals with institution-wise Cooperative Education programmes and the next one will deal in detail with employee training programmes undertaken by the NCUI. Also cooperative education and training programmes undertaken by other national and international level organisations in different sectors and the universities have been described at the end. Some case studies are also given.

1. National Cooperative Union of India,

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Cable—Copunion Tele : 662750, 662751.

1.1 Organisation

The National Cooperative Union of India (NCUI) is the umbrella organisation and the official spokesman of the cooperative movement in the country. It is a non-commercial and over-all apex body exclusively devoted to promotion of Cooperation and preparing people for its application in different walks of economic and social life. The NCUI is the federal organisation, having 190 institutional members. These are national level societies/business federations, Cooperative Unions of States and Union Territories (27), State Cooperative Banks, State Cooperative Land Development Banks, State Cooperative Marketing Federations, apex level Housing Societies, apex level Consumer Societies, Multi-unit Cooperative Societies, Banking Federations, apex Handloom and Industrial Cooperative Societies, Tribal Cooperative Corporations and other types of organisations.

The NCUI, along with the following national level cooperative organisations, has been the member of the International Cooperative Alliance and is covered by its Regional Office for Asia, New Delhi. These organisations are :

1. National Agricultural Cooperative Marketing Federation of India Limited, New Delhi. (NAFED)
2. National Cooperative Consumers Federation, New Delhi. (NCCF)
3. National Cooperative Agricultural and Rural Development Banks' Federation, Bombay. (NCA RDF)
4. National Federation of State Cooperative Banks, Bombay. (NFSCB)
5. Indian Farmers Fertiliser Cooperative Ltd., New Delhi. (IFFCO)
6. Krishak Bharati Cooperative Ltd., New Delhi (KRIBHCO)
7. National Federation of Industrial Cooperatives, New Delhi. (NFIC)
8. All India Federation of Cooperative Spinning Mills, Bombay.

With more than 150 million primary members, the NCUI claims to represent the largest cooperative movement in the world. Out of these, more than 1.6 million members are annually covered under its various educational programmes.

1.2 Organisational set up for Cooperative Education Programmes (CEP) is a three tier structure with NCUI at the national level, 27 State Cooperative Unions and 323 District Cooperative Unions in some States. To assess the implementation of the programme, the NCUI convenes annually a national conference of cooperative educators and administrators. A Special Committee on Cooperative Education (CCE) constituted by NCUI advises and guides the programme.

1.3 Funding of the CEP is done mainly from (a) cooperative education/development funds and (b) Government Grants. Shortage of regular funds is one of the hurdles in the implementation of CEP.

2. Functions

The basic function of the Union is promotional with particular reference to education, training and research. The range of NCUI's activities is from the promotion of cooperatives ideology and principles to the education and training of leaders and employees, from taking measures for removing regional imbalances in cooperative development to field research and liaison with Government, Planning Commission, Reserve Bank of India, NABARD and the international organisations. Education of members and office bearers of cooperatives is the major responsibility of the NCUI.

2.1 Education and Training

For cooperative education and training, it has built up a large infra-structure. The structure consists of 18 Cooperative Training Colleges and the National Institute of Cooperative Management (VAMNICOM), besides 92 Junior Cooperative Training Centres. In addition, about 700 peripatetic Instructors are working under various schemes of member education in States and Union Territories. In addition, there are 80 Lady Cooperative Education Instructors to conduct women's programmes in States and Union Territories. The Union is also running 14 pilot projects for development of cooperatives in cooperatively less developed States. Education programmes for women cover the members of various types of women cooperatives. Recently it has launched Women Cooperative Mobilisation Projects in Agra city and Rewari rural with the financial assistance of the Swedish Cooperative Centre. The NCUI has also recently started Family Welfare Programmes in 16 cooperative sugar factories with the financial support of ILO and the UNFPA. Education programmes for industrial, handloom and handicrafts cooperatives are also being run by the NCUI with the help of 45 special Instructors. It is monitoring education programmes for women and youth as well, in the country.



Leaders' Orientation for Study Cooperative Groups in Maharashtra.



Leaders' Training Course for Study Circles in Gujarat.

For imparting training of Instructors, other field educators and for leadership development the NCUI has been running a National Centre for Cooperative Education at New Delhi. The functions of the NCCE are given separately. During 1988-89 out of 30 programmes 20 were on Leadership Development. In 1989-90 the NCCE plans to run 24 courses including two on HRD and one on Computer appreciation.

3. Staffing

The NCUI is headed by its Chief Executive who is the over-all coordinator and administrator for all the activities including the cooperative education and training programmes. The Education Department is headed by a Director who is assisted by several deputies and assistants. There are separate Sectional heads for Women and Youth, Family Welfare, National Centre for Cooperative education and other Sections related to Cooperative Education and Training. For cooperative training, the NCUI has an autonomous structure and the same has been described separately later.

4. Cooperative Education Programmes

The National Cooperative Union of India has been specifically assigned the task of implementing the member education programmes, the principal features of which are: (a) to educate the honorary office bearers of the primary societies in policies and practices of cooperatives, the laws governing them, the business and accounting procedures adopted by them, etc. to enable them to transform their societies into popular and effective units (b) to educate members of managing committees in their duties, obligations and role in ordering the affairs of societies, firstly as cooperators and secondly as elected representatives of a large number of members, and (c) to educate members and potential members of societies in the ideology behind the Integrated Cooperative Development Scheme, the economic benefits that flow from

its operation, and from Cooperation in general. Besides the initial courses of instruction, the Member-Education Scheme envisages regular follow up in the shape of conferences, seminars, group discussions, study circles, study tours and summer camps.

Mobile Units of Cooperative Education Instructors (CEIs) have been set up to organise courses for office-bearers, committee members, ordinary members and the prospective members. The implementation of this Scheme has been entrusted to State Cooperative Unions. The programme implementation is duly modified in each year to suit total conditions.

Women and youth education programme is being implemented as an integral part of the Cooperative Education Scheme. The National Cooperative Union of India is having an intensive programme of cooperative education in Intensive Agriculture District Programme (IADP) areas. An important aid to member education programme is the support provided by the National Centre for Cooperative Education (NCCE), New Delhi.

4.1 Cooperative Education Programme (CEP) — General Pattern

The Cooperative Education Programme has been implemented in all the major States (except Bihar, Jammu and Kashmir, Rajasthan, Tripura, Lakshadweep, Goa and Pondicherry) on general Pattern under which CEIs cover larger area soliciting assistance of local agencies. This programme has very little or no scope for follow up of educational activities by the field educators.

4.2 Cooperative Education and Development Scheme (CEDS)—Project Pattern

The State Cooperative Unions of Bihar, Jammu and Kashmir and Rajasthan were implementing the programme

on project pattern i.e. Cooperative Education and Development Scheme under which a compact area was covered by a team of Field Educators with intensive activities of cooperative education combining with technical guidance (farm as well as management) and regular follow-up. In Bihar educational activities were conducted through nine projects one each in 9 Divisions of the State. Jammu and Kashmir, State Cooperative Union implemented 3 projects in Baramulla, Udhampur and Dugam (Srinagar). In Rajasthan; 4 projects in different districts were continued and the programme was extended to three more districts, growing mustard seeds under the NCDC Scheme. In the States of Gujarat, Madhya Pradesh and Himachal Pradesh State Union had both the patterns working. They had Some districts covered under the CEDS.

Madhya Pradesh State Cooperative Union had an innovation in their programme for general members and potential members. Apart from organising regular programmes for office bearers and managing committee members of the primary agricultural cooperative societies, the Union conducted 27 types of subject matter courses of one day duration each on the topics related to the day-to-day life of members.

5. Various Programmes : Progress

At the close to the year about 700 Cooperative Education Instructors were on the rolls of State Cooperative Unions. They continued to organise different types of programmes of education for agricultural and non-agricultural cooperatives. Brief progress about the programmes is mentioned below :

Educational Programmes for Agricultural Cooperatives (PACs)

Type of the Courses	Duration	No. of Courses (87-88)
(a) Secretary/Managers Course	2 to 4 weeks	690
(b) Refresher Courses for trained Secretaries and Leadership Development Programmes.	3 days to 2 week	2500
(c) Courses for MCMs of PACs/other Cooperatives	3 to 6 days	5,148
(d) Courses for Ordinary and Potential Members	1 to 3 days	14,587

6. During the year ending on 30th June, 1988, 1.6 million persons were covered under various cooperative education programmes. Statistical achievements under different programmes of the NCUI are given in Annexure-I.

7. The Project Approach to Cooperative Development

The NCUI has been conducting intensive educational programmes on project basis in 14 districts in a selected backward States. The approach, methods & techniques and the pattern of administration used in these districts are based on lessons learned from the ICA/NCUI Field Project in Cooperative Education which was jointly run by the NCUI and ICA Regional Office and Educational Centre, in Indore district of Madhya Pradesh State. 'Indore Project' gave lead to a new trend in cooperative education and training at the

primary cooperative level in India, in Seventies and early Eighties. Since then the Union has been continuing its efforts to organise member education programmes on project lines in other places, specially in the cooperatively under developed States. The Project Approach was further systematised by adopting the ICA—CEMAS Field Development Approach on a selective basis. Cooperative development at the primary cooperative level and technological development at the farm level have been taking place in the project areas.

8. Intensification of Cooperative Education in Cooperatively Underdeveloped States :

During 1985-86 onward the NCUI continued operating the scheme for the intensification of cooperative education in eight cooperatively under developed states through 14 projects. These projects were located in the following states : 1. Assam (Nalbari); 2. Bihar (Patna and Ranchi); 3. Himachal Pradesh (Mashobra-Simla); 4. Jammu & Kashmir (Jammu and Srinagar); 5. Manipur (Imphal); 6. Orissa (Puri, Ganjam and Keonjhar); 7. Rajasthan (Jaipur and Udaipur) and 8 West Bengal (West Dinajpur and 24-Parganas). Efforts were made to establish the 15th Project in Sikkim. Selection of District (Gangtok) as well as C.D. blocks were finalised. Steps have been initiated to select the personnel to man the project.

9. Achievement of the Projects

As already indicated the twin objectives of the project are cooperative development and technological development in the project area. Cooperative development activities aimed at creating responsive and enlightened membership and management. For technological development effective arrangements for farm guidance were made.

10. Cooperative Development Activities

(a) The following are the main educational activities undertaken by these projects for strengthening and developing the cooperative organisations in the project areas.

Name of the activities	No.	Participants
A. Educational Activities	87-88	87-88
1. Secretary/Managers Courses	71	979
2. Managing Committee Members (MCMs) courses	193	1,952
3. Leadership Development courses	29	986
4. Village base members courses	484	8,543
5. Preparatory/Educational meetings	486	7,206
6. Youth Camp/classes	151	2,765
7. Family Welfare camp/classes	102	1,703
8. Women camps/classes	143	2,444
9. Adult education classes	65	1,643
10. Health camps	65	1,649
11. Recovery/Deposits mobilisation meetings	335	6,986
12. Other activities	201	5,194
Total	2,325	42,050

B. Besides these activities the project personnel effectively associated themselves with the management organs of the cooperative societies in the project area. They participated in 76 Annual General Body Meetings and 363 Managing Committee Meetings and provided on the spot management guidance to the members (3783) and the managing committee members (2394).

11. Technological Development

(b) The main thrust of technological development in the project area was on provision of farm guidance to the members of cooperative societies, so that they can improve the productivity of their agricultural produce. For this purpose the project personnel organised soil testing activities,

demonstration plots for showing effectiveness of various agricultural techniques. Through 458 guidance meetings, 1800 soil testing samples and 80 demonstration plots about 10,000 member households were benefitted. At the end of June, 1988 there were 9 Project Officers, 37 Cooperative Education Instructors and 7 Farm Guidance Instructors working in the field under Project Approach.

12. Non-Agricultural Cooperatives

Progress regarding Cooperative Education Programmes (87-88) for Cooperatives other than PACS is given below :

S. No.	Type of Societies	No. of events	Persons benefited
1.	Urban Cooperative Banks and Salary Earners Societies	15	591
2.	Fisheries Cooperative	58	2,891
3.	Forest Labourer and Labour Contract Cooperattve Societies	170	10,206
4.	Dairy Cooperatives	228	12,653
5.	Consumer Cooperatives	23	726
6.	Others	3385	216,720
Total		3879	243,792

13. Women Cooperative Education

The Cooperative Education Programme for women in the country was being implemented in the States/Union Territories of Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Gujarat, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Rajasthan, Orissa, Uttar Pradesh and West Bengal. Andhra Pradesh and Arunachal Pradesh Cooperative Unions have initiated the programmes during the 1985-86 by appointing one Lady Cooperative Education Instructor each in the

State/Union Territory. NCUI continued to monitor the same. Besides the Union also was implementing two pilot women cooperative mobilisation projects one in U.P. and other in Haryana with the financial support of Swedish Cooperative Centre.

14. Pattern of Educational Activities :

Most of the State Cooperative Unions except Bihar and Madhya Pradesh conducted following for women cooperative education :

— class for managing committee members	5 days
— class for women ordinary members	5-7 days
— class for potential members	5 days
— class for girl students	2-3 days
— class for lady paid employees	7 days
— leadership development programmes	5 days

In M.P. and Bihar, education was treated as a part of cooperative education and development scheme. One Lady Instructor/organiser was attached to each selected blocks under Cooperative Education Development Scheme.

15. New Features

Gujarat State Cooperative Union was implementing the Cooperative Education Development Project in Kaira District in collaboration with AMUL for intensifying educational activities among the women milk producers of the area. Besides, the Gujarat State Cooperative Union also innovated a new approach where in women cooperative education was treated as inseparable part of over all cooperative education programme. This approach was introduced in four districts of Gujarat i.e. in Surat, Kaira, Mehsana and Sabarkantha.

16. Progress

Target (1987-88) Events :—2,500, Participants :— 80,000

Achievements 2909 — 112,067

Details of some educational activities are given below :

Events	Number	Participants
1. Classes for Ordinary Mambers	344	4,044
2. Managing Committee Members	257	5,856
3. Classes for prospective women Members	1,003	21,577
4. Women Meetings	273	11,219
5. Seminar (District & Taluka level)	18	6,006
6. Gram Sabha Meetings under 20 Point Programme	18	487
7. Courses for women paid employees	2	53
8. Follow up visit (Dairy Project Gujarat)	202	2,626
9. Rallies/Shibirs	26	1,285
10. Leadership Development Programmes	3	139
11. Seminars/Conferences Dairy Projects	107	10,138
12. Educational classes/meetings	336	27,668
Total	2,589	91,098

During this period the total member of Lady Cooperative Education Instructors in the Country was about 80. They were located in 17 States and Union Territories.

17. Women's Cooperative Mobilisation Project

NCUI was implementing Women's Cooperative Mobilisation Project with financial support of Swedish Cooperative Centre. Over all objective is to bring structural changes in the social and economic status of selected women target groups. The Project has two units—(i) rural in Rewari (Haryana) : (ii) urban located in Agra (Uttar Pradesh). It is being implemented in collaboration with Haryana Cooperative Development Federation and U.P. Cooperative Union respectively.

The overall *objective* of the project is to improve the economic status of women belonging to the target groups by organising income generating activities, leading to the formation of women cooperatives promoting basic literacy and numeracy improved environmental sanitation, creating general awareness for family planning, starting small savings, reducing school drop out rates of the daughters of the project participants.

The target group consisted of women belonging to Scheduled Castes and poor households in the project areas. The number of project participants was 204 during 1987-88.

18. Approach and Methods

- A socio-economic survey of 1100 households in Rewari and Agra were conducted during 1986-87.
- A training programme for the project personnel was conducted at the NCUI in late 1985.
- Based on the findings of the survey report, women target groups were identified mainly consisting of women from low income groups, Scheduled Castes, widows, etc.

- Income generating activities identified and skill training started in collaboration with local development agencies.
- Common activity groups were formed.

19. Activities :

19.1 Economic Activities :

- Informal women groups—2-3 in each women centre organised in the previous year on the basis of income generating activities were registered in shape of women's cooperatives.
- The main activities of these women cooperative comprised of the production/processing activities such as, spice grinding, leather bag manufacturing, tailoring, etc. The processing jobs were taken up in shoe making, durrie weaving and cotton ply making in collaboration with cooperative organisations and business houses.

19.2 Social Activities :

- Adult literacy classes continued in the areas.
- Other educational activities e.g. health, nutrition, family planning, cooperative management were conducted every month. Group discussion/debated on ill effects of dowery and other social taboos were also held so as to create an awareness among the members.
- Small savings drive was taken up under which 165 project participants had opened personal savings accounts.
- Women were motivated to send their children to schools.
- Activities for children have been conducted. About 240 children were vaccinated in DPT and Polio. Iron and Vitamin tablets were distributed among mothers and children.
- Awareness camps (5) were organised in the Project areas in collaboration with Workers Education Centres of the States concerned.

- The participants were taken to each others' centres for visits. Monitoring and Review of the Project was done through Project Direction Committee and the Local Project Committees Agra/Rewari.

20. Cooperative Education Programmes for Youth

Youth cooperative education programmes were implemented by the State Cooperative Unions in Gujarat, Himachal Pradesh, Haryana, Madhya Pradesh, Maharashtra, Kerala, Karnataka, Punjab, Rajasthan, Uttar Pradesh and West Bengal as a part of the going Cooperative Education Programme. The NCUI continued to monitor it.

The pattern of educational activities as envisaged in the Cooperative Education Programme for Youth (CEPY) was followed by the State Cooperative Unions, with some modifications to suit the local conditions. The pattern was as follows :

- i) Cooperative Education Class of one week duration for students and non-student youth.
- ii) Youth rallies and camps for student and non-student youth.
- iii) Essay and debating competitions.

The Cooperative Education Instructors and the Lady Cooperative Education Instructors were entrusted with the task, as there was no special personnel for cooperative youth work. Even than about 3000 events with 1,58000 participants could be organised which were beyond expectations.

During 1985-86 the NCUI (through NCCT) organised 26th Inter-University National Debate on Cooperation in English and 9th one in Hindi. The topic for debate was "Cooperative alone can bring about national integration, with elimination of poverty." A symposium on the subject "Taking Cooperatives in 21st Century" was also organised on the eve of the debate. Both were held at G. B. Panth

University (U.P.); 66 participants from 39 universities participated in the Debating Competitions. In addition, debating competitions were held for student youth in schools and colleges. 39 essay competitions and 11 elocution contests were organised for student youth during the year.

Total number of youth camps organised was 95 with 1818 participants. The school cooperatives and university student stores also existed in different parts of the country. There is much scope for organising education and training activities for student youth in the country.

21. Cooperative Education Scheme for Industrial Cooperative Societies :

The NCUI has been conducting special member education programmes through 14 of its cells, equipped one Cooperative Education Instructor each. These Instructors trained at the NCCE are working at places in major States where industrial cooperatives are in good number. Since its inception in 1964 till 1987 the Scheme has benefitted 99327 participants in 5362 member education courses. They belonged to 4253 industrial cooperative societies in different part of the country. During 1987-88, 5100 general members and 1780 managing committee members from 250 industrial cooperatives participated in educational programmes.

21.1 Study Circle Meetings :

Since 1964, 42250 members participated in 2855 study circle meetings organised in industrial cooperatives with the assistance from industrial CEIs. During 1987-88 along 3,875 members participated in 231 study circle meeting. It may be noted that the then Education Centre of the ICA Regional office, New Delhi had helped in starting the study circles programme in India.

The Industrial CEIs helped their primary cooperative societies in various ways, by enrolling new members, organisation of new societies, activating defunct societies, purchase

of raw material, securing loans and grants, technical know-how, maintenance of accounts. Because of the technical assistance provided by the Instructors 40 new industrial cooperative societies with 1305 members were also registered. The persistent efforts made by them has helped in raising the level of consciousness in membership and leadership in cooperative matters viz. their rights and duties, cooperative bye-laws. The participants of educational programmes have shown keen interest in solving cooperative problems and discharging their responsibilities in relation to the cooperative. They have also increasingly participated in the cooperative's meetings which were frequently arranged with adequate preparations.

22. Cooperative Education and Development Programme For Handlooms Cooperatives :

The NCUI has been running member education scheme for the handloom cooperatives, as per the scheme revised by the Handlooms Development Board. The programme has been going on since 1979-80 at 16 places in 8 States. There are 16 CEI (Handlooms) one each working at different places. So far 4882 handlooms cooperatives availed of the educational programme and about 18,5000 members have attended 5,143 member education classes, held by CEIs. Because of the emphasis laid in the programme, by the end June, 1988 1062 Scheduled Castes, 492 Scheduled Tribes, 1416 women, 618 handicapped and 618 minority community members have been benefited by participating in the programme.

The CEIs have also undertaken other promotional and development activities e.g. organisation of new handlooms cooperatives, activating defunct societies. They have helped in registration of new members, procurement of raw material and maintenance of accounts and other records of cooperatives. As a result of their efforts, 83 new handlooms cooperative societies with 4543 members have been registered

and 35 defunct societies revitalised. About 225 cooperatives have also received assistance in procurement of inputs, finances technical know-how and marketing facilities.

As in other cooperative education and development programmes the success in handlooms cooperatives depend on enlightened membership, responsible leadership, competent managerial personnel and cooperative among cooperatives. Of equal importance administrative and financial support provided by the Government Departments and the financial institutions. The educational scheme has shown impact in all the above spheres and contributed to the improved management and business of participating handlooms cooperative societies.

A similar scheme of member education and development has been successfully conducted by the NCUI for handicraft cooperative societies. The scheme has been sponsored by the Handicrafts Promotion Board of the Ministry of Textiles, Government of India and has been functioning at 15 places in 10 States. The NSUI monitored the scheme and coordinated the work of 15 CEIs employed for the purpose.

23. Family Welfare Programme in Cooperative Sugar Factories :

23.1 NCUI undertook the Project mentioned above in 1985 onwards in selected cooperative factories in different parts of the country. The Project has sponsored by the ILO and UNFPA and is being implemented through 16 Cooperative Sugar Factories situated in various States. Sixteen Family Welfare Educators cum welfare workers were posted, one for each field project, for the purpose. The Project field staff were selected and trained by the NCUI under the supervision of the project Director. The training of the field staff was followed by training and education programmes in different cooperative sugar factories. In August, 1987 a

national level seminar for Presidents, Managing Directors and other senior personnel of cooperative sugar factories on the 'role of top management in family welfare' was held by the NCUI at New Delhi. The main objective of the Project was to promote population education and family planning workers, office bearers and members of cooperative sugar factories, by providing various family welfare facilities and guidance to them.

23.2 The following education activities were undertaken by the project personnel, in order to provide population education and motivate participants for family welfare by adopting family planning practices.

Sl. No.	Main events	No. of Events	Participants (87-88)
i)	Population Education Classes	1,088	26,708
ii)	Individual contacts	9,099	14,514
iii)	Meetings with workers leaders and Managing Committees	1,229	13,613
vi)	Meetings with workers, sugar cane producer members	1,043	17,498
v)	Training of Motivators	347	1,907
vi)	Educational Meetings for women	470	5,029
vii)	Contact Meetings with member, youth groups, women groups etc.	1,050	7,801
viii)	Visits to school for health education and check ups	269	22,475
ix)	Family planning Counselling	—	28,690
Total		14,595	138,235

23.3 Along with educational activities, related welfare and medical facilities such as, distribution of family planning devices were continued. Various kinds of educational devices were used, and material distributed among the participants.

24. Cooperative Education Material :

24.1 With the objective of highlighting the importance and role of cooperative education in the promotion and development of cooperatives, the NCUI has been publishing a 'Cooperative Education News' on quarterly basis. In addition, cooperative education and training is dealt with in other publications viz. The cooperator (fortnightly) and Indian cooperative Receive (periodical).

24.2 Audio-Visual Material :

The NCUI has recently our the following material mainly for use in the cooperative education programmes :

- Booklet on Fisheries cooperative societies
- Illustrated booklet on Family Welfare Programme for Cooperative Sugar Factories.
- Folder on Handicrafts Cooperative Societies.
- Pamphlet on Youth and Cooperative Societies.
- Booklet on the Role of Manager in Primary Agricultural Cooperative Societies (PACs).
- Guide for receiving financial assistance by cooperatives from the Khadi and Village Industries Commission.
- Pamphlet of woman cooperative societies.

24.3 In addition, charts and posters, flip-charts, etc. were brought out by the NCUI, New Delhi. The production of audio-visual aids and other simple material is coordinated by a special section. Some useful educational material is also produced by the CEIs who participate in Audio-Visual Aids. Workshops as a part of their training programmes at the NCCE. Use of sophisticated media such as films, film-strips over-head transparencies, illustrated training packages, Photos, coloured slides, audio cassettes, video cassettes, radio, television, study visits and exhibitions are also being promoted by the NCUI and the State Cooperative Unions.

24.4 In this connection the Clearing House services of Cooperative Education Materials Advisory Service (CEMAS) of the I.C.A. Regional Office, New Delhi has been very helpful. Besides, providing material of audio-visual nature, CEMAS collected or produced handbooks dealing with suitable use different educational methods and participatory techniques. It also arranged training of trainers in audio-visual techniques and participatory methods such as, case studies, management cases, role plays, and other group techniques, etc. Copies of participatory material and a bibliography on management cases were supplied to the NCUI and others on request.

25. New Dimensions in Cooperative Education

The Union continued to impress upon all the State Cooperative Unions that approach to cooperative education should be guided by the important criteria-one the programme should result into tangible structural and technological changes; and the priority should be given to weaker sections, e.g. Scheduled Castes and Scheduled Tribes S.C. and S.T.) In line with this approach Union formulated two scheme :

- (a) Using Cooperative Education as a tools for increased supply of fertilisers for more production :
- (b) Special programme for cooperative education and training for scheduled castes and scheduled tribes.

25.1 Application of Computer Technology :

The Union has been gradually introducing computer technology in tis work. An induction programme on 'Application of Coputer Technology' was held in May, 1988 in collaboration with the national Council For Educational Research and Training (NCERT). It was held the campus of NCERT, New Delhi Thirty participant from various cooperative sectors attended.

26. Re-Structuring Cooperative Education Programme'.

Following the recommendations of Annual Conference of Chief Executives and Cooperative Education Officers of States Cooperative Unions held in March 18-19, 1986. The NCUI set up a Working Group to review the Cooperatives Education Programme and suggest measures for improvement. The Working Group submitted its report. The Government of India have also appointed a one member Committee to evaluate Cooperative Education & training programmes and make suggestions.

26.1 Pending the submission of the reports: the State Cooperative Unions were requested to take following steps to improve the effectiveness of Cooperative Education Programme :

- (i) Primary cooperative societies should be the nucleus for local cooperation education and they be made responsible to ensure education of there respective members, leaders employees and others.
- (ii) A flexible approach regarding contents of cooperative education programme should be adopted. Prior to organisation of classes, survey of the needs of the cooperative society and members should be conducted. The contents should be based on needs of the members.
- (iii) Leadership Development Programme should be expanded so as to cover other sectors than agricultural cooperatives.
- (iv) Effective collaboration with agricultural extension agencies and other developmental agencies/functionaries like Gram Sevaks/Sevikas should be established by cooperative education agencies.

- (v) State Govts. may be approached to provide adequate financial support to the Unions for expanding cooperative education programme.

26.2 Cooperative and Integrated Rural Development

The NCUI has been promoting integrated rural development through cooperatives. It has requested the national and the State level cooperative organisations to adopt 10 villages each. As a result 2,088 villages have been adopted by different cooperative institutions so far. During 1987-88, 22 new villages were adopted, 17 by cooperative banks and the rest 5 by the Manipur State Cooperative Union.

The NCUI has also done noteworthy educational and developmental work in 9 villages adopted by it.

26.3 All India Cooperatives Week Celebration :

From November 14 to 20, 1988 35th All India Cooperative Week Celebrations were held in Delhi and other parts of the country with enthusiasm, as per tradition. The NCUI issued a guideline for celebrations and distributed 5000 posters both in Hindi and English on the occasion. It may be noted that incidently the annual foundation day of the ICA Regional office for Asia falls on the 14th November i.e. the birth day of the cooperativist and Prime Minister Jawahar Lal Nehru.

27. National Centre for Cooperative Education (NCCE) New Delhi.

Address : 3, Siri Institutional Area, Hauz Khas, New Delhi.
Phone : 6442751.

27.1 Organisation

The Centre was established by the National Cooperative Union of India at Chandra Nagar near Delhi in 1957 in

response to the need for training the Cooperative Education Instructors working for mainly for member education at the primary cooperative level. It also organises short courses for the training and development of cooperative leaders working mainly at the district level cooperative unions and other institutions.

27.2 Physical Facilities :

The Centre is an important part of the Cooperative Education and Training structure of the NCUI. Funds for the Centre's activities are arranged by the NCUI and it is guided by its Education Committee. The Centre has 9 rooms for training sessions and administrative work. Also there is library and reading room facility. Attached to Centre's building is the hostel facilities for 30 persons and dinning room facilities for over 50 persons. The Centre is equipped with graphic visuals, Over Head Projectors film projectors (16 m.m.) etc.

27.3 Staffing :

There are three full-time teachers and the Principal for the Centre. They are assisted by three administrative staff. Under the Faculty development programme of the Centre, the teaching staff is deputed to attend relevant training programmes organised by different government departments and educational institutions. They have also attended the trainers training programmes organised by the ICA, ILO and some of the International Cooperative Training Centres. Ninety percent of the training is conducted by the NCCE Faculty, and almost whole of the training is done within the institution itself. The Centre feels that there is right balance between the training courses offered to different target groups.

27.4 The NCCE organises Staff development programme for field educators in the General Cooperative Education Scheme and various projects of the NCUI.

Fortnightly journal 'Cooperator' is supplied to all the Instructors. A quarterly Cooperative Education Bulletin has been started by the Union for the benefit of cooperative education personnel in the Country.

27.5 Training Programme of NCCE.

The focus of programmes conducted by NCCE was on building up functional efficiency of cooperative educational personnel and on leadership development for non-official Cooperative leadership of district level cooperatives. In this context the Centre organised a variety of programmes e.g. Workshop on Production and use of visual Aids and Teaching Materials; Special functional courses for the staff of State and District Cooperative Unions; Induction course for educational instructors of cooperative education programme for Handicraft Cooperatives, Basic Course for Cooperative Education Instructors and Lady Cooperative Education Instructors, a study visit-cum-training programme for University and College faculty members teaching Cooperation. Leadership Development Programme for elected/nominated leaders of district level cooperatives were also organised.

27.6 Significant landmark in the sphere of leadership development programmes was, organisation of National participative programme for Directors of State and national level Cooperatives with the financial support of NABARD and in collaboration with Department of Management of the Indian Institute of Technology (I.I.T.), New Delhi.

27.7 The stated objectives of the NCCE are :

- (i) to act as the centre for development of cooperative leadership.
- (ii) to act as the trainers' training centre for :
 - Cooperative Education Instructors
 - Persons connected with cooperative education and training programmes in the country.

- Faculty of Universities and colleges teaching Cooperation, and
 - Others connected with the cooperative movement.
- (iii) to act as the centre for the preparation and production of educational aids and materials, and development of teaching techniques.
- (iv) to act as a resource centre' for research in Cooperation.
- (v) to provide other ancillary and supportive services for personnel development in different functional areas.

27.8 Approach :

In furtherance of the above objectives, the NCCE is organising the following types of training courses/programmes :

- Leadership Development Programmes for the Directors of different cooperative federations.
- Basic Training Courses for Cooperative Education Instructors
- Refresher, Induction/orientation and Functional training
- Subject matter workshops on teaching techniques, training material and audio-visual aids
- Programmes for Faculty and students of universities/colleges teaching/learning Cooperation
- Request programmes on different facets of Cooperation
- Collaborative programmes with international and national agencies in the cooperative education and training.

27.9 Methodology

In order to make the training purposive and participative the study period is divided into sessions, supplemented by practical study visits to selected organisations, wherever

necessary. Effort is also made to give maximum opportunity to the participants for interaction and expression of views. The main teaching techniques used are lecture-cum-discussions, group discussions, workshop, role play, cases and case studies, panel discussions, assignments, debates, visits, film shows, business games, personal consultation and counselling.

27.10 During 1987-88, 18 programmes were organised by the NCCE with 423 participants. A Category-wise break-up of the programmes is given as under:

Category of the Programme	Duration	Persons attended
1	2	3
1. Leadership Development Programme for Directors of District Cooperative Unions	2 weeks	31
2. Leadership Development Programme for housing cooperative societies	„	14
3. Leadership Development Programme for Directors of cooperative sugar factories	„	33
4. Training Programme for functionaries of the Family Welfare Project for Cooperative Sugar Factories	3 weeks	12
5. Leadership Development Programme for Directors of Central (I) Cooperative Banks	2 weeks	22
6. do (II)	„	30
7. Leadership Development Programme for Urban Cooperative Banks	„	29
8. Orientation Course for Lecturers on Cooperation from universities	„	9
9. Training Workshop for Industrial CEIs	„	40

	1	2	3
10.	61st Basic Course for CEIs	10 weeks	18
11.	Leadership Development Programme for Directors of Fisheries Cooperative Societies	1 week	14
12.	Programme on Research Methods and Teaching Techniques for Personnel of Cooperative Education Field Projects	1 week	13
13.	Workshop on Training Material Production for CEIs and Lecturers of CTCs	1 week	22
14.	Training Course on Secretarial Practices and office management	2 weeks	17
15.	Leadership Development Programme for Directors of Consumer Cooperative Whole Sales Societies	1 week	21
16.	Leadership Development Programme for Women Cooperative Societies	2 weeks	15
17.	Leadership Development Programme for Directors of Cooperative Dairy Federations	„	10
18.	Field Programme on Organisation and Management of Women Cooperative Societies	„	73
Total			423

27.11 So far about 6600 persons have made use of training Courses of the NCCE. Compared to the huge need of cooperative education and training in India this number is meagre. However, sustained effort in the vast field of cooperative leadership development is being made by the NCCE at the national level. This has to be supplemented at the sectoral, State and lower levels.

27.12 The training programmes organised by NCCE are held both in English and Hindi. Most of the training courses are held on full-time residential basis. The NCCE has unique character which should be studied in detail and ideas formulated for leadership development at all levels. It has much potential for development specially in the fields of action research and material production.

Efforts have been continued to reorganise the Centre as Jawahar Lal Nehru National Cooperative Institute so as to make it as an institute of advanced learning in the fields of cooperative education, communication and leadership development. The proposal has been incorporated in the Eighth Five Year Plan. However, financial sanction is yet to be accorded by the Government of India. In the following account, details of some courses are given.

27.13 Course for Cooperative Field Educators :
(Cooperative Education Instructors).

27.13.1 The NCCE organises and conducts training courses of 2 to 10 weeks duration, for 20 to 25 as participants per course. The frequency of such courses is 12 to 15 each year. The participants are required to be cooperative employees as field educators. The Basic Course for Cooperative Education Instructors mostly employed by the State Cooperative Unions is of ten week duration.

27.13.2 Objective :

To develop functional efficiency and improve upon the performance standards of the participants.

27.13.3 Course Contents :

Much depends on the target groups. Normally the syllabus is divided into cooperative Theory and Practice, Law, Management, Teaching Methods, Production of Audio-visual aids; Cooperative Policies and Programmes.

27.13.4 Training Methodology :

Lectures, seminars visits, work attachments, participatory methods, use of audio-visual material, occasional use of audio-visual material, occasional use of MATCOM/CEMAS materials, are combined suitably.

The approach to training is work-experience based. The language of training is Hindi and English. The methods of assessment are examination, practical observation, etc. Follow-up of participants is done through refresher/orientation courses.

NCUI is finally responsible for the courses and it also arranges funds for the NCCE. The organisers feel that training needs of the target groups are generally met. However, more field/practical study is needed for further improvement.

27.14 Course for Board of Directors :

(of the district and higher level cooperative institutions)

27.14.1 The Centre conducts 12 to 15 courses, each of 1-2 weeks duration, for the elected cooperative leaders working at the district and higher level cooperative institutions in different parts of India. These are residential courses accomodating about 20 participants in each. The enterants to these courses are required to be deputed by their cooperative institutions. They are usually between 20 and 50 years of age, and having educational qualification ranging between Primary to Post-graduate level. Such courses were started by the NCUI in 1960 and since then these have been efficiently conducted by the NCCE, New Delhi. The funds for such courses are provided by the NCUI.

27.14.2 Objective

To develop functional awareness, and leadership qualities among the participants.

27.14.3 Course Contents :

There is no particular syllabus, as each courses is designed as per needs of the participants. It also depends on

particular cooperative activity, normally divided into Cooperative Development Policies and Programmes, Law and management.

27.14.4 Training Methodology :

Lecture, Seminars, Visits, participatory methods and use of audio-visual materials. Some times MATCOM/CEMAS materials are used. Language of training are Hindi and English.

The approach to training is work experience based. The methods of assessment are practical observation and action plan commitments.

The organisers think that the programme meets the training need of target groups. However more study visits and practical work are needed for further improvement.

28. Summary :

Apart from the General Member Education Scheme mainly for agricultural cooperatives, the NCUI has been implementing/coordinating the following special projects/schemes in the field of cooperative adult education.

- i. Intensive Cooperative Education and Development Programmes in cooperatively less develop and other States (CEDS)—Project Approach.
- ii. Women's Cooperative Education Programmes
- iii. Women's Cooperative Mobilisation Project in Rewari district rural of Haryana State and in Agra district (urban) of U.P., with the assistance of Swedish Cooperative Centre (SCC), Stockholm
- iv. ILO UNFPA Project on family welfare for cooperative sugar factories.
- v. Cooperative Education Programmes or Youth.
- vi. Member Education Programmes for Industrial cooperatives.

- vii. Education-Cum-Development Scheme for Handloom Weavers' Cooperatives.
- viii. Member Education Programmes for Handicrafts Cooperatives.

28.1 In addition there are cooperative education and training (CET) activities under taken by functional federations and other cooperative development agencies, such as given below:

- i. Indian Farmers' Fertilisers Cooperative, Ltd. (IFFCO)
- ii. Krishak Bharati Cooperative, Ltd. (KRIBHCO)
- iii. National Agricultural Cooperative Marketing Federation (NAFED)
- iv. National Consumer Cooperative Federation Ltd. (NCCF)
- v. National Bank for Agricultural & Rural Development (NABARD)
- vi. National Dairy Development Board (NDDB)
- vii. National Cooperative Development Corporation (NCDC)
- viii. Reserve Bank of India College of Agricultural Banking (CAB)

28.2 A brief account of these programmes is being given separately. The National Cooperative Union of India (NCUI) and other organisations have been making frequent use of the education and training facilities and other services provided by the ICA Regional Office for Asia, IDACA, SCC, ILO/MATCOM, FAO, UNESCO and other international organisations in Asia and outside.

28.3 International Training Programmes (1987-88).

Indian cooperators sponsored by the NCUI, participated in the following training programmes/conferences and other events :

- i) World Congress on the Future of Democratic Enterprises Paris, February, 1988 - one participant.
- ii) Meeting of "Regional Consultation on Role of Government in Promoting Cooperative Development in Asia" Singapore. June, 1988 (held by ICA ROA, New Delhi—one participant)
- iii) Regional Conference on Member Participation and House-wives' Involvement in Consumer Cooperatives, Kuala Lumpur (Malaysia), February, 1988 (held by ICA ROA—2 participants)
- iv) International Training Course for Cooperators, Tokyo, September/October, 1988, (held by IDACA—5 participants).
- v) ICA/Japan Training Course On Strengthening Agricultural Cooperatives in Asia, India/Japan/Thailand, October, 87-April 88—3 participants.
- vi) Regional Workshop on Cooperative Super Market Operation Tokyo in Japan, August, 1987 (held by ICA ROA—2 persons)
- vii) Training Course on Cooperative Management, Moscow, April-June, 1988 (held by CENTROSO-YUS-20 participants).
- viii) Training Course on Cooperative Management Prague, April-June, 1988 (organised by the Central Cooperative Council of Czechoslovakia—3 participants).

Efforts are being made by the NCUI for revival of Indian cooperators' participation in cooperative training courses being organised in the German Democratic Republic (GDR) and Bulgaria. Efforts are also in progress for securing scholarships from ILO, UNESCO, FAO, ICA and other agencies to enable Indian cooperators to participate in training programmes abroad.

28.4 It may be added that NCUI is represented on the:

- (i) Advisory Group for International Training of Cooperators (AGITCOP) of ICA Geneva.
- (ii) International Committee of Industrial and Artisanal Cooperatives (CICOPA)
- (iii) ICA Committee on Human Resource Development in Asia.
- (iv) ICA Regional Council For Asia and its various Sub-Committees

In Addition, the NCUI has good contacts with the National Cooperative Business Association of the United States of America, Canadian Cooperative Union (having office in New Delhi) and other cooperative organisations in the world which can provide assistance in the field of cooperative human resource development.

The statistical information about these educational and training programmes (given as Annexe-I) indicates that during 88-89 only 37 participants were sent abroad for cooperative training.

29. Cooperative Training Programmes (Through NCCT)

29.1 Set up :

India has well integrated 3-tier cooperative training set up comprising Vaikunth Mehta National Institute of Cooperative Management at Pune for senior and key personnel, policy makers; Cooperative Training Colleges which cater to the training needs of middle level personnel; and Junior Cooperative Training Centres meant for the training of junior personnel in cooperatives, other related departments and cooperative institutions. The National Council for Cooperative Training (NCCT), which is a national body responsible for formulating training policies and plans, organising and directing arrangements, monitoring and

evaluation as well as ensuring maintenance of high academic standards, including the prescription of syllabus for different courses and standardisation of examination, is directly responsible for the training of senior and middle level personnel while it also provides academic support and guidance to the cooperative training centres, operated under the control of the State Governments/State Cooperative Unions. More detailed information on the NCCT is given separately.

29.2 This training structure has an over all capacity to train about 1,200 senior personnel, over 10,000 middle level personnel and about 25,000 junior personnel every year. The training system evolved over three decades, offers variety of training courses from the long duration functional courses as well as seminarial programmes to provide forum for discussion to the policy makers, leadership, etc.

29.3 The bulk of finances for this training system at present comes from the Government. The Central Government provides finances for running the Vaikunth Mehta National Institute of Cooperative Management (VAMNI-COM) and 18 Cooperatives Training Colleges. In addition, funds are also generated from the user organisations by conducting partly paid programmes. The funds for junior centres are provided by the State Governments.

An estimate of total number of cooperative personnel trained in various cooperative training institutions within the main training system during 1987-88 is given as Annexe-I.

29.4 In addition, there are also sub-training systems operating in the country, under the aegis of Reserve Bank of India, NABARD, NCDC—World Bank Storage Project, in-house training programmes organised by some of the big cooperative organisations like IFFCO, KRIBHCO, NAFED, NCCF. State Cooperative Banks and State Rural Development Banks.

30. National Council for Cooperative Training (NCCT)

3 Siri Institutional Area, Post Bag No. 2

Hauz Khaz, New Delhi-110016

India

Cable : SAHSHIKSHAN

Telephone : 662062

30.1 Organization and Staffing

The National Council for Cooperative Training, established in July 1976, functions under the umbrella of the National Cooperative Union of India (NCUI). Among its objectives are the following :

- (i) to formulate over all policies and plans relating to cooperative training ;
- (ii) to organize and direct arrangements in regard to the training to personnel employed in the cooperative departments and cooperative institutions in the country;
- (iii) to assess periodically the needs of training for cooperative personnel to facilitate planning and designing of training arrangements :
- (iv) to establish and manage cooperative training institutions ;
- (v) to identify problem areas of cooperatives requiring research and organize research studies;
- (vi) to ensure maintenance of high academic standards in cooperative education and training in various institutes in the country and suggest syllabi and standards of education for different courses.

The Council, according to its objectives, is directly responsible for planning, organizing and monitoring training programmes for the senior and middle level cooperative personnel of cooperative institutions and the government departments. It operates through 19 units, namely :

- (i) Vaikunth Mehta National Institute of Cooperative Management at Pune for training of senior level personnel ;
- (ii) Eighteen Cooperative Training Colleges, mostly located at the principal cities of the concerned States for training of middle level personnel.

Apart from the above training institutes, there are ninety two Junior Cooperative Training Centres for the training of Junior level personnel working in the cooperative societies and the State Cooperative Departments.

The President of the National Cooperative Union of India (NCUI) is ex-officio Chairman of the NCCT. The Chief Executive of NCUI is the Director-General and Executive Vice-Chairman of the NCCT. The Secretary of NCCT is its Chief Executive. He is assisted by as three Joint Directors and five Deputy Directors.

For facilitation of functioning, there are four sub-committees of the Council namely the Administration and Finance sub-committee, the Academic Sub-committee, the Publication Sub-committee, and the standing Recruitment Committee.

The Council has twenty-four members representing the National Cooperative Union of India (3) National Cooperative Federations (1) State Cooperative Unions (4), Chief Executives of national level and State level cooperatives (5), Central Government (4), State Governments (1), National Cooperative Development Corporation (1), Reserve Bank of India (1), Vaikunth Mehta National Institute of Cooperative Management (1), Institutes of Management (2) and the Secretary, NCCT who is the Member Convenor.

There is a professional staff of 156 and an administrative and supporting staff of 49 approximately at NCCT.

30.2 Physical, Training, Facilities :

- 1) It has its own building with seminar facilities and a hostel.

2) Funds :

The budget estimates for 1986-87 amounting to Rs. 214 lakhs was approved by the Government of India. Most funds for Cooperative Training programmes of the Council are provided by the Government of India.

30.3 Training Programmes

(Please See under 29)

Planned Future Courses

The training courses are constantly reviewed and courses are designed to meet new requirements. During 1985-86 training scheme for personnel of Rural Electric Cooperatives and two schemes for marketing fertiliser were drafted. Scheme for Diploma Course in Cooperative Management has also been finalised. Introduction of Higher Diploma in Cooperative Dairy Management and Correspondence courses is also planned.

30.4 Facilities for Foreign Students

The National Council for Cooperative Training provided training facilities for foreign scholars on behalf of the Government of India under the following schemes :

- (i) Technical Cooperation Scheme of the Colombo Plan
- (ii) Special Commonwealth African Assistance Plan
- (iii) International Technical and Economic Cooperation Scheme of the Ministry of External Affairs, Government of India.

Facilities for foreign students are also provided under other schemes sponsored by specialised agencies of the United Nations such as ILO, FAO, and UNDP, self-financing schemes of foreign governments and the International Cooperative Alliance.

Training for senior personnel is usually arranged at the Vaikunth Mehta National Institute of Cooperative Management (VAMNICOM), for intermediate level at the eighteen Cooperative Training Colleges (CTCs) spread all over India, and for Junior personnel at 92 Cooperative Training Centres (J.T.Cs). By the end of June, 1986 the Council imparted training to 531 scholars drawn from 31 Afro-Asian countries.

31. Role of Bi-lateral and Multi-lateral Agencies :

31.1 The NCCT continues to maintain close rapport with the Liaison Officer of the ILO/MATCOM in New Delhi. Quite a few MATCOM manuals have been indianised and adapted to local conditions.

31.5 The Director General/Executive Vice-chairman of the NCCT attended several ICA Meetings viz. AGITC-OP, CENTRAL COMMITTEE, Sub-committees and the International Conference on Youth and Cooperation in Changing World during 1985-86.

31.3 CICTAB/FAO :

The National Workshop on Training Arrangement for the Rural Banking Personnel was organised by the VAMNICOM in collaboration with CICTAB (Centre for International Cooperative Training in Agricultural Banking) at Pune.

31.4 ILO

The NCCT organised National Workshop on Population and Family Welfare Education Programmes and to some integrated with cooperative training schemes, in the country at the request of ILO.

31.5 The Council has been maintaining working relations with other national and international organisations, specially in the field of research, training and consultancy.

31.6 Other Activities of the NCCT are :

- Organisation of National Essay and Debating Competitions for university and college students.
- publication of text-book on Cooperation.
- providing orientation training facilities to IAS and other senior officers.
- Organisation of National Conferences on Cooperative Training and Education.

31.7 A list of identified cooperative training institutions for placement of foreign scholars is given below :

- (i) Senior category personnel VAMNICOM, Pune
- (ii) Higher Diploma Course in Cooperation (both thirtysix weeks duration and condensed eithteen weeks duration), The CTCs Bangalore and Madras for English medium trainees and Chandigarh & Patna for candidates from Nepal.
- (iii) Diploma Course in Cooperative Audit: CTC Madras; Jaipur, Indore, Nagpur, and Gandhinagar, CTC Chandigarh, Patna, (for trainees from Nepal).
- (iv) Diploma Course in Cooperative Banking: CTC Madras.
- (v) Diploma Course in Cooperative Marketing Management: CTC Patna Bangalore, Indore, Pune, Chandigarh, Lucknow. CTC Dehradun (for candidates from Nepal).
- (vi) Diploma Course in Industrial Cooperative Management: CTC Bangalore and Madras.
- (vii) Diploma Course in Consumers Cooperative Management: CTC Bangalore for English medium trainees and Chandigarh for Hindi medium trainees (from Nepal), Kalyani and Pune.
- (viii) Diploma Course in Land Development Banking: CTC Hyderabad, Kalyani, Lucknow and Trivandram.

- (ix) Diploma Course in Cooperative Housing Management : CTC Pune.

32. Vaikunth Mehta National Institute of Cooperative Management (VAMNICOM)

University Road,
Pune-411007, India.

Cable : SAHAVIDYA Telephone : 59446.

32.1 Objectives and Activities :

The basic objective of the institute is to infuse a high order of enterprise management in cooperative sector. It caters to the management development, training, research and consultancy needs of cooperative organisations in the country and of their senior personnel. As a premier management training institute for cooperative sector, it endeavours to facilitate the process of building cadres of professional managers to man key positions in ever growing number of cooperatives and the government sector.

32.1.1 Programmes :

Besides, a Post-Graduate Diploma Course in Cooperative Management (described later), the Institute organises and conducts Management Development Programme (MDP). MDPs cover both general management and functional as well as sectoral areas. These programmes are organised for different cooperative sectors like banking, marketing and processing, consumers, industrial and agricultural; functional areas like financial management, marketing management, and materials management. In addition, the Institute organises Trainers' Training Programmes, and offers Fellowships in Cooperation and Cooperative Management leading to Ph. D. degree.

32.1.2 International Collaboration :

The Institute closely collaborates with international agencies and organisations such as ICA, ILO, FAO, CICTAB

and offers training programmes for senior executives of cooperatives in developing countries.

32.1.3 Research and Consultancy :

The Institute is a major centre recognised by different universities for undertaking research in different aspects of cooperative organisation and management.

Several field level research studies have been completed for cooperative institutions, the Planning Commission and other departments of Government of India and State Governments.

32.1.4 Publications :

The Institute has an ambitious publication programme which is mainly based on the field research undertaken by the members of its faculty.

A quarterly journal 'Cooperative Perspective' is published by the Institute which is widely circulated within the country and abroad.

32.2 Organisation and Staffing :

VAMNICOM collaborates with the National Council for Cooperative Training (NCCT) which in turn is a special Council of the National Cooperative Union of India (NCUI), New Delhi. It is headed by a Director. The academic wing of the Institute consists of five professors, four Readers, 2 Senior Lecturers and 4 Research Officers. The Faculty consists of highly qualified personnel having postgraduate degrees and professional qualifications. This nucleus of specialised inter-disciplinary faculty who remain in constant touch with the developments in the field through continued exchange of ideas with senior executives and by undertaking problem-oriented studies in different types of cooperatives. Many of our faculty members are recognised as Ph. D. guides by different universities. Professional managers and experts are invited as visiting faculty in Institute's programmes. Among other things efforts are afoot to convert

the Institute into a deemed university, with due changes. In the administrative work, the Director is assisted by a Registrar, Assistant Registrar, Assistant Accounts Officer and about sixty six other staff. Trainers' Training is arranged for cooperative trainers from the cooperative institutions in India and other South East Asian countries in collaboration with CICTAB, Pune, ILO, FAO and ICA ROA. The Faculty of the Institute actively participates in national and international seminars and workshops and this keeps itself abreast of latest development.

Most part of the institutional training is imparted through the Faculty of the Institute. Partial assistance from the guest lecturers in specialised areas is taken, depending on the requirement of the programme. Most of the training programmes are in campus, only about 4-6 outstation programmes.

32.3 Target Groups :

The Institute provides training to senior in-service personnel from the cooperative institutions, cooperative departments, and other departments/agencies connected with cooperative and rural development. Proportions of the components of the target population viz. government officers, movement staff and cooperative leaders/members vary depending upon the type and focus of the programmes. The Institute feels that it has a right balance between the courses offered for different target groups and their priority needs for training.

32.4 Physical Training Facilities :

The Institute has its own building complex consisting of four class rooms, two syndicate rooms, one auditorium and one committee room. The total seating capacity is 300. The library which is housed a two floor block has more than 35,000 books and 400 different magazines. The audio-visual



Inaugural of Trainers' Training Course at VAMNICOM, Pune, II



Members' Meeting under the ICA/NCUI Field Project on Cooperative Education in Indore district. (M.P.) I

aids available include 16 mm sound projector, slide projectors, overhead projectors, graph boards, etc. There is also a library of Cooperative films. VAMNICOM organises and conducts about 60 courses and other events mostly in its own premises.

32.4.1 Computer Unit :

The Institute has a Computer Terminal Unit linked with the National network (NIC). A separate computer for training purpose has also been installed.

32.4.2 The hostel has 100 single rooms. It has mess facilities, a consumer cooperative store, dispensary with a visiting medical and consulting physician, and both indoor and outdoor games for recreation. An extension counter of the Saraswat Cooperative Bank (is located in the campus). There is one International Guest House, Director's Quarters and four lease premises for Faculty and office staff.

The general source of funding is from the Government of India, and recovery of a part of expenditure from the users' organisations and collaborative government departments.

32.5 The VAMNICOM Complex also houses an International training Institute established by the Government of India with assistance from FAO. It is called the Centre for International Cooperative Training in Agricultural Banking (CICTAB) the Institute is catering to the training needs of personnel engaged in agricultural banking in the South Asian countries, viz India, Bangladesh, Nepal, Sri Lanka, etc. The Faculty for its courses is drawn from the staff of VAMNICOM and the College For Agricultural Banking (CAB) of the Reserve Bank of India located at Pune.

32.6 Current Training Courses :

32.6.1 Diploma Course in Cooperative Business Management (D.C.B.M.). This is the core-regular Post-Graduate course of the Institute, having a duration of thirty eight

weeks. It is held once a year. The basic objective of this course is to strengthen and professionalise management in cooperatives by providing opportunities to young executives, in different sectors of cooperative activity, to develop their managerial expertise and skills through exposure to modern scientific management concepts, methods and techniques. The programme is also aimed to develop positive and cooperative attitudes among the participants.

The Diploma is recognised by the Ministry of Education, Government of India and the cooperative movement.

32.6.2 Course Contents :

1. Economics I (Managerial Economics)
2. (Agricultural Economics and Statistics)
Economics II
3. Cooperation
4. Cooperative Law & Administration
5. Management
6. Financial Management & Banking
7. Personnel Management & Labour relations
8. Marketing Management
9. Production and Materials Management
10. Any one of the following specialisation :
 - (a) Cooperative Credit and Banking
 - (b) Cooperative Marketing
 - (c) Cooperative Processing
 - (d) Consumer' Cooperation
 - (e) Industrial Cooperation, and
 - (f) Cooperative Law & Administration

Each participant is required to prepare a project report based on his field study on any selected problem in the area of his specialisation.

32.6.3 Training Methodology :

The main methods used are lecture, discussion, syndicates, seminars, workshops, work attachment, project report, case studies, study visits, participatory methods, use of audio-visual aids, Occasional use of MATCOM/CEMAS Materials. The Language of training is English.

32.6.4 Participants' Level :

The course is open to young middle level managers/executives working in cooperative institutions. Departmental Officers, administrator and principals/lecturers working in the cooperative training institutions. The participants must have a university degree with a minimum three year experience of working in the managerial capacities in cooperative organisations/department. She/He should not be more than 35 years of age, and should have good working knowledge of English.

32.6.5 Fees :

Rs. 10,000 for the entire course. To and fro journeyed fare will have to be borne by the sponsoring organisations/Departments.

32.6.6 Methods of assessment are examinations, practical observations continual assessment, Action plans, etc. No system of follow up indicated. The Diploma in Cooperative Business Management (DCBM) is awarded to successful candidates.

32.6.7 Management Development Programmes (General)

1. Orientation Programme in Cooperation for Middle level officers of KRIBHCO 1 week.
- 2. Orientation Course in Cooperation for Senior Personnel of National Cooperative Development Corporation (NCDC). 1 week.
3. Orientation Programme in Cooperative Administration and Development (OPICAD). 1 week.

4. Programme on Cooperative Philosophy and Rural Communication for Senior Officers of IFFCO. 1 week.
5. Programme on Public Relation in Cooperatives 1 week.
6. Programme on Project Formulation and Evaluation
1 week.
7. Workshop/Seminar on Two—Tier Top Management Development for Cooperatives. (out-station—Trivandrum)
3 days.
8. National Convention on Cooperative Management (out-station—Srinagar)
3 days.
9. Refresher Course on Cooperation for IAS Officers (Sponsored by GOI)
1 week.
10. Programme on Management Information System and Computer Familiarisation
1 week.
11. Programme on Domestic Enquiries
3 days.
12. Management Orientation Programme for IFS Officers. (Sponsored by Ministry of Forests and Enviroment, Government of India)
1 week.
13. Programme on Integrated Rural Development Through Cooperative (Sponsored by Government of India)
1 week.
14. Management Development Programme for Officers connected with Tribal Development (Sponsored by Government of India)
1 week.
15. Seminar on Cooperative Development for North-East Region States.
1 week.

32.6.8 Cooperative Credit and Banking :

1. Workshop on *Monitoring and Evaluation of Projects for State Agricultural and Rural Development Banks*
1 week.
2. *Executive Development Programme in Financial Management for Urban Cooperative Banks.*
1 week

3. Programme on Financing of Small Farmers ; Experience Sharing (VAMNICOM Rashtriya Bank of Nepal. 1 week
4. Workshop on Loaning Policies, Procedures in Urban Cooperative Banks
5. Executive Development Programme in Financial Management for District Central Cooperative Banks (DCCBs) 1 week.
6. Programme of M/S and Computrisation in Cooperative Banks 1 week.
7. Seminar on Improving Productivity and Profitability of Urban Cooperative Banks. 1 week.
8. Programme on Personnel Management in Land Development 1 week

32.6.9 Marketing, Processing and Supply :

1. Programme on Oil-seeds Cooperatives 3 days.
2. Workshop for Managing Directors of Milk Coopeaa-tive Unions. 1 week.
3. Programme on Productivity Management Improvement in Cooperative Sugar Factories 1 week.
4. Workshop for Chairmen of Dairy Cooperatives 1 week.
5. Management Orientation Programme for Fishery Cooperatives 1 week.
6. Workshop for Chairmen of Oilseeds Cooperative 1 week.
7. Workshop on Regulated Markets and Cooperative 3 days.
8. Programme on Social Forestry Through Cooperatives. 1 week.
9. Programme on Export Marketing Through Cooperatives 1 week.

32.6.10 Consumer Cooperation :

1. Executive Development Programme in Consumer Cooperatives 1 week.
2. National Seminar on Consumers Cooperative for Chairmen/Managing Directors of National/State and District Level consumer Cooperatives 3 days.

32.6.11 Industrial Cooperation :

1. Programme on Management of Handicrafts Cooperatives (Collaboration Development Commissioner Handicrafts, Government of India) 1 week.
2. Management Orientation in Handlooms, Cooperatives (Collaboration, Development Commissioner Handlooms Government of India) 1 week

32.6.12 Cooperative Education and Training :

1. Special Programme for University Teachers in Co-operation (SPUTIC), sponsored by University Grants Commission
2. Trainers Training Programme For Lecturers of Co-operative Training Colleges Centres (MATCOM) 4 weeks.
3. Seminar on Revitalisation of Education and Training Activities for Chief Executive Officers of State Cooperative Unions. 3 days.
4. Executive Development Programme for Middle level officers (MATCOM) 3 weeks.
5. Faculty Development Programmes on Training Management for Lecturers of Cooperative Training Colleges and Principals of CTCs. 1 week.

32.6.13 Cooperative Law, Practice and Producer :

1. National Seminar on Cooperative law 2 days.
2. National Seminar on Cooperative Audit. 3 days.

32.6.14 Cooperative Management (General)

1. National Symposium on VIII Plan Priorities for Co-operative Development 3 days.
2. Intensive Cooperative Development Programmes Management 1 week.

Detailed information about these programmes can be seen in the Annual Programmes issued by the Institute.

32.6.15 New Dimensions :

Out of 58 programmes planned 44 could be organised during 1987-88. For the first time the post-graduate Diploma Course on Cooperative Business Management PGDCBM on a self financing basis was organised. In addition seminars were held on subjects such as, fertiliser marketing, productivity improvement in cooperative sugar factories, recovery of credit, management and development of handlooms cooperatives, human resource development (HRD). Short Programmes on new topics, viz. Priority Sector Financing, Zero Based Budgeting, Transfer of Technology, Social Forestry, Management Information System and Computer Literacy were also held at VAMNICOM, Pune.

32.6.16 Financing

Each programme except PGDCBM (for which the fee is Rs. 10,000/-) is a paid programme; the minimum fee being Rs. 750/- per week per participant, payable in advance. It covers boarding and lodging expenses and costs on learning materials and local study visits.

32.6.17 Facilities for Foreign Students:

These can be made on requests made through proper channels. Scholars from Asia and Africa take advantage of this programme under various International Schemes for developing countries.

32.6.18 Role of bi-lateral and Multi-lateral Agencies:

The Institute, through the National Council for Cooperative Training receives cent-per-cent grants from the Central government. Some of the programmes are collaborative programmes in which the sponsoring institutions meet the expenses.

33. Cooperative Training Colleges

33.1 Location

There are eighteen Cooperative Training Colleges at the following locations.

	Address	Grams	Phones
1.	Cooperative Training College Bangalore-560076 (Karnataka)	SAHSHISHAN	(0812) 602936
2.	Cooperative Training College 361, Saheed Nager, Bhubaneswar-751007 (Orissa)	„	(0674) 52826
3.	Cooperative Training College Chandigarh-160019 (Punjab)	„	(0172) 24557
4.	Cooperative Training College 6, Mussoorie Road, Rajpur, Dehradun-240009 (U.P.)	„	
5.	Udaybhansinghji Cooperative Training College, Sector No. 30 Gandhinagar-282030 (Gujarat)	„	(9759) 3002
6.	Cooperative Training College Kharguli, Gauhati-781004 (Assam)	„	(0361) 27047
7.	Cooperative Training College Himayatsagar, Rajendra Nagar, Hydrabad-500030 (Andhra Pradesh)	„	(0842) 48172

	Address	Grams	Phones
8.	Cooperative Training College Fort, Indore-452006 (Madhya Pradesh)	SAHSHIKSHAN	(978) 31737
9.	Cooperative Training College Thavaria House Pareek College Road, Jaipur-302006 (Rajasthan)	„	(914) 69736
10.	Cooperative Training College Post, Kalyani Kalyani-741235, Distt. Nadia (West Bengal)	„	202
11.	Cooperative Training College Lucknow-226007 (Uttar Pradesh)	„	(952) 46533
12.	Cooperatvie Training College 2377, West Anna Nagar, Madras-600040	„	665305
13.	Dhananjay Rao Gadgil Cooperative Training College Shankar Mandir, Mahal Nagpur-440002 (Maharashtra)	„	43939
14.	Deep Narayan Sinha Cooperative Training College Bailey Road (Near Bari Nahar) Patna-800014 (Bihar)	„	(972) 50899
15.	Cooperative Training College 43/16-A, Erandawana, Karve Road, Pune-411004 (Maharashtra)	„	(0212) 55816
16.	Cooperative Training College Mudavanmugal, Trivandrum-695012	„	64326

	Address	Grams	Phones
17.	Cooperative Training College Baninga Mamorial Building G.S.T. Road, Posumalai, Madurai-625004	SAHSHIKSHAN	4393
18.	Cooperative Training College, Imphal (For Nagaland, Manipur & Mizoram)	„	—

While ten of the eighteen colleges cater for the training requirements of the States in which they are situated, other colleges such as at Chandigarh, Gauhati and Imphal also cater for the training needs of the adjoining States. To meet the training requirements of Maharashtra, Uttar Pradesh and Tamil Nadu two colleges each are run in these States.

33.2 Organization and Staffing

Each Cooperative Training College has a Principal who is assisted by a member of the faculty on academic matters and a Vice-Principal, Office Superintendent and support staff on administrative matters. The sanctioned strength of the faculty of each college varies in accordance with the training schemes approved to be implemented by different Ministries of the Government of India. The core faculty of each college is supported under the general scheme of the Ministry of Agriculture, Department of Cooperation, Government of India. Additional faculty and supporting staff are provided depending upon scheme/projects implemented at the instance of the Government of India, e.g. industrial scheme of the Ministry of Industries and handloom scheme of the Ministry of Commerce. In all the 18 CTCs there are 150 core academic staff and 375 support staff approximately.

33.2.1 Funds

Most of the funds for cooperative education and training come from the Central and State governments Concerned. There are provisions for Cooperative Education

Funds in the State Cooperative Societies Acts. Also under the Multi-State Cooperative Societies Act, 1985, provision has been made for Cooperative Education Fund, out of the net profit of cooperatives. It may be added that Cooperation is a State subject mainly to be dealt by the State Governments.

33.3 Physical Training Facilities

All training is residential. But not all the CTCs have their own buildings and hence the facilities are not uniform. Each of the Training Colleges has class, discussion and conference rooms ranging from six to fifteen in number. The seating capacity range from thirty to two hundred. The NCCT has a plan to develop the infrastructural facilities of all the Training Colleges with support from the Government of India, State Governments and Cooperative organizations. At present, the CTC's in Bhubaneswar, Gandhinagar, Hyderabad, Kalyani, Madras, Trivandrum, Chandigarh and Bangalore have their own buildings. Plans are under way for construction of buildings in Indore, Lucknow and Patna. The other CTCs are located in rented buildings and are in the process of purchasing land, acquisition of premises, mobilising funds, etc.

34.4 Training Programmes

33.4.1 Current Training Course

33.4.1.1 Higher Diploma Course in Cooperation (H.D.C.)

Higher Diploma Course in Cooperation is conducted at all the cooperative training colleges. The duration of this course is thirty-six weeks, comprising of twenty-eight weeks in compus and eight weeks practical training. The course is open to newly appointed persons not having much experience of working in cooperative movement. The following subjects are taught in the course :

- (a) Principles and History of Cooperation and Planned Development.

- (b) Cooperative Credit and Banking.
- (c) Constitution, functions and Working of Non-Credit Cooperative.
- (d) Cooperative Law and Practice and other allied laws.
- (e) Cooperative Accounts.
- (f) Cooperative Audit.
- (g) Principles and process of Cooperative Management.

33.4.1.2 Higher Diploma Course in Cooperation (condensed)

Admission is restricted to sufficiently experienced candidates. It is an eighteen-weeks course of which fourteen weeks are devoted to classroom training and four weeks to study visits. Subjects taught are as follows :

- (a) Cooperation and Planned Development.
- (b) Cooperative Credit, Banking and Non-Credit Cooperative.
- (c) Cooperative Law, Practices and allied laws.
- (d) Cooperative Accounts and Audit.
- (e) Cooperative Management.

33.4.1.3 Cooperative Banking

This course is of twelve weeks duration and is conducted at Cooperative Training Colleges; Bhubaneswar, Gandhinagar, Jaipur, Kalyani, Madras, Nagpur, and Trivandrum to cater for the specialised needs of the personnel working in the cooperative credit and banking sector. With a view to providing practical bias to the training, four weeks are devoted for the purpose of observation tour and field placement studies in the cooperative credit and banking institutions. The Course consists of the following subjects :

- (a) Trends in Cooperative Development and Cooperative Legislation.
- (b) Cooperation Credit System.

(c) Banking Law and Practice.

(d) Accounts and Audit in Cooperative Banks.

33.4.1.4 Land Development Banking

This is a course of twelve weeks' duration conducted at six colleges viz. Gandhinagar, Hyderabad, Indore, Kalyani, Lucknow and Trivandrum. This course caters for the needs of intermediate level officers working in the Land Development Banks and departmental personnel connected with the long-term credit to agriculture. It provides a practical insight into the working of cooperative Land Development Banks for development finance. Out of twelve weeks, eight weeks are devoted for imparting theoretical training and four weeks for practical training. The subjects covered include :

- (a) Cooperation and Agricultural Development Banking.
- (b) Land Development Banking Practices and Procedures.
- (c) Land Development Banking-Management and Accounts.

33.4.1.5 Urban Cooperative Banking

This twelve-weeks course in Urban Cooperative Banking primarily meets the requirement of personnel working in the institutions dealing with urban finance as well as employees of the cooperative departments. The course has been started on an experimental basis at Cooperative Training College, Nagpur. The course, apart from in-campus training provides one week intensive observation study and three weeks of job oriented practical training. The three theory subjects offered in the course are as under :

- (a) Urban Cooperative Banking—Principles and Organisation
- (b) Urban Cooperative Banking—Operations and Management.

- (c) Urban Cooperative Banking—Administration and Accounts.

33.4.1.6 Cooperative Marketing Management

This Diploma Course in Cooperative Marketing is conducted at Cooperative Training Colleges, Bangalore Dehradun, Indore and Patna. The course is of twelve weeks' duration of which eight weeks are devoted to classroom studies and four weeks for practical/observation tour and inplant study. This course is primarily meant for concerned departmental personnel.

The syllabus of the course includes :

- (a) Cooperative Marketing, Processing and Supplies.
- (b) Management of Marketing Cooperatives.
- (c) Accounting, Costing and Auditing of Marketing Cooperatives.
- (d) Legal Aspects of Cooperative Marketing.

33.4.1.7 Consumer Cooperative Management

The Diploma Course in Consumers Cooperative Management is of twelve weeks' duration and is conducted at Cooperative Training Colleges, Bangalore, Chandigarh, Kalyani and Pune. This course is meant for intermediate category of officers both working in consumer cooperative stores as well as Cooperative Departments. The course is interspersed with eight weeks of campus training and four weeks of practical/field study tour which includes attachment for a period of two weeks with a good working primary wholesale and departmental store. The syllabus of the course comprises of the following subjects :

- (a) Theory of Consumers Cooperation, Cooperative and allied laws.
- (b) Retail Management.
- (c) Purchase, Supply and Inventory Management.

- (d) Management Accounting, Budgeting and Management Information.

33.4.1.8 Industrial Cooperative Management

The Diploma Course in Industrial Cooperative Management is conducted at Cooperative Training Colleges, Bangalore, Bhubaneswar, Chandigarh, Gauhati, Indore, Kalyani, Lucknow, Madras, Pune and Trivandrum. This course of eighteen weeks duration is designed to meet the training requirements of middle level personnel working in the Cooperative Department or Industrial Cooperatives. The course is divided into twelve weeks of classroom training and six weeks of practical. Subjects covered in the course are :

- (a) Industrial Development and Industrial Cooperation.
- (b) Cooperative Law and allied Laws.
- (c) Cooperative Accounts, Audit and Cost Accounts.
- (d) Industrial Cooperative Management.

33.4.1.9 Cooperative Housing Management

The Diploma Course in Cooperative Housing Management of twelve weeks' duration is conducted at Cooperative Training College, Pune. This course is primarily meant for intermediate category of personnel working in the Cooperative Department or Institutions connected with Cooperative Housing.

The subjects taught include :

- (a) Cooperation and Cooperative Housing.
- (b) Management of Cooperative Housing.
- (c) Cooperative Accounts and Audit.
- (d) Cooperative Law and other laws.

The course is divided into ten weeks of theoretical and two weeks of practical training.

33.4.1.10 Cooperative Audit

The fourteen-weeks Diploma Course in Cooperative Audit is conducted at Cooperative Training Colleges, Chandigarh, Jaipur, Madras, Patna and Pune. The course caters for the training requirements of intermediate category personnel working in Cooperative Departments or institutions. The course includes intensive practical training for a period of four weeks, of which for one week the trainee is attached with an experienced auditor to understand his work. The subjects for the course include :

- (a) Theory of Cooperative Audit.
- (b) Practice of Cooperative Audit.
- (c) Cooperative Accounts.
- (d) Costing and Management Accountancy.

33.4.1.11 Short-term Functional Courses

In addition to the regular diploma courses, short-term functional courses are also organised from time to time at the colleges covering various sectors of the cooperative movement. The duration of such courses range from one to three weeks.

33.4.2 Planned Future Courses

The training courses are designed at the beginning of the year according to requirements.

33.4.3 Training Requirements for the Next Five Years

In the credit and banking sector, the training requirements had been identified after an all India survey conducted in 1976. The Report of the Survey has been published by the NCCT and followed up.

33.4.4 Language/s of Instruction

English, Hindi and/or local language.

34 Junior Cooperative Training Centres (JTCs)

34.1 Location

There are ninety two Junior Cooperative Training Centres located throughout India. Their distribution is as follows : State of Maharashtra (10), Tamil Nadu and Uttar Pradesh (8 each), Andhra Pradesh, Karnataka and West Bengal (6 each), Kerala (5), Gujarat, Madhya Pradesh, Orissa and Rajasthan (4 each), Bihar and Himachal Pradesh (3 each), Jammu and Kashmir (2), Arunachal Pradesh, Assam, Haryana, Manipur, Meghalaya, Nagaland, Punjab, Union Territory of Goa, Daman and Diu, Pondicherry and Delhi (1 each.)

34.2 Organization and Staffing

Cooperative Training Centres are meant to provide training facilities for junior category of departmental and institutional functionaries. Administrative control over the Cooperative Training Centres varies from State to State. Cooperative Training Centres in Tamil Nadu and Andhra Pradesh function as full-fledged registered cooperative societies as they are registered under the respective State Cooperative Societies Act. In Bihar, Haryana, Manipur, Nagaland and Punjab, they are under the administrative control of the Department of Cooperatives of the State concerned. In the rest of the States, the State of Cooperative Unions by and large, are responsible for supervision and administration of these Centres.

For the purpose of coordinating the training activities of the Centres at the State level, State Coordinating Committee, State Education Committee/State Cooperative Training Boards are functioning in the States of Bihar, Jammu and Kashmir, Madhya Pradesh, Uttar Pradesh, Orissa, Rajasthan, West Bengal, Himachal Pradesh and Delhi. The State Cooperative Bank in Goa exercises administrative control over the Centre in Goa.

34.3 Physical Training Facilities

Fifteen of the Cooperative Centres are accommodated in their own buildings. A few are located in buildings rented-out free of cost and provided by State Government, State Cooperative Union or Panchayati Raj. However, many of the Centres are located in buildings which are ill-equipped in terms of furniture, fittings and other amenities.

The Centres have acquired over 200,000 volumes for their respective libraries over the years. The largest number is in the Cooperative Training Centre at Kurwar, Uttar Pradesh and has 7,042 books. The NCCT has drawn-up a special scheme under which various assistance had been provided to certain centres. Under this scheme standard equipment like overhead projectors, film projectors and duplicating machines have been provided.

Inadequate space, paucity of funds, lack of adequate support from user organizations and departments are some of the problems faced by many of the Cooperative Training Centres.

34.4 Training Programmes

34.4.1 Current Training Courses

34.4.1.1 Junior Basic Course

Basic/foundation programme known as General Basic Course in Cooperation is the core course of training offered at most of these centres. The duration of this course varies from twenty-four weeks to thirty-nine weeks in the different States presumably to meet individual requirement of each State.

34.4.1.2 Short-term Courses

Besides the General Basic Course, short-term, job-oriented functional courses are also provided for participants. They are designed and conducted according to requirements of user organizations. Some of the important courses are :

- 1) Certificate Course for Paid Managers 4 months.
- 2) Certificate Course in Management 6 months.
- 3) Course in Management for LAMPS Personnel 2 months.
- 4) Course for employees of Industrial Cooperatives 14 weeks.
- 5) Special Course for Dairy Cooperative Societies 8 weeks.
- 6) Course for Milk Procurement Supervisors 2 weeks.
- 7) Special Course for Labour Contract Cooperatives 8 weeks.
- 8) Special Course for Handloom Cooperative Societies 10 weeks.
- 9) Course for Marketing Inspectors 2 weeks.
- 10) Course for Bank Inspectors 2 weeks.
- 11) Course for Cooperative Bank Special Recovery Officers 4 days.
- 12) Course for employees of Housing Cooperative Societies 2 weeks.
- 13) Course for employees of Sugar Factories 2 weeks.
- 14) Course for Forest Labour Societies 5 days.
- 15) Junior Management Course for Consumers Cooperatives 8 weeks.
- 16) Certificate Course for Cadre Secretaries 16 weeks.
- 17) Storage Management 1 week.
- 18) Supply Management of Agricultural Credit Societies 1 week.
- 19) Salesmanship Course 1 week.
- 20) Orientation Course for Accountants of LAMPS 3 Months.
- 21) World Bank Rural Godowns Project 10 days.

22) Leadership Development Course (3 days)

34.4.2 Training Methodology

Most commonly used is lecture-cum-discussion. Some Centres use modern techniques such as, group discussions, debates, seminars, role play, quiz session, assignment studies, syndicate studies, book reviews, tutorials, symposia, etc. Audio-visual aids used are films, film-strips, charts and flannel graphs.

34.4.3 Planned Future Courses

The courses are planned annually according to the requirements of the cooperatives concerned.

34.4.4 Languages of Instruction

Local/regional languages

34.5 Facilities for Foreign Students

Since the instructions of these centres are imparted in local/regional languages, foreign scholars are not normally considered for admission to these courses.

34.6 Technical assistance received

Certain centres have received technical assistance under Project TOPIC, assisted by the World Bank Rural Godowns Programme. However there is an urgent need for developing an integrated system of cooperative education and training so as to ensure an effective coverage of personnel in about 3,15,000 primary cooperatives in the country.

35 College of Agricultural Banking (CAB)

35.1 College of Agricultural Banking,
Reserve Bank of India Buildings,
Geneshkhind Road, Pune 411016.
India

Cable : SHIKSHAN, Pune
Telephone : 53292, 53293, 53294

35.2 Organization and Staffing

CAB is being run by the Reserve Bank of India and is an apex institution in the field of agricultural banking training, catering for the training requirements of officers and staff of the Reserve Bank of India, cooperative credit institutions, Regional Rural Banks and commercial banks involved in agricultural lending. The College is run under the guidance of a Principal appointed by the Reserve Bank of India.

35.3 Physical Training Facilities

The college has its own buildings. It has five classrooms, each with a space of 600/750 sq. ft., group discussion rooms, a conference hall, library and an audio-visual room. It provides residential hostel facilities for the trainees.

35.4 Training Programmes

35.4.1 Current Training Courses

Details of courses which are relevant to cooperative societies, conducted at the College are given below :

Sr. No.	Name of the Programme	Duration (weeks)	Level of Participants	Broad Coverage
1	2	3	4	5
4.1.1.	Rural Financing Programme for Senior Officers of Commercial/ Cooperative Banks (RFC-S)	1	Senior Officers of commercial/ cooperative banks	Agricultural lending, role of refinancing institutions, co-ordination between different agencies, technical and financial appraisal of agricultural projects/schemes, development of rural economy.
4.1.2	Orientation Seminar on Financing of Handloom Cooperative (HL)	1	Senior level officers of State Government/ Cooperative Banks dealing with handloom Cooperation finance	Orientation towards problems, prospects of handloom industry and the schemes of Reserve Bank finance for the handloom industry.
4.1.3	Programme on Financing of Construction of Godowns, Silos and Market Yards (GOD)	1	Branch Managers, Agricultural Field Officers, Technical Officers, of branches concerned with appraisal of proposals in the Regional/Head offices of the banks.	Concept of project approach to lending, financing appraisal of agricultural projects, sources and uses of funds of regulated markets, technical and financial aspects of godowns, market yard schemes, refinance facilities from Agricultural Refinance and Development Corporation, Central/State Warehousing Corporations.
4.1.4	Programme on Project Approach to Lending-Agricultural Development Activities (PAL)	1	Senior Officers of Departments of Planning, Cooperation, Agriculture and Animal Husbandry including Fisheries of various State Governments.	Place of agriculture in economy, capital formation, project identification, for mulation and appraisal-concept of viability, time value of money and discounted measures of project worth, economic and social cost benefit appraisal.
4.1.5	Programme on Financing of	4	Middle level officers of cooperative/	Concept, evolution of rural development strategies with particular emphasis on

1	2	3	4	5
	Integrated Rural Development		commercial banks and the RBI and a few Government functionaries connected with rural development.	creation of additional employment, linking of integrated rural development to block development planning, role of rural development and credit requirements for various purposes.
4.1.6	Programme of financing of small-scale agro-based industries (AB)	1	Middle level officers of cooperative/commercial banks and State Governments	Classification of agro-industries, plan allocation and approach to agro-industries, role of cottage and small scale industries in the rural economy, financial requirements of agro-industries, identification formulation and appraisal of agro-industries projects, problems of coordination at the village level, role of governments and other institutions in developing small-scale agro-based industries.
4.1.7	Programme on financing and setting-up of bio-gas plants (gobar gas plants) (GGP)	1	Middle level officers of cooperative/commercial banks and State Governments	Need for gas plants, Recommendations of the Inter-Institutional Group on Financing gobar gasplants, technical aspects/feasibility and operational aspects concerning setting-up of gobar gas plants, economic and financing arrangements, refinancing facilities from ARDC and RBI.

In addition to the regular programmes which are conducted at the college premises in Pune, outstation programmes of short duration are conducted in response to specific demands from various banks (both cooperative and commercial) and the State Governments. These courses are tailored to suite the specific needs of the sponsoring institutions and the participants concerned.

35.4.2 Planned Future Courses

The training courses are constantly reviewed and courses are designed to meet new requirements.

35.4.3 Language/s of Instruction

Majority of courses are conducted in English.

35. 5. Facilities for Foreign Students

Foreign trainees can be admitted to any of the courses at the College depending upon the areas of their interest and relevance of the course contents. Participants, particularly from Nepal, Sri Lanka, Afghanistan, Bangladesh and African countries have recently attended some of the programmes of the college. Institutional sponsorship is essential and particulars of the participants should be furnished at least eight to ten weeks before the commencement of the relevant courses.

At the request of Asian and Pacific Regional Agricultural Credit Association (APRACA), the college organized two workshops on "Small scale agricultural project formulation and evaluation" for the officers of the Bank for Agriculture and Agricultural Cooperatives, Bangkok, Thailand and Bank Pertanian Malaysia, Kuala Lumpur. It also conducted two one-week programmes in Colombo, Sri Lanka for the senior management personnel of commercial banks on "Small Farmer Credit Management."

36. Indian Farmers Fertiliser Cooperative (IFFCO)

34, Nehru Place, New Delhi 110019

Tel. 6410894

Telex. IFCO-IN 31-3260

More than seventy percent of India's people live in the villages. The nation's progress is directly linked with the progress of these villages, which can be achieved by strengthening the infrastructural development. Cooperatives, with a strong rural base, have played an important role in success of the Green Revolution by providing substantial support through credit, supply of input and marketing of agricultural produce.

IFFCO, one of the leading cooperative institutions of the farmers, for the farmers and by the farmers, today stands

committed to strengthen co-operative movement in the country. It was established on 3rd November, 1967 at New Delhi as a multi-unit cooperative organisation with broad objectives of :

- a. Augmenting fertiliser production.
- b. Ensuring fertiliser availability at farmers' door steps,
- c. Strengthening cooperative fertiliser distribution and
- d. Educating, training and guiding farmers for improving agricultural productivity.

IFFCO has emerged as a rising star in the cooperative sector on the horizon of the Indian fertiliser industry. Besides production of chemical fertilisers, service to farmers has been the main motto of this large co-operative society. India lives in her viliages and therefore the service in the rural areas will help the member farmers, in upgrading their quality of life and thereby bringing in an overall socio-economic development.

The Society has been rendering a number of agricultural services to the Indian farmers by motivating and facilitating them to adop improved agronomic practices for various crops. It also lays emphasis on developing facilities at the village level to ensure availability of essential agricultural inputs, help village community to avail credit facilities, village sanitation, protected water supply and activities like health and animal care. In its humble way IFFCO endeavours to help improve ,the overall socio-economic condition of the rural community. The Society has won many awards for sustained social contributions.

By the end of Cooperative year 1985-86, IFFCO was operating in 17 States and four Union Territories, through its five Zonal Offices, 12 State Offices, State-cum-Area Offices and 50 Area Offices.

Besides having phenomenal growth in chemical fertilisers production and their sales through agricultural

cooperatives in India, IFFCO has participated in the equity shares of the following business companies :

1. Krishak Bharati Co-operative Limited. (KRIBHCO)
2. Godavari Fertilisers and Chemical Limited.
3. A joint venture in Senegal to the tune of Indian Rs. 111 Crores (1110 million).

36.1 Rural Development Programmes

The main thrust of the society's activities continues to be the promotion of balanced fertilisation and transfer of modern agricultural technology to the farming community. To achieve this objective, the Society conducts various extension and promotional activities through its well-qualified field force comprising 49 Area Managers/Area Agronomists and 527 Field Officers, District Field Officers and Field Representatives.

36.1.1 Farmers Community Centres

As a step to augment its rural based activities, IFFCO has decided to establish a series of Farmers Community Centres in remote rural areas, particularly in tribal and backward belts in different States. In the first phase, 20 centres are being built in various parts and the foundation stone of ten Community Centres has already been laid on August 1987. These centres started functioning from 14th November, 1987. IFFCO proposed to build 100 such centres in the next two years, based on the experience and utility of the centres.

The community centres serve as a nucleus for farmers' education, health care, social and other community requirements for a cluster of villages. IFFCO proposes to use them as focal point for agricultural development, technology transfer and as an information centre for rural community.

36.2 Besides establishing Farmers' Community Centres in remote rural and tribal areas of the Country, IFFCO has been engaged in large scale efforts for the welfare of farming Community.

Cooperative Education and Extension activities for enriching the Quality of Farmers' Life has also been one of the main aims of the society. Some of its activities are given below :

- Over 1, 000 villages have been adopted under socio-economic development programmes in the areas of alternative energy sources, medical and veterinary help, adult education and social forestry.
- Of the 104 districts selected by the Govt. of India, IFFCO adopted 20 districts under Intensive Fertiliser Promotion programme. For each adopted district surveys were conducted and action plans implimented with success.
- Undertaking women farmers training programmes in agriculture and allied subjects.
- Established 14 chairs of Professors in agro-sciences to keep abreast of the breakthroughs in farm technology.

36.2.1 Motilal Nehru Farmers Training Institute at Phulpur (U.P) under CORDET (Cooperative Rural Development Trust) sponsored by IFFCO imparts training to farmers.

A one-week specialised training programme on 'Poultry Management' was organised in October, 1988 at the MLN Farmers' Training Institute, Phulpur (U.P.), under the auspices CORDET. In the programme, 30 participants from 5 States studied various aspects of poultry management. Practical demaonstrations were organised for giving a first hand knowledge in various technical subjects. Farmers were also taken around the CORDET farm and the IFFCO Urea Plant, Phulpur. At the end, certificates of participation

were awarded and the trainees were requested to disseminate knowledge acquired by them, on their return their respective areas.

36.2.2 Farmers' Integration Scheme

The scheme was started by IFFCO in 1985-86, with the aim of familiarising farmers of one area with the new agricultural practices and the way of living of farmers in another area of the country. In the Jawahar Lal Nehru Centenary Year (1989) members of farmers forums (Krishak Sangam) have been taken to the agricultural research centres and universities. The purpose of their visit was to acquaint them with most modern agricultural techniques in different parts of India, which were agriculturally advanced. So far more than 3000 farmers of younger age groups have been benefitted from the scheme.

36.3 Human Resource Development (HRD) Activities.

IFFCO lays special emphasis on development of human resources to steer the organisation ahead.

1. Technocrat Forums in all units analyse and assess their activities in the light of national priorities and set new goals and objectives.
2. Management Development Programmes at all levels help in continuously updating skills and techniques ensuring greater efficiency in the decision making process.
3. Decision support systems provide instant access to relevant information, quickening the decision making process.
4. Regular top management meeting and introspection programmes are held to review and formulate policies and devise programmes for implementation.
5. IFFCO Fertiliser Marketing Development Institute has been set up at Gurgaon on the lines of International Fertiliser Development Centre (USA) to

develop comprehensive expertise for the fertiliser industry.

6. Emphasis on providing a better life style and developing an in-house culture, through well equipped townships with library, recreation facilities, entertainment and welfare activities sports and games.
7. Benefits like Productivity Linked Bonus' and Benevolent Fund schemes' reflect the care and concern of society for its employees.
8. Sports Promotion Council established IFFCO's Hockey, Cricket and Badminton teams have been lauded for their performance.

36. 4 Cooperative Employees Training Activities

Since the inception of IFFCO in 1967, one of the main objectives has been the development of its member cooperatives which number more than 28,000 from village to national level. The first target group of IFFCO for training was the cooperative societies.

36. 4. 1. As early as in 1970 IFFCO started the cooperative Sales-Point Personnel Training (SPPTS) programme. This is a one day programme organised by IFFCO at block, tehsil or district level. The objective of this programme is to apprise the trainees (Salesmen, Managers) about the product they are selling i. e. about fertilisers, pesticides, etc. so that some minimum knowledge is passed on to its farmer customers. Training methodology include lecture by experts drawn from IFFCO and the Department of Agriculture & Cooperation, use of visuals like charts, posters, live samples, taking the group to the field and occasionally the use of slide projector, etc. This programme has proved very beneficial. As a post course follow-up, IFFCO Field Representatives visit the societies and discuss with salesmen/Managers about the knowledge imparted during SPPTS. IFFCO takes the help

of officers like Assistant Registrar Cooperative Societies in organising this kind of programme.

36.4.2 IFFCO's second target group is training of cooperative employees like the managers of different cooperative marketing federations, Central Cooperative Banks, etc. IFFCO has already imparted training to this category of people belonging to the States of UP, Rajasthan and Haryana. Training methodology is similar to above. The programme contents are tuned to their requirements and drawn in consultation with officers like the State Registrar of Cooperative Societies (RCS) or the Managing Directors of cooperative Banks. Training is by and large arranged at IFFCO's Fertiliser Marketing Development Institute (FMDI) at Gurgaon which has all training facilities and healthy surroundings.

36.4.3 IFFCO's third target group is training of its own employees. Training schedule is drawn at the beginning of cooperative year and the training is given at IFFCO's Fertiliser Marketing Development Institute (FMDI) Gurgaon Haryana. Programmes are tailored to satisfy the internal demands of employees. Duration of programmes vary from 3 days to a month.

36.4.4 National Cooperative Development Corporation (NCDC) and IFFCO have drawn up an IFFCO-NCDC scheme under which comparatively weaker societies are adopted for development on the pattern of IFFCO Farmers Service Centres. About 240 Managers/Sales Managers belonging to such societies from the States of West Bengal, Uttar Pradesh, Maharashtra, Karnatak and Rajasthan have been trained. IFFCO also planned to train Managers belonging to all the 2,500 societies which were to be adopted by the end of year 1987-88. The main objective of this training was to develop skill and aptitude of participants in handling agricultural inputs, orient them about sales-manship



IFFCO's In-service Training Programme in Bihar, 1989.



IFFCO's Cooperative Seminar at Jammu, 1989.

and marketing, to acquire knowledge of scientific storage of fertilisers and inventory control, and basic knowledge of improved farm technology. It is proposed to organise 2-3 days training preferably at the Cooperative training Colleges in the batches of 30-35 participants.

36.5 Recent Training Activities

IFFCO continues to place special emphasis on development of its work force on one hand and the farmers on the other by imparting training in the fields of agriculture, marketing, management, etc.

During the recent years

- More than 20 In-Service Training programmes were organised for the field staff.
- About 1000, Cooperative Salesmen Training Programmes were also conducted.
- Special training was imparted to the salesmen of IFFCO's Farmers Service Centres and the Village Coordinators who work in the adopted villages.
- Training Programmes for various Groups of IFFCO's staff were conducted at the Vaikunth Mehta National Institute of Cooperative Management, Pune, under the Agricultural Graduates Training programmes.
- Hundreds of participants attended the Annual Marketing Conferences of IFFCO organised for its managerial staff at different places.
- More than 300 officers availed of the training facilities offered by other prestigious institutions in India and abroad.

36.6 Future Plans

Society has been widening its horizons and has set its sights higher in a forward looking corporate plan. It seeks

to serve the farming community, the cooperative sector and the country by :

- (1) Improving the production/productivity through debottlenecking and rehabilitation-schemes of the existing Plants.
- (2) Diversifying into fields relating to fertilisers, plant protection systems including pesticides, insecticides, genetics, production and prevention systems; animal medicare systems including veterinary drugs, feed proteins through agro-medical division; agri-implements; petrochemicals; drugs and pharmaceuticals.
- (3) Refurbishing the Research and Development (R&D) structure for up-gradation of technology in use and aspects relating to, besides operational arena, social relevance, areas of renewable energy, bio-technology, farm and agricultural technology and water resource management.
- (4) Envisaging a total investment of Rs. 2,300 crores (Rs. 1,200 crores in fertilisers and Rs. 1100 crores in non-fertiliser sector) by 1985-86 to be met through internal resource generation of Rs 900 crores and external borrowings of Rs. 1,400 crores.
- (5) Expanding into hitherto unrelated areas like bio-technology, genetic engineering and non-conventional energy sources.
- (6) Providing Consultancy Services on feasibility studies including technology transfer, project management, etc.
- (7) Strengthening management services, corporate planning, market planning and research, human resource development (HRD) and, research and development (R & D) through special cells.
- (8) Promoting participative culture facilitating development and utilisation of the creativity and

innovativeness of employees and members of their families and fostering a sense of belonging, involvement and commitment of the organisational success.

- (9) IFFCO has visualised the advantages of modern technology and management system and in line with it has decided to go in for computerisation in a big way.
- (10) In order to alleviate the people's miseries created by unprecedented drought situation in the country, IFFCO made a DROUGHT SERVICE PLAN involving an expenditure of one crores and fifteen lakh. The plan was implemented through its 1,500 extension staff working in different parts of the country, during 1987-88.

36.7 Conclusion

Set up in 1967, as a modest cooperative venture with seed capital of Indian Rs. 2.5 million only, IFFCO has emerged over years as singularly successful enterprise in many ways. As the largest cooperative venture in India owned by over three million farmers, through 28,000 cooperative societies it is dedicated to turn farm fields into variable bowls of grains. Through its field education, cooperative extension and training activities, IFFCO brings scientific agriculture and better standards of living within every farmers reach in the country.

As a cooperative, IFFCO has grown up as one of the largest cooperative institutions in Asia. As an industrial enterprise, it stands number one in the fertiliser industry in India. The society has given a lead in educational and promotional activities which are carried out by its field force of more than 1500 agriculturally qualified Field Representatives and other Extension staff. Its evergrowing interest in farmers' prosperity is rightly indicated by the slogan "My fields are my pride. IFFCO keeps them right."

IFFCO's phenomenal success has given tremendous boost to the prestige of cooperatives in the country. The cooperative is poised to have international collaboration in the field of its specialisation. It expects from international organisation like the ICA, much help in identifying the educational and training needs of its various target groups. It may however be noted that response to IFFCO's field programme, whether socio-economic or educational is tremendous. Member participation is thus ensured in the planning and implementation of IFFCO's field programmes.

38 Krishak Bharti Cooperative Ltd. (KRIBHCO)

KRIBHCO

Red Rose House, 49-50 Nehru Place

New Delhi-110019 (INDIA)

Tel. 6419200, 6413598

Cable-KRIBHCO. Telex 31-4326 KRIB-IN

38.1 Established in April, 1980, KRIBHCO has a membership of about 750 cooperative societies spread throughout the length and breadth of the Country. It is basically a farmers organisation since the farmers have their share in KRIBHCO through the members cooperative societies. The Society is engaged in serving 90 million farmers' families living 16 States of the Country. Thus the farmers are owners as well as customers, of the Society. The Society routes its entire production through the cooperative channel only.

38.1.1 KRIBHCO declared a maiden dividend of Rs. 1384 million for the cooperative year 1986-87 its first full year of commercial operations, thereby creating a new record of performance. During 1987 the Fertiliser Production Plant at Hazira touched production level of 2.5 million tonnes by operating at an average of 97 per cent of its rated capacity. KRIBHCO has expended its marketing network to 13 large States of the country.

38.1.2 Since the farmers are the owners and customers of KRIBHCO, the Society's education and training programmes are oriented to meet the needs of the farmers and, its member societies

38.2 Farmers' Service Programmes :

The Society is extending various types of services and assistance to the farming community by organising a number of promotional and educational activities. The Society's major activities in this regard have been as follows ;

- + Adoption of villages - 137 KRIBHCO Villages
- + Demonstrations and other field activities 666
- + Soil testing
- + National Project on 'Lead Districts'
- + National Project on Low-consuming Rainfed Areas
- + Drought and flood relief programmes
- + KRIBHCO-UK Dryland Development Projects
- + Fortieth Anniversary of India's Independence and
- + Jawaharlal Nehru Centenary celebrations
- + Krishak Bharati Barani Kethi Award
- + Krishak Bharati Sewa Kendras
- + KRIBHCO-NCDC Scheme
- + Cooperative conferences

38.2.1 The Society organised 92 field days at the field demonstration sites. In addition 329 farmers meetings, 166 group discussions, 120 special campaigns and 33 crop seminars were also organised. Twenty nine Kisan Melas attracting a large number of farmers were organised. The society was also adequately represented in Kisan Melas and farm exhibitions organised by various Agricultural Universities and State Departments of Agriculture. Five of the exhibits displayed by the Society at such fora were adjudged the best

exhibits. In order to provide exposure to farmers in the latest agricultural production, a number of visits to the research institutes and agricultural universities were organised.

38.2.2 Cooperative conferences

With a view to developing institutions and enhancing the capabilities of the cooperatives, the Society organises one day non-residential Training programme called 'Cooperative Conferences.' During 1987-88, 236 such conferences were held in which a large number of cooperatives personnel participated.

38. 2. 3. Krishak Bharati Sewa Kendras :

In line with the idea of single window approach, KRIBHCO has further expanded the network of its Krishak Bharati Sewa Kendras. These Sewa Kendras provide most of the important agricultural inputs under a single roof, viz. fertilisers, seeds, pesticides, agricultural implements and technology. During 1987-88, 31 new Sewa Kendras were opened, raising their total to 47.

38. 2. 4. KRIBHCO-NCDC Scheme

Under the scheme for adoption of Primary Agricultural Cooperative Societies (PACS), aimed at improving their viability and developing them on the pattern of KRIBHCO Sewa Kendras, the Society has adopted 683 PACS in U. P. Each society has been given a grant of Rs. 6000/- for furniture and fixtures, and Rs. 6000/- for farm implements by KRIBHCO. These societies are also given margin money by the National Cooperative Development Corporation (NCDC)

38.3 Educational Materials :

38.3.1 As a part of its promotional and educational programme, KRIBHCO has brought out a number of leaflet/pamphlets/crop folders on package of crop practices, soil testing, fertiliser use, etc. in local languages for

districution among farmers and extension workers. Besides, the Society has brought out publications on village adoption, Sewa Kendras, etc.

38.3.2 In order to educate the farmers and make them aware of the latest farm technology, video films 'Nai Disha' on wheat cultivation and 'Matli Ugale Sona' on soil testing were produced. Video filmson 'Paddy Cultivation' and 'Corporate' are currently under production. KRIBHCO fim entitled 'Ujala Severa' was adjudged the best in a competetion organised by the Fertiliser Association of India (FAI).

38.3.3 For in-house and external communication KRIBHCO brings out a quarterly journal called 'KRIBHCO NEWS,' annual reports and other documents in a beautiful form.

38.4 Organisational and Human Resource Development (HRD)

As can be elicited from the fore going account KRIBHCO has been committed to growth of its employees. The training and HRD activities are a continuous process in integrating the organisational requirement and the need of employees. Accordingly, the Society has recently established HRD Wings at the Plant Office, Surat and also at the Head Office, New Delhi. Whereas the HRD Cell at Surat takes care of the training and development requirements of employees posted at the Plant, HRD Wing New Delhi looks into the requirements of employees at the Head Office and those posted in the field. The establishment of HRD Wings is a step forward towards achieving the desired goals of the Society.

38.4.1 In order to meet the development needs of different categories of personnel, 37 need-based in-house training programmes were organised during 1987-88 and a total number of 1120 employees from the Marketing Division of the Head Office and the Plant were covered through these

programmes. In addition, 174 employees were sponsored to attend programmes/seminars conducted by institutions of repute within and outside the country. Two special programmes, i.e. Personnel Management Conference and Finance Management for Non-finance Executives were also held. These programmes helped the participants in personal updating and improved functioning in their tasks. These also provided motivation for development and inculcated in them a sense of belonging to the Society.

38.4.2 Training to the existing staff in the use of Hindi, as the official language, is being imparted under the supervision of Official Language Implementation Committees. Many incentive schemes are available for encouraging officers and employees for making progressive use of Hindi. Bilingual word processor and computers have also been installed. Extensive use of Hindi is being made in publicity campaigns and the programmes given for radio and T.V. are mostly in Hindi.

38.5 In-service Training Programmes

38.5.1 As a part of H.R.D. activity a series of three training programmes for the Field Representatives from different groups of States was held at different places in the country during 87-88. More than 150 participants attended these 2-3 days long programmes. Apart from technical and other sessions, study visits were arranged for the participants. As regards the faculty, both the internal faculty as well as the invited experts delivered various lectures. Communication exercises on pre-assigned topics were presented by each field representative. Short quiz was also conducted, and the first and second position holders on the basis of both these competitions were given prizes. In general, the performance of all the field representatives was considered satisfactory.

38.5.2 The Managing Director held periodical meetings with the managerial staff working at different levels in

KRIBHCO. A scheme of management development is being implemented within the organisation. The second Annual Management Conference was held on 12-15th February, 1987 at the KRIBHCO's Hazira Complex near Surat in Gujarat. The main theme of the Conference was "Productivity Through Management." Human Resource Development (HRD) was one of the subjects dealt with at the conference.

38.5.3 In the State of Rajasthan, KRIBHCO has achieved a distinction of hosting two State level cooperative conferences, during 1987. During these conferences, a platform was provided where cooperative personnel working at different levels got opportunities to have direct interaction with the political and administrative highups, managing affairs of the State. In addition, 28 block level Cooperative Conferences were organised to provide opportunities of interaction for the field workers.

38.6 Employees Relations

The management endeavours to inculcate a distinct culture in the organisation. The relations between the management and the employees continue to be cordial. There are two registered workers unions, one at Plant Site and one at Head Office. As per the agreement between these two unions, the President of the Union at Site is also the President of the Union at Head Office and Marketing Division. Both these unions have been recognised by the management for collective bargaining purpose. Various measures like having continuous dialogue with the employees representatives helped in maintaining industrial peace and harmony.

The management considers its employees as assets and while formulating welfare policies for employees their Unions/ Association are duly consulted and their suggestions given due consideration. For achieving better communication, KRIBHCO has been producing an in-house journal called KRIBHCO News.

38.7 Appropriations of Net Surplus

As per provisions of the Multi-units Cooperative Societies (MUCS) Act, 1984, the Rules framed thereunder, the Society is required to contribute 1 % of the net profit in any year to the Cooperative Education Fund maintained by the NCUI. Accordingly, a sum of Rs. 64.44 lakh being 1% of the net profit for 87-88 is proposed to be appropriated for contribution to this fund.

In order to meet the social obligations of the Society, a sum of Rs. 5 lakhs has also been allocated to the reserve for donations.

39. National Bank for Agriculture and Rural Development (NABARD)

NABARD, Head Office,
Training Division,
Department of Personnel and General Management,
Garment House,
Dr. Annie Besant Road, POST BOX No. 165 5
Worli, Bombay—400 018.

Telephone : 4939930-49

Telegrams : 'Agricredit,' Bombay

Telex : II-75529-AGCD-IN

39.1 Organisation and Staffing :

NABARD is a national level autonomous body, formed in July 1982, to cater the agricultural and rural sector, including the cooperatives in the country and their development needs.

Among its multi-farious activities, the Bank through its Training Division takes care of the training of Senior and Middle level employees of Cooperative Land Development Banks, and training of Trainers from the Junior Level Staff Training Centres (JLTCs) of State Land Development Banks (SLDBs). So far 80% Senior and Middle level employees in SLDBs, 50% of Trainers from the JLTCs and a marginal number of Govt. Staff have been trained with SLDBs Officers.

Different training programmes in the agricultural and other cooperative sectors are to some extent coordinated by the Training Division of NABARD. It also takes care of training in project lending and short-term credit and, the NCUI looks after training in cooperative law and general banking aspects of cooperative sector. Education and training programmes from different sectors are complementary to each other. Further, NABARD plays supplementary role in training of staff of other cooperatives.

Government approach is to provide over all guidance as also, to limited extent, financial support for cooperative education and training. There is no adequate impact of training and education on functioning of cooperatives. This is to some extent attributable to the fact that the cooperatives are not fully involved in planning and funding of training programmes.

39.2 Staffing :

There are 10 full-time faculty members, having at least education upto graduation and onwards, but negligible experience in cooperatives and cooperative education and training. They have been given 2 to 3 weeks trainers' training in various subjects. Administrative support is from CAB Pune.

Fifty to sixty per cent training is conducted by the Faculty staff located at premises of College for Agricultural Banking, (CAB) Pune. Seventy five per cent of training is institutional and the rest of twenty five per cent in the field. So far 15% of the movement staff has been trained by NABARD Faculty.

39.3 Physical Facilities :

Two and half room and the library facilities are available. In fact 5 channels are shared with the Reserve Bank of India (RBI) at its Centre for Agricultural Banking at Pune (Maharashtra). The NABARD Faculty have access to chalk

board, overhead projectors, 35 mm slides projector, 16 mm films projector, etc. at the CAB. Educational and documentary films on various relevant subjects are also available for use.

It may be added that training programmes for the Branch Managers are conducted at the SLDBs Staff Training Centres in various parts of the country.

Sources of general funding for NABARD training activities are Training Grants from the Government of India under World Bank aided credit projects, supplemented by own resources.

39.4 Training Programmes :

NABARD directly conducts programmes for Senior and Middle level officers of all banking institutions, viz. commercial banks, regional rural banks, cooperative banks (both, short-term three-tier structure and cooperative land development banks dealing with medium and long-term lendings). Details of these programmes conducted at the CAB, Pune are given in the following account.

It may be noted that efforts are under way to strike a right balance by concentrating on strengthening the credit delivery system. A new programme for branch managers level has been introduced recently, the feed back for which is encouraging.

39.5 Rural Development Projects Course, for cooperative Employees (RDPC)

39.5.1 This is the 4 weeks long course organised at the CAB, Pune for middle level bank officers including Cooperative Land Development Banks, on rural development projects. The participants are cooperative employees having graduate degrees and some previous training. On an average they are 40 years of age. Every year 23 courses are organised, each

course having about 30 participants. This national level course gives a Certificate of participation to the participants. Funding of the programme is done by NABARD with assistance from Government of India, supplemented by own resources.

39.5.2 Objectives :

- To impart knowledge and developing skills in formulation, appraisal, implementation, monitoring and evaluation of rural development projects;
- To discuss issues concerning loan delinquencies and possible solutions;
- To sharpen managerial skills.

39.5.3 Course Contents : derived from the objectives mentioned. Imparting knowledge, developing skills in formulation, appraisal, implementation, monitoring and evaluation of rural development projects.

39.5.4 Training Methodology :

Lecturers, visits, formal and participatory methods, with use of audio-visual materials. Material in English is used as the language of the course is English.

The approach to training is practical, project based and related to work experience in the field. Methods of assessment are practical observation. Post-course follow up is done through refresher courses.

The Course was started in 1976 and revised in 1983, also renamed from earlier Agricultural Projects Course. The organisers feel confident that the programme meets the training needs of the target groups.

39.6 Course on Technical Programmes, for Cooperative employees (Coop. Land Development Banks.)

This is three weeks long programme for the officers of CLDBs organised by NABARD at CAB, Pune. The participants are about 40 years of age, having graduates and above

educational levels. There are 14 such courses organised every year, each course having about 30 participants. The entrance requirements is previous training and relevant cooperative experience. A certificate of participation is given to those who attend it. Funding is done by NABARD with finances from Government supplemented by own resources.

39.6.1 Training Objectives :

To enable participants to identify, formulate, appraise monitor, evaluate various projects; prospects and problems therein; latest technological advances; technical and financial aspects thereof.

39.6.2 Course Contents :

- (1) Programme on Financing of Fisheries/Animal Husbandry/Wasteland development.
- (2) Programme on financing of Dry land Projects/Plantations/Horticulture/Non-Farm Sector activities in rural areas.

39.6.3 Training Methodology :

Lectures, formal and participatory methods, use of audio-visual materials. Training Material in English is used.

The language of the Course is English. The approach is project based and work-experience based (field). There is arrangement for formal assessment. However, there was no arrangement for the Post-course follow up envisaged.

The course was introduced in 1982 by NABARD. No revision has been done so far, though there have been occasional modifications in individual sub-courses. The organisers feel confident that the programme meets the training needs of the target groups.

39.7 Trainers Workshop, for Cooperative Employees (Cooperative Land Development Banks)

39.7.1 This is one week long programme mainly for trainers of Junior Level Staff Training Centres (JLTCs) of SLDBs, held at Pune. The workshops, 1-2 every year, admit 25 to 30 participants. The participants are about 40 years of age having graduation and above educational qualifications and previous training experience. The workshops are organised and financed by NABARD out of its own resources. The qualifications offered are in house; certificate of participation is given. The SLDB officers work as Faculty Members of the workshop; conducted at the national level,

39.7.2 Training Objective :

- 1) To impart knowledge on training methodology and teaching techniques; trainers' role in bringing the attitudinal changes in rural bankers, bankers as agents of change, diagnostic communication and counseling skills.

39.7.3 Course Contents : workshop programme derived from objectives.

- Lecture, seminars; use of audio-visual materials.
- Formal and participatory methods are used judiciously.
- Materials in English is used as the language of the Course is English.

Approach to training is discussion of subject areas to evolve general strategy and consensus, solutions to problems, etc. Formal methods are used for assessment. There is no system of post-course follow-up evolved.

The programme was introduced in 1976. No revision has been considered necessary so far, as there is adequate scope for variations in the programme outlines.

40. National Cooperative Development Corporation (NCDC)
 4, Siri Institutional Area, Hauz Khas,
 New Delhi-110016.
 Gram : Copcorp. Telex : 31-66359 NCDC-IN
 Tele 660314, 669247.

40.1 The National Cooperative Development Corporation (NCDC), a statutory Corporation, is responsible for promoting and developing agricultural sector through cooperatives at all levels. It provides margin money assistance to State, Regional and primary level marketing cooperatives for expansion and diversification of their marketing and distribution activities. It also gives finances for strengthening the share capital base of primary cooperative marketing societies for revitalization of business activities.

40.1.1 The NCDC III Project, financed by the IDA/World Bank, has a component of manpower development and training as its integral part. On the request of the Corporation IDA also agreed to include a component of training in the NCDC II Project. For coordination of training activities, the NCDC has established a Division called Topic (Training of Personnel in Cooperatives). In addition, NCDC has a management development and training programme for its own employees.

40.1.2 Over 5000 managers of PACS, 450 managers of primary agricultural marketing societies, 250 Mobile Guides and 100 trainers of ACSTI's in different States have been trained under the Topic Programme.

TOPIC TRAINING CENTRE

National Cooperative Development Corporation,
C-92, N.D.S.E.-Part-II, New Delhi-110049.
Tel. 6447580, 6440778

40.2 Organisation and Staffing :

The TOPIC Training Centre is a part the Training Division of the NCDC, working mainly for World Bank Financed Schemes. It was started in 1985 at New Delhi as The National Centre for Trainers Training and Materials Production. The Centre trains and follow-ups ten Agricultural Cooperatives Training Institutes (ACSTIs) in different

States of India, and the Mobile Guides who have been employed by the State Cooperative Banks concerned. Mobile Guides are the field educators to guide primary agricultural cooperatives (PACs) in these States. Funds for training and coordination are arranged by the NCDC out of its resources and from World Bank Assistance Schemes.

There were 9 full-time teachers including the Chief Director of TOPIC Training Centre. The teachers have post-graduate, Ph. D. and other higher educational qualifications, 1 to 10 years experience in cooperative field and about two to four years in cooperative training. In service training for training of these teachers was arranged. There are 10-12 administrative and support staff working in the Centre.

Ninety per cent of training is conducted by the Centre's faculty and 10% is conducted with the help of guest resource persons. Seventy five per cent of the training is conducted in the institution and twenty five per cent in the field. All the participants trained are the movement staff. The organisers felt that they had right balance between the courses offered for different target groups and their priority needs for training.

40.3 Physical Training Facilities :

The Training Centre is located in a rented building near the NCDC Head Office in New Delhi. There are 2 teaching rooms, library and reading room, OHP, Slide Projector, Film projector, 15 mm Films, charts, Boards for display and writing, T. V. and Video facilities. Residential facilities for about 40 participants have also arranged on a hire basis.

The Topic Training Centre is a unique institution which is wholly devoted to trainers' training and material production for cooperative education and training in the country. It is making extensive use of MATCOM, CEMAS and other modern material Field Educators. The Centre

is guided by a committee of experts in Cooperatives, Management, Education, Training and related fields. The Centre has recently started training programmes for the NCDC personnel.

40.4 Course For Training Of Trainers Of The ASTIs Of States :

40.4.1 The course is of 10 to 12 weeks duration and its frequency is 1-2 per year. About 20 participants are admitted in each Course. These participants are employed by cooperative institutions as trainers' They are educationally qualified (post-graduation) and training. Their age is 30 year and above. The Course has been organised by the Training Centre since 1st April, 1985 at the national level, and it is revised after every six months. The qualifications offered to participants are in-house.

40.4.2 Training Objectives :

To improve the performance of participants as trainers of cooperative employees in agricultural cooperatives.

40. 4. 3 Curriculum :

- Identification of Training Needs/Gaps.
- Develoment of curriculum and Session Guides.
- Equipping participants with necessary knowledge, skills & attitudes for handling training at the ACSTIs.
- Training technology & use of audio-visual aids.
- Aspects of Cooperation.
- Management of operational services.
- Methods of training and its use.

40. 4. 4 Training Methodology :

- Lectures, seminars, visits to ACSTIs, field attachment PACS.
- Formal and participatory methods-used of audio-visual aids.

- MATCOM/CEMAS materials are frequently used.

Material in English is often used as language of training is English. The approach to training is practical. No definite methods of assessment are used. However, visits are used for the Post-course follow-ups.

The organisers feel that the programme met the training needs of the target groups.

40.5 Course for Training of Mobile Guides/Trainers.

40.5.1 This is a 12 weeks long course, organised frequently to train newly recruited Field Educators (Mobile Guides) working at the primary cooperative level in rural areas covered by the NCDC/World Banks Schemes of Cooperative storage development in selected States of India. The educational qualifications of the participants are post-graduation and above. They are between 25 and 30 years of age. The course is conducted at the national level. It was started in October 1985 and is quarterly revised in the light of experience gained. The main responsibility for the programme is on NCDC which finances it with World Bank assistance and own resources.

40.5.2 Training objectives :

- To enable the participants to improve their performance as Field educators and provide them with necessary knowledge, skills and attitudes.

40.5.3 Curriculum ;

- Identification of the problems of the PACs
- Equipping them with necessary knowledge, skills and attitudes required to render assistance & guidance to the PACs.
- use of Audio-Visual Aids in conducting Training programmes in the operational area.
- Aspects of Cooperation, Field Education Development.

- Management of operational Services, Training methods and office management.

40.5.4 Training Methodology :

- Lectures, seminars, visits, field attachment with PACs for study
- Formal and participatory methods; use of Audio-Visual Aids.
- MATCOM/CEMAS materials are frequently used.

The language of training is English. Methods of assessment are observation on a continuous basis. Post-course follow-up is done through visits.

The organisers feel that the programme meets the training needs of the target group. The programme will be transferred to NCUI.

40.5 Management Development Programme (MDP)

Under its MDP, the Corporation has adopted a two-fold approach to training of the staff. It avails of the facilities with the National Council for Cooperative Training (NCCT) and also with the professional institution like the Indian Institute of Management, Ahmedabad. The Corporation sponsors and finances its officers and also candidates from the State Governments and cooperatives, for the ongoing and the special programmes, as need be. Recently, the Corporation has launched an in-house training programme for its own officers.

40.6 Management Information System :

By instituting a management information system the Corporation has been following an approach by which it can continually refine the system of its evaluation and, monitoring training and management for cooperative projects. This would help cooperatives strengthen their technical, and managerial skills for effective and economic implementation of the development programmes.

40.7 After making a valuable contribution to cooperative development in the country for than 25 years, the Corporation feels that, at the macro-level, performance of rural cooperatives is really impressive. Their impact is however uneven as between different areas and different crops; the State intervention has hindered cooperative democracy in some areas; professional and democratic management are yet to blend for optimum efficiency of operations; youth and women are still largely left out of the cooperative movement; cooperative programmes for weaker section require a new thrust. It is also imperative that the cooperatives must absorb the emerging new technologies for providing more efficient and economic services to their members. These are some of the tasks the NCDC has its sights on and strives to accomplish in cooperation with cooperative leadership, the Central and the State Governments.

41 National Dairy Development Board, (NDDB)

ANAND, Pin Code 388001, Gujarat.

Phones : 3002 to 3011 & 3300 to 3303.

Gram : Dairy Board. Telex : 0172-207

41.1 Introduction

The National Dairy Development Board (NDDB) which is primarily responsible for developing dairying in India through cooperatives by various means. It has been declared an institution of national importance by an enactment of Parliament on 27th August, 1987. This has also amalgamated the Indian Dairy Development Cooperation (IDC) with the NDDB to ensure better and more effective administration of the two. It is also proposed to use NDDB services in the promotion of National High-technological Mission Scheme in the areas of dairying and oilseeds production in the country.

41.2 It may be added that the primary objective of the National Dairy Development Board is to assist the various

State dairy federations, the implementation agencies, in replicating the famous Anand Pattern of dairy cooperatives in their milksheds. The success of these farmer-owned organisations lies in the professionalisation of their structures. The total funding for the professional training activities for the personnel under the famous Operation Flood Programme was met by the Indian Dairy Corporation. The NDDB being a consultancy and development organisation has large number of professionals and some of them are engaged in the training activity in addition to their other duties. Recently it has taken over the functions of IDC as an integral part of its activity. Its Man Power Development Division has also been strengthened.

41.3 Organisation and Functions.

The National Dairy Development Board (NDDB) is engaged in assisting the different States and Union Territories of India to help farmers cooperative organisations in the dairy sector, under the Operation Flood Programme. In order to cater to the needs for training the employees of cooperative dairy federations, unions and the society personnel and cooperative members, the NDDB has established a few training centres at different places. This, however takes care of only a portion of the number of persons to be trained under Operation Flood Programme. Besides these centres, the district milk cooperative unions are attempting to establish their own training centres known as Union Training Centres UTCs with financial assistance under Operation Flood. In these training centres, generally cooperative members, and primary cooperative personnel are trained.

41.3.1 It can thus be seen that cooperative education and training of members, managing committee members and employees is the joint responsibility of NDDB and UTCs in the areas covered under Flood Operation Programme. Funding for the purpose is done from its own funds. There

is good coordination with projects inside or outside cooperative sector. As the Government is encouraging effective coordination, the NDDB is engaged in among other things in manpower development in cooperative milk/oilseeds sectors. The biggest problems facing the cooperative education and training was delay in recruitment of core staff at the initial stages, and of well trained project staff as and when required in the field.

41.3.2 Training Abroad :

Selected employees of District Union Training Centres and Cooperative Dairy Federations attend relevant courses abroad, viz. in USA, Canada, Ireland and Sweden. Funding training abroad has been provided by FAO, UNDP, ILO, Cooperative Union of Canada, and the Cooperative Development Association of USA, etc.

41.3.3 Staffing :

There were 35 full-time teachers having suitable qualifications in Dairying, Veterinary, Agricultural and allied sciences. On an average, they had 5 years experience in cooperative field and 3 years in cooperative education and training. There were 12 administrative and support staff for the Division.

Ninety per cent of the training was conducted by the NDDB staff and only ten per cent by others. Sixty per cent of the training was conducted in institutions compared with 40 per cent in the field. Overwhelming majority of NDDB programmes are conducted for cooperative members. The organisers felt that they had the right balance between the courses offered for different target groups and their priority needs for training. However, NDDB did not have educational programmes for Pre-co-operative members. Of course, there is a famous film featuring Amul pattern for general public. Besides, NDDB has a modest number of technical and management films which are regularly screened for the benefit of the trainees.

41.3.4 NDDDB at its H.O. in Anand is supported by the following training centres :

- i. Mansinh Institute of Training, Mehsana, Gujarat.
- ii. Sabarmati Ashram Gaushala, Bidaj, Gujarat.
- iii Galabbhai Dairy Cooperative Training Centre, Palanpur, Gujarat.
- iv. Artificial insemination Training Centre, Surat.
- v. In addition to the above, macro-centre at village cooperative societies in Kheda district of Gujarat have been established to impart field/on-the job training. Presently there are 10 such centres and the participants are required to stay at these centres during their training to work in village environment.

41.4 Physical Training Facilities :

The Man Power Development Division of NDDDB has 14 rooms spread in five establishments for training sessions, at Anand. There are two rooms for the library and a Seminar Hall, also. The teaching aids available are OHP, S.P, film projector, epidiascope, V.C.P. and T.V. There are residential facilities to accommodate 228 persons. Trainees from abroad can be accepted for English medium programmes, on special requests.

The NDDDB Library which has about 9,000 books, about 1,500 booklets and about 170 journals subscribed regularly, provides an opportunity to gather useful and latest information on relevant subjects. It has also a collection of useful films and other audio-visual aids.

In order to cope with the enormous increase in the demand for trained personnel, training facilities have also been established in three other regions viz. Southern, Northern & Eastern. These regional centres impart training in regional languages. The RDTCs which also are macro-centres for field training are controlled by the respective

regional offices of the NDDB. The dairy plants and cattle feed plants of the cooperative sector serve as live laboratories for field training of dairy and cattle feed personnel.

41.5 Training Programmes for Milk Personnel :

The various training programmes organised by NDDB are broadly covered under the following classifications :

41.5.1 Programmes for Spearhead Teams, (for the Dairy Projects). Starting from mid 1970 till March 1987 the NDDB has imparted training to some 5,416 spearhead team personnel thereby creating a work force to operate in more than 168 milksheds in the country.

41.5.2 Other Training Programmes

NDDB continuously organises short-term training programmes both standard and custom made, in different fields for various dairy federation/union personnel. These programmes refresh and acquaint them with recent and improved techniques in respective disciplines.

Generally, the following programmes are being organised through announcement,

41.5.3 Management Programmes

- i. Programme for Chief Executive Officers
- ii. Orientation in Dairy Processing for Engineers
- iii. Marketing of Milk and Milk Products
- iv. Uniform Accounting System
- v. Materials Management for Dairy/Cattle Feed Plant.

41.5.4 Dairy Plant Programmes

- i. Dairy Plant Maintenance
- ii. Orientation in Dairy Processing for Engineers
- iii. Refreshers Programme in Dairy Technology
- iv. Quality Control in Dairy Plant (for officers)
- v. Quality Control for Dairy Chemists

Lectures, discussion, and case study sessions are intercepted with short technical films to make the sessions more effective. Trainees are provided with manuals and handouts as teaching material. The materials are in English, Hindi, Gujarati, etc.

As can be seen from the above account, the programmes are need based and approach to training is work-experience based (field). Some programmes are national and others are at regional level. Entrance requirement, duration and number of students/trainees and curriculum variable. NDDDB certificates are given to participants on completion of the course. Examinations and continual assessment are methods used for assessment. For follow up, refresher courses are arranged.

42. Institute of Rural Management (IRMA) Anand

The Institute of Rural Management (IRMA) established in 1979 at Anand in Kaira district of Gujarat with active support of the Government of India, the Government of Gujarat, the National Dairy Development Board and then Indian Dairy Corporation. This institution is the first of its kind in India to undertake professional education of Young men and women in rural management. It was set up to cater to the need for professional managers to assist in the vital task of establishment, developing and operating cooperative producers organizations in the rural and severely under-managed sectors of our economy. The IRMA offers a regular two years post-graduate diploma course in rural management to batches of specially selected young graduates. In addition, it also undertakes in service courses for senior and middle level managers working in cooperative organizations and for other rural development agencies. It conducts research and consultancy for rural producers and other organizations.

43 National Agricultural Cooperative Marketing Federation

NAFED HOUSE,
I, Siddhartha Enclave,
Ring Road, Ashram Chowk, New Delhi-110014.

Cable : NAFED, New Delhi. Telex : 31-75347 NFD-IN
Telephones : 6832293, 6845101—6.

43.1 Introduction :

NAFED was established during the year 1958-59 to promote agricultural marketing both internal within the country as well as external. NAFED today occupies an important place in the country's agricultural economy. Of the 21 important agricultural commodities for which the Government of India has extended support prices, it plays the role of a nodal agency in respect of 15 commodities, either perishable or non-perishable.

NAFED functions as the national apex body of the cooperative marketing system, in coordination with 27 State-level Marketing Federations, 13 State-level Tribal and Commodity Federations and 247 primary Marketing/Processing Cooperatives, as members. The network of cooperative marketing structure comprises 3658 primary marketing cooperatives covering nearly all the important markets in the country and 3290 special commodity societies for oilseeds etc. They are engaged in marketing agricultural produce, supply of production inputs and essential consumer articles at the door step of farmers through, 97000 village multi-purpose societies. NAFED operates through its Head Office at New Delhi alongwith 4 Regional Offices located in Delhi, Bombay, Calcutta and Madras, and 34 branches/sub-offices in all important towns and terminal markets. During 1987-88 it had a business turnover of Rs. 184.82 Crores with net surplus Rs. 3.07 Crores in spite of severe drought situation in the country.

43.2 Organisation and Staffing :

A full time Managing Director is the administrative Head of the National Agricultural Cooperative Marketing Federation. NAFED H.O. at New Delhi has a Training Section started more than four years back for conducting in-house training programmes for various categories of its employees. So far the Training Section has trained 50% workforce numbering more than 600 during the last 3-4 years. These programmes are conducted in the NAFED's own building or outside in rented premises. The programme is looked after by one of the Executive Directors. Besides the Section In-charge of training, there are 10-persons in the faculty, including mainly administrative and support staff for training. Training is conducted with the help of specialists inside or outside NAFED.

43.3 Physical Facilities :

During 1986-87 the NAFED Offices were in rented buildings. There are now adequate facilities when the Training Section has shifted to the NAFED's new building, constructed at New Delhi.

43.3.1 There are library and reading room facilities which can be used by the Training Section and the trainees at New Delhi. In addition, the Training Section has overhead projector, public address system, chalk boards and flip chart. A.V. facilities can also be hired whenever considered necessary.

43.3.2 NAFED Training Section has developed a set of training material in English and Hindi. For Cooperative information. NAFED publishes a Marketing News quarterly and other materials of good quality.

43.3.3 Facilities for Training Abroad :

For Board of Directors international programmes for study visits to cooperative institutions in different countries are arranged. Cooperative Officers, executives

and other employees have been sent to I.C.T.C. Loughborough, U.K.; Centrosoyus, Moscow, USSR, the Central Cooperative Council, Czechoslovakia, and to other countries. Funding for training abroad is done out of local resources and by the UNESCO or the Governments of the countries concerned, under their international exchange programmes. The NAFED employees are usually sent abroad for training through the NCUI. During 1985-86 three officers of NAFED one each went to USSR, Thailand and China respectively for international training. The training facilities provided by ICA Regional Office, New Delhi were also availed.

43.4 Courses for Training of Staff Members :

43.4.1 Most of the training courses of NAFED are inhouse programmes of 3 days to 2 weeks duration. All employees are eligible to participate in the relevant programmes. Costs of such courses are met by NAFED out of its own resources. Some times there are short-term courses organised by NAFED for the employees of the State Marketing Federations and the Managers of selected primary agricultural cooperatives in different parts of the country. Some details of these training courses are given in the Annual Training Calendars. Twenty to thirty participants in each course are admitted. During 1985-86, 56 employees took part in NAFED In-house training programme.

43.4.2 Training Objectives :

- To create organisational awareness, increase organisational commitment and loyalty and to improve operational efficiency and knowledge of participants.

The training programme was started in September, 1985 as a supplementary effort to large scale training programmes organised by the NCUI through its nationwide net work. During 85-86 NAFED sponsored its 92 employees for external training programmes, seminar etc.

43.3.4 Course Contents :

The subjects for training vary from course to course according to objectives. However the core curriculum for In-house training programmes includes :

Cooperative law and principles, Nafed's profile, commodity information, marketing operations, establishment matters, finance and personnel policies

43.4.4 Usually, the participants are 30 to 40 years of age, and have mostly graduate degree. The programmes are conducted in Hindi and English. All relevant methods of training are used. In addition, one to two days field visits to regulated markets and processing units are organised during the course. Certificates of Participation are issued to the participants.

43.4.5 During an interview, the organisers felt that the NAFED's training programmes meet the training needs of the targets groups to a large extent and other programmes supplement them. However, it was felt that the duration and frequency of these programmes could be increased. The availability of staff for training and the trainers is the main constraint. Training courses were organised only during the period when the employees were free from the business activities.

43.5.1 During 1987-88, internal training activities remained stagnant, because of the extreme drought conditions in the country. However, four programmes were organised by the Federation, three at New Delhi and one at Faridabad. These programmes, which were attended by 71 officers and other staff members, included an In-House Training Programme for the staff, an executive development programme on Supervisory Effectiveness, and the second workshop for Sales Supervisory Staff and Sales Representatives of NAFED Processed Foods. The fourth programme, the first of its kind, was one for the Chief Accounts Officers of the State cooperative marketing federations. The faculty for these

programmes was a combination of Divisional and Sectional Heads of the Federation and eminent guest speakers from reputed institutions, like the Indian Institute of Foreign Trade, National Institute of Information Technology, Ministry of Agriculture, Government of India, the NCCT, Dabur India Ltd. etc.

43.5.2 Besides, 29 officers and other members of the staff were sponsored for 24 different training programmes, conferences, workshops, seminars, etc. organised within and outside India. Among them were 5 officers who participated in programmes held abroad—in China, the Philippines, Turkey and the Republic of Korea. NAFED deputed one of its officers for participation in ICA Japan course held in India, Thailand, China and Japan. It also introduced for the first time a scheme to offer two scholarships for employees of member cooperatives. The fellowship is for the amount of the course fee. One officer of the Assam Cooperative Marketing Federation was sponsored for participation in the XXI Course (87-88) of PG DCBM at the VAMNICOM, Pune.

43.5.3 In addition, preparatory steps were taken to introduce electronic data processing in NAFED, based on a study of areas of computer application for achieving greater efficiency. For this purpose, a division for managing electronic data processing was created and equipment suited to organisational needs were identified. Training of staff is in the process.

43.5.4 The Annual Report 87-88 shows that besides general body, Board of Directors and Executive Committee meetings, various other committees and sub-committees regularly met and prepared grounds for human resources development. The Board of Directors also appreciated the devoted work and dedicated services rendered by the employees, under leadership of the Managing Director and the elected Chairman.

43.5.5 Promotion of the Official Language :

NAFED voluntarily encourages the use of Hindi in its official work. The agenda for the meetings of Finance and Accounts Committee, Board of Directors and General Body, the Annual Reports, Audited Statements of Accounts and the Audit Reports are prepared in Hindi.

Many booklets, manuals and the study material for the In-house Training Programme have been translated in Hindi and distributed among the trainees during the training programmes. Besides every issue of the NAFED Marketing Review has some pages devoted to Hindi. The fortnightly journal 'NAFED Saransh Seva', is also brought out in Hindi.

For promotion of effective use of Hindi in official matter, four Hindi Workshops were organised at different places during 1986-87. The participants, 17 NAFED officers and 67 employees, were given a number of practical exercises on the use of Hindi. One of the sessions was exclusively devoted to "Official Language Policy" in all In-house training programmes.

The "Noting and Drafting Incentive Scheme" of the Federation was amended and made more broad based so that all the officers and staff members could participate in them. The Official Language Committee have been meeting regularly. Hindi Week is celebrated from 14th to 19th September, every year.

44. National Consumers' Cooperative Federation Ltd. (NCCF)

3 Siri Institutional Area,
J.L. Nehru Cooperative Complex,
Hauz Khas, New Delhi-11099
Tel. 6 8030

Grams : KONFED, New Delhi

44.1 Organisation :

The NCCF is the national apex organisation of consumer cooperatives in the country. It is both the commercial and promotional organisation. The Consultancy and Promotional Cell (CPC) was established in 1964 for advising and assisting the member federations and consumer cooperatives in improving their managerial efficiency and operational economy. The CPC was assisted by ICA and SIDA with experts in consumer cooperation from abroad. The Indian counterparts who have now got intensive training in and outside India have taken full charge of consultancy and promotional work. With its H.O. at New Delhi and through its branches in three major cities, the CPC is actively assisting the consumer cooperatives. Some of its specialised programmes are described in the following account. It may be added that these training programmes are supplementary to the training programmes organised by the NCUI for the consumer cooperative Sector and are organised in collaboration with the NCCT.

45. NCCF, Consultancy and Promotional Cell

The address of (CPC) is given below :
92, Nehru Place, New Delhi.

Phones : 6417416, 652110

45.1 Staffing :

The CPC is headed by its Chief Consultant who is assisted by a team of senior consultants and other experts. There are about 20 consultants supported by administrative staff working for improving the quality of the movement. These consultants undertake research, consultancy and training programmes on specific requests from the clients. The CPC has brought out several manuals for guidance and training of consumer cooperative personnel in the country. Most of its publications are in English.

It may be added that the NCCF besides providing consultancy and training services, plans to undertake consumer protection and education activities for members, specially for women and youth. Under the chairmanship of the Chief Consultant, NCCF, the NCCT has constituted an Expert Group on Training and Education in Consumer Cooperatives.

45.2 List of Courses Organised by C & P Cell are:

1. Course for Chief Executives for (E D.P.) One week
2. Course on Retail Management (for Chief Executives Select Stores) One week
3. Seminar for Chief Executives for self-service One week
4. Trainers Training Course for Training Officers One week
5. Management Accounting System (MAS) for accounts furnctionaries One week
6. Training Course for Salesmen One week

45.3 The courses organised by the CPC are geared to meet the training needs of participants for improving the managerial efficiency and ensuring operational economy in their cooperative stores.

45.4 Methods and Materials :

It may be noted that MATCOM and CPC material in Hindi and English on the topics of studies is widely used for the above courses. Class-room lectures with Overhead projector, visits to consumer stores and work attachments are used as methods of training. Assessment is made at the end of each course and action plans suggested. As the participants are highly qualified and experienced, practical approaches are used. Certificate of participation is issued by the collaborating Institute. According to the CPC the factors contributing to the success of programmes are the

advanced programme planning according to the needs of participants and timely collaboration with Institutes concerned for holding the courses. CPC and MATCOM provide funds for these courses, organised at the national or regional level.

45.5 For post course follow-up, the consultants visit the stores and coach the functionaries for improvement of their functioning and implementation of the action plan given. Some of these courses are also held with the help of ICA Office for Asia.

45.6 The CPC of the NCCF collaborated with the NCCT in the conduct of three trainer seminars on ILO-MATCOM Manual on Retail Management at Bombay, Gandhi Nagar and Madras respectively. The Indian adaptation of the Manual prepared by the NCCT was used during the e three seminars each of one week duration.

45.6.1 The NCCF also continued to award prizes to the three best trainees in the Diploma Course in Consumers Cooperative Management conducted at the Colleges, every year.

46 Centre For Mangement in Agriculture (CMA)

Indian Institute of Management, (IIMA)
Vastrapur, Ahmedabad - 380015
Gujarat, India.

Cable : INDINMAN Telex : 1216351 IIMA IN
Telephones. : 407241 (30 lines)

46.1 Introduction :

Soon after the establishment of IIMA, a small group, called Agco Group was set up in 1963 at the initiative of the first Director of the Institute, to work on the problems of the agricultural sector and cooperatives. In the initial years, the Group conducted studies on the dairy sector, block development administration, and the high-yielding varieties programme, to understand the processes of administering development and the roles played by commercial and

cooperative organisations. On the basis of insights gained from research and case studies, the Group began organising training programmes for managers of these activities and enterprises.

Apart from training practical managers, the Institute has been engaged in educating potential managers for professional management. The Post-Graduate Programme (PGP), started in 1964, found quick acceptance. But since the principal employers of PGP students were industrial and service organisations, the Institute considered it necessary to launch an independent, long duration programme for management in agriculture and, thus began a one year Programme for management in Agriculture (PMA) in 1970.

46.2 Organisation and Staffing :

The introduction of PMA enlarged both the size and field of activities of the Agco Group. Initially a small group organised on an ad hoc basis, grew to about 18 faculty members in 1988-89. It participated in the whole range of the Institute's activities : research, training programmes, educational programmes, and consultancy. The Group was redesignated as the Centre for Management in Agriculture (CMA) in 1971. It also has 14 full time researchers and 2-3 officers for administration and finance. Cooperatives are represented on the CMA Advisory Committee which is re-constituted after every two years.

46.3 Management Training :

46.3.1 Management Development Programme :

Each year CMA offers a number of management development programmes of varying duration. Faculty members of other areas and groups participate in these programmes, some of them having focus on cooperatives.

46.3.2 Teaching future Managers

In addition to management development programmes, CMA is responsible for the Specialization Package in Agriculture (SPA) to students in the second year of the Post-Graduate Programme. Every year 30-35 students enrol for the two-year SPA programme. CMA offers about 25 elective courses (including cooperatives) in this programme as given below :

(SPA students are to credit a minimum of 15 courses and upto a maximum of 18 courses. All courses are elective)

First Term

1. Agricultural Development Policy
2. Agricultural Input Marketing
3. Quantitative Aids in Agricultural Marketing
4. Agricultural Finance
5. Management of Agro-Industrial Projects
6. Development Strategies for Allied Agricultural Sectors
7. System Analysis in Agriculture
8. Project Course
9. Course for Independent Study

Second Term

1. Agricultural Output Marketing
2. Managerial Oral Communication
3. Research Methods in Agricultural Marketing
4. Rural Consumers
5. Rural Marketing Fair
6. Inventory Management in Agriculture
7. Finance for Production and Marketing
8. Course for Independent Study
9. Project Course

Third Term

1. Group Dynamics and Entrepreneurship
2. Design and Dynamics of Developmental Organisation

3. Cooperative Management
4. Rural Advertising
5. Management Control and Information Systems for Agriculture
6. International Marketing
7. Project Course

46.3.3 In addition, CMA organises every year one or more workshops or seminars on subjects such as, dairy management, cooperative management effectiveness and training, handloom cooperatives, youth and society, Appropriate Management Systems for Agricultural Cooperatives (AMSAC), etc.

46.4 Publications

To date the CMA has published 135 research studies and developed about 680 cases for training programmes in agricultural sector. Details of CMA publications can be had from the Programme Officer (CMA) while the details of the teaching materials can be obtained from the Publications Division of the Institute.

47 National Federation of Fishermen's Cooperatives Ltd. (FISHCOPFED)

Unit No. 8 (II Floor), Pocket 'C' J-Block Market, Saket,
New Delhi-110017

Phone : 651042

47.1 Introduction :

National Federation of Fishermen's Cooperatives (FISHCOFED) is the national apex of fisheries' cooperatives in India. It is the member of ICA Fisheries Sub-Committee for Asia.

Under the guidance of its Managing Director the Federation has started undertaking cooperative education and training programmes in different parts of the country. A

brief description of these programmes show the latest trends in the field of CET and HRD in India.

47.2 Education and Training for Fisheries Cooperatives

- 1) The first programme of education and training for members of fisheries cooperatives was started by National Cooperative Union of India with financial assistance from National Cooperative Development Corporation in the 70's. The programme was conducted in 8 marine States and Union Territories and the project approach was adopted on the pattern of 'Indore'. Under this programme nearly 30 thousand members of fisheries cooperatives in the 8 States and Union Territories were imparted cooperative education. The contents of the programme included both principles, philosophy and practice of Cooperation and scientific method of marine fishing.
- 2) With financial assistance from National Cooperative Development Corporation, some State Cooperative Unions also conducted education/training programmes for fisheries cooperatives.
- 3) For leadership development of fisheries cooperatives, the National Centre for Cooperative Education of the National Cooperative Union of India is regularly conducting a programme of leadership development in which about 30 participants are admitted. The programme is conducted in collaboration with FISHCOPFED which, in addition to deputing its staff for delivering lectures, is also consulted in the formulation of syllabus of the programme. The participants are also taken to FISHCOPFED Projects for practical training.
- 4) With financial assistance from International Cooperative Alliance Fisheries Committee, FISHCOPFED conducted a Leadership Development Programme for 78 leaders of fisheries cooperatives of the country in the month of

November, 1988, which was conducted by foreign and Indian experts.

- 5) Under the Canadian Cooperative Association's netmaking project, FISHCOPFED conducted cooperative education programmes for the members of all the 3 primary fisheries cooperative societies selected for the programme.
- 6) In States, where the powers of Registrars of Cooperative Societies have been vested in the Department of Fisheries, FISHCOPFED in collaboration with the concerned Cooperative Training Colleges conducts programmes in cooperative law for the staff of Fisheries Department of the State government.
- 7) Some of the Cooperative Training Colleges conduct short-term programmes specially for the staff of fisheries cooperatives and the Department of Fisheries.
- 8) Candidates from the fisheries department, fisheries cooperatives and the National Federation are deputed for Diploma Courses conducted at Cooperative Training Colleges.
- 9) Vaikunth Mehta National Institute of Cooperative Management conducts, from time to time, programmes for top management personnel of fisheries cooperatives and fisheries department.
- 10) Four 1 day workshop-cum-training programmes were conducted by FISHCOPFED for 4 States selected to implement Health Care and Family Welfare through fisheries cooperatives. In the one day workshop, leaders of fisheries cooperatives were exposed to the concept of health care and family welfare while in the training programmes, the paid employees were given extensive training in health care and family welfare. Orientation programmes are proposed to be conducted in these States on regular basis.

47.3 Future Projections

- 1) The Committee on National Level Cooperative Federation (Venkatappaiah Committee) recommended that FISHCOPFED should explore the possibility of setting up of training institution exclusively for the fisheries cooperative sector. In pursuance of this recommendation, the matter has been taken up with the concerned authorities.
- 2) The National Council for Cooperative Training had constituted a task force on training of fisheries cooperatives which was headed by the President of FISHCOPFED. The task force has recommended the starting of a diploma course in fisheries cooperative management at 4 Cooperative Training Colleges.
- 3) The Canadian Cooperative Association has sanctioned a project for education to members of fisheries cooperatives and, the National Cooperative Union of India, which has now constituted a Committee to monitor the programme, in which FISHCOPFED is also involved.

2

International Cooperative Training Facilities In Asia

1 ICA Regional Office For Asia

Bonow House, 43 Friends' Colony (East)

Post Box No. 7011, New Delhi-110065, India.

Cable : Interallia, Telephones : 6835123, 6835319

Telex : 31-75025 DICA-IN

TELEFAX 011-6447347

1.1 Introduction :

The International Cooperative Alliance (ICA) 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 August, 1895 it has affiliates in 75 countries, serving over 186 organisations and through them 600 million members at the primary level. It is the only international organisation (NGO) entirely and exclusively dedicated to the promotion of Cooperation in all parts of the world.

Besides the Head Office of the ICA, which is now based in Geneva, there are three Regional Offices, in New Delhi, Moshi and Abidjan to serve the surrounding countries more effectively. All these Regional Offices and the ICA HO have educational projects.

The Regional Office for Asia (ICAROA) serves 17 countries i.e. Afghanistan, Australia, Bangladesh, China, India, Indonesia, Japan, Republic of Korea, Democratic Peoples Republic of Korea, Malaysia, Nepal, Pakistan, Philippines, Singapore, Sri Lanka, Thailand and Vietnam.

In addition, the ICA has a Special Adviser for Cooperative Development and Training for the Pacific. The role of Special Adviser based in Sydney (Australia) has been to develop the activities of the ICA in the Pacific Region. There is urgent need for bringing the Australian and New Zealand movements in the mainstream of the activities of Regional Office. Australia and New Zealand are very close to the Asian Region. The basic objective is to tap developmental resources of these countries for the benefit of the developing countries in Asia and the Pacific.

1.2 Organisation :

The main tasks of the Regional Office for 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, to support and supplement the educational activities of national cooperative movements, and to maintain Library, Documentation and Information Services.

1.2.1 Staffing :

Besides its Regional Director, the Regional office for Asia has 8 professionals including two who are responsible for cooperative education & training.

1.2.2 Funds :

For educational activities, the ICAROA has SCC and Japan Government funds supplemented by contributions from the cooperative movements in the Region. It has also collaborative arrangements with IDACA, JAPAN, ILO/MAT-COM, Vienna, FAO Rome, ICFTU Asian Trade Union

College, Asian and South Pacific Bureau of Adult Education (ASPBAE), UNESCO and other international organisations.

1.3 Project Approach :

The development activities of the ICA RO are being carried out through the following six projects :

- 1 Development Coordination Unit (DCU).
- 2 Consumer Cooperative Development Project (CCDP).
- 3 Human Resource Development Project (HRDP).
- 4 Agricultural Management Training Project. (AGMTP)
- 5 Coop-trade Project.
- 6 Agricultural Cooperative Development Project (ACDP).

1.3.1 Development Coordination Unit Project

According to the Cooperative Development Programme approved by the ICA Authorities, the ICAROA is expected to play a catalytic and facilitator role and not the role of implementor of programmes. This implied that ICAROA would engage itself in policy dialogue with member organisations and governments to create favourable atmosphere, assist member organisations in identifying their needs and priorities and draw perspective planning programmes.

It may be added that the major activities of ROA are carried through the six projects which are being implemented in different fields. Under the new development policy of the ICA and the revised strategy for the Asian Region, the activities of ROA could be classified under three categories :

- a) Servicing of the Regional Council and various specialised sub-committees,
- b) Identifying the trends of development in the region and providing support and leadership with the help and

guidance of Regional Council and various sub-committees within the limited resources, and

- c) Back-stopping the various project activities with a view to making them relevant to the needs of the movement.

In order to implement the new development strategy, the ICA has set up a Development Coordination Unit (DCU), with the Deputy Regional Director as its Head and, a Cooperative Development Adviser (CDA).

The CDA has developed a special 4-week training programme for "Improvement of the Capability of the National Cooperative Organisations in Project Identification and Planning." This training programme has already been carried out successfully in Indonesia and Thailand. Preparation for the same type of training is presently being done together with the Cooperative Union of the Philippines. Member organisations in Malaysia, Bangladesh and Sri Lanka have also requested the DCU for the same type of training in their respective countries. FAO and ILO provided support both in terms of funds and manpower, to the training in Indonesia and Thailand. FAO and ILO as well as a number of NGOs such as the Fredrich-Ebert Stiftung have shown great interest in the programme.

Another major task of the DCU has been to assist member organisations in identifying new development projects. In addition, the DCU assisted ILO/MATCOM with its CDA as a consultant and conducted a three-week seminar on the ILO/MATCOM Manual on Rural Credit and Savings, in Jakarta.

1.3.2 ICA Consumer Cooperative Development Project for Asia

The ICA Consumer Sub-Committee for Asia has the main responsibility for the implementation of activities under the ICA Consumer Cooperative Development Project. The In-Charge of the Project is the Specialist in Consumer

Cooperation in ICAROA, New Delhi. He is also the Secretary of the Sub-Committee. The Administrative and Secretarial support to the Project is by ICAROA.

The activities of the ICA Consumer Cooperative Development Project for the Region are planned and implemented under the guidance and direction of the ICA Consumer Sub-Committee which consists of two representatives from each member movement in the Asian Region. The overall objective of the Project is to assist member movements in the region in building up viable and sound consumer cooperative movements, as may provide effective service to the consumer, especially in the poorer sections, in the rapidly growing centres.

The major funds for activities of the Project come from Japanese consumer Cooperative movement.

The Work Plan of the Consumer Cooperative Development Project, summarised below, indicates the nature of activities carried out by it. Most of its programmes are concerned with cooperative education and training, and consultancy services as follows.

- 1 Technical and financial assistance to the Cooperative Union of the Philippines for a training Course in Co-operative Retail Management for the trainers.
- 2 Technical Assistance to the Consumer Cooperative Movement in India for training programmes, conferences and technical meetings.
- 3 Technical Assistance to ANGKASA for a workshop in Retail Management.
- 4 Regional Seminar on Members Participation and Housewives Involvement in Consumers Cooperatives.
- 5 Consultancy assistance to the Consumer Cooperative Federation of Thailand to develop efficiency norms and guidelines for retail societies.

- 6 Study Mission on Consumer Cooperation to Indonesia to identify areas which call for external assistance and to assist in preparing their perspective plans.
- 7 Coordination of assistance to the School Cooperatives in Malaysia; participation in TUIWC Seminar on "Trade Unions in Commerce and Cooperatives in Asia in the process of promoting their countries' economic and social development" held in Manila in November, 1987.

The member movements in the Region have been invited to send their proposals and suggestions for the work programme 1990-91 onwards. They have been requested, to identify areas and activities which need technical assistance or support under the Project.

1.3.3 Human Resource Development Project

The objectives of the Project are : (a) to identify and introduce new methodologies and appropriate educational technology for members, committee members and leadership development to suit varying situations in member countries; (b) to provide technical assistance on programme planning to member movements (c) to assist member organizations in facilitators' development programme; and (d) to assist member organizations in preparing manpower and career development plans for cooperative educational institutions.

The main activities of the Project are (i) to activate Cooperative Education Sub-Committee (renamed as ICA Committee on Human Resource Development for Asia), (ii) to arrange training programmes for facilitators on training projects and methodologies (iii) to assist member organizations in formulating member/committee member development projects; (iv) to arrange workshops on curriculum development, new methodologies and technology for cooperative education; and (v) provision of consultancy services.

An important sub-project is the development of women through cooperatives.

1.3.4 Agricultural Management Training Project

The objective of the project is to help strengthen and improve agricultural cooperative performance with qualitative and quantitative improvement in cooperative services to member farmers at the grass-root level. Under this project each year a six-months intensive training programme for 15 carefully selected cooperative managers of agricultural cooperatives is carried out. The course programme comprises (i) a two months training programme each in India and in Japan; (ii) two weeks study visits each in two other countries; and (iii) preparation of development projects by participants in their home countries. Some details of the intensive programme are given in the following account.

1.3.4.1 I.C.A./Japan Training Course for Strengthening Management of Agricultural Cooperatives in Asia

Under an agreement between the International Cooperative Alliance (ICA) and the Ministry of Agriculture, Forestry and Fisheries (MAFF) of the Government of Japan, the ICA launched in 1986 a Management Training Project for Agricultural Cooperatives in Asia. Since then three courses have been held. In addition, the participants worked on projects in their own countries during the course.

1.3.4.2 Objectives :

The main objective of the training programme/course is to help strengthen and improve agricultural cooperative performance in the Asian region, so as to bring a qualitative and quantitative improvement in cooperative services

Note : Candidates from India for all the ICA programmes are invited through the NCUI and other member organisations from the Country.

to member farmers at the grass-root level. The overall aim is to help improve members' income and ensure their active participation in the cooperative business.

Participants :

Fifteen participants holding middle or senior level managerial positions in cooperatives or their supervising organisations are selected every year to attend the residential course. The ten countries of Asia, from which the participants are selected through the member organisations of the ICA include Bangladesh, Peoples Republic of China India, Indonesia, Republic of Korea, Malaysia, Pakistan, the Philippines, Sri Lanka and Thailand.

1.3.4.4 Training Course Part I, New Delhi October-December. (2 months).

- (i) Review of cooperative organisations and management practices in participating countries, based on the background papers presented by the participants.
- (ii) Module On Integrated Cooperative Development (ICD)
 - Introduction to the Concept of Integrated Cooperative Systems (ICS). General readings and discussions.
 - ICS at work. Introduction to FAO Appropriate Management System for Agricultural Cooperatives (AMSAC) .
 - Pre-requisites for ICS—Cases and Group discussion.
 - Socio-Economic Gains of ICS—Case and group discussion.
 - Role of manager in ICS—Case and group discussion.

- Organisational Issues in ICS Planning & Organisation Environment. Case and group discussion.
- Organisational Structure and Integration. Case & discussion.
- Organisational Leadership. Case and group discussion.
- (iii) Module On Planning and Management (I)-
(computers used)
 - Economic/Financial Planning Techniques. Case and discussions.
 - Cost and Break-even Analysis. Ratios and Analysis.
 - Cash flow, time value of money, investment analysis.
 - Private and Social Cost Analysis for Investment Decisions.
- (iv) Module on Planning and Management (II)-
(computers used)
 - Planning : Case.
 - Formulation of Marketing Strategy.
 - Strategic Issues on Production Operations : Facilities Planning (location and capacities)
 - Product-Mix. Linear Programming.
 - Cost in decision making.
 - Scheduling and Net-work Technique.
- (v) Module on Designing Project for Agricultural Development
 - Designing Projects (A Note on Project Cycle)
 - Project Identification.
- (vi) Workshop on Monitoring and Evaluation :
 - Dynamics of Monitoring and, Evaluation Indicators. Case.

- Guide to Monitoring and Evaluation of Small Farmers' Cooperatives.
- Appraisal of Project Proposal.
- Guidelines for Preparation of Field Projects (OHP presentation)

(vii) Field Study Visits in India (3 weeks)

(viii) Field Study Visits in Thailand (2 weeks)

1.3.4.5 Home Country Assignments : (6 weeks)

The home country assignments are intended to provide to the participants an opportunity to identify areas for viable projects in the course related subjects, in consultation with the nominating organisations and formulated cooperative development projects for discussion and appraisal during the second part of the Course at IDACA. It is expected that these projects, to be finalised towards the end of the training, will provide a valuable framework for the sponsoring organisations to plan and implement development projects on similar lines for strengthening the structure and functioning of agricultural cooperatives in respective countries.

1.3.4.6 Training Course—Part II, IDACA, Tokyo, Japan (2 months)

i) Sessions on :

- Introduction to Japan, Its Rural and Agricultural Situation
- History and Present Position of Agricultural Co-operative Movement in Japan.
- Present Situation and Functioning of Agricultural Cooperatives.
- Rural Institutions and Agricultural Development so far.
- Land Utilisation and Consolidation.

- Agricultural Structural Improvement.
 - Business Management in Primary Cooperatives (based on case studies).
 - Management of Members Organisations (based on case study)
 - Farm Guidance in Agricultural Cooperatives.
 - Better Living Activities in Agricultural Cooperatives (general discussions and case studies).
- (ii) — Appraisal of Projects prepared by Course participants during home country assignments.
- (iii) Field Study Visits in Japan (Part I) and Review of Field Visits.
- Credit Activities of Agricultural cooperatives.
 - Supply Activities of Agricultural cooperatives.
 - Marketing Activities of Agricultural Cooperatives.
 - Steps for Strengthening Management Policies in Agricultural Cooperatives.
- (iv) Group Work for drafting Regional Plans.
- Measures for drafting the Regional Agricultural Promotional Plan (RAPP) and business planning at the primary cooperative level.
 - Demand/Supply adjustment measures for Agricultural and Livestock Products.
 - Price stabilisation Measures for Agricultural Cooperatives.
- (v) Field Study Visits in Japan (Part II) and
- the review of the visits.
 - Education and Training Activities of Agricultural Cooperatives.

- Agricultural Extension Work by the Government Departments.
 - Disaster Compensation Scheme for Agricultural Cooperatives.
 - International Cooperation on Agriculture and Forestry by the Government of Japan.
- (vi) Panel Discussion on Inter-agency Cooperation for Project Follow up (ICA, FAO, MAFF, APO, CUAC, etc.)
- (vii) Evaluation and Conclusion of Part II of the Course.
- (viii) Field Visits in the Peoples Republic of China (2 weeks).
- (ix) Discussions and Conclusion of the Course.

1.3.4.7 Methodology :

- Participative methods will be used throughout the Course
 - Group work through syndicates of five or more persons.
 - Every syndicate exercise will be based on a document provided earlier or computer software.
 - Lectures will be mainly for introducing a subject for group discussion. The lecturer is expected to act as a facilitator or resource person for effective learning. Management cases or case studies are widely used.
 - Participants are actively involved in the preparation of model plans or detailed plans for Integrated Cooperative Development at different levels.
- Use of reference books and other related documents is encouraged.
- Audio-visual method and aids are used frequently, according to the needs, thus participants learn to communicate effectively.

1.2.4.8 Course Coordination :

Project Director,
ICA/Japan Cooperative Training Project
ICAROA, 43, Friends Colony, New Delhi (India)

1.2.5 ICA Cooperative Trade Project : (COOPTRADE) Address : ICA COOPTRADE Project, C/o ICAROA, 43, Friends Colony, New Delhi-110065

The Cooptrade is a project under ICA with the objective to promote international cooperative trade through technical assistance to cooperative business organisations. Since 1984, the Project has been operating from Kuala Lumpur and from July 1989, the project operates exclusively under ICA, hence the present name : ICA COOPTRADE project.

The COOPTRADE has provided technical assistance to cooperatives in the region. The assistance has included feasibility studies, result orientied consultancies and training international marketing. Training has been provided through international seminars and individually for selected organisations, with emphasis on the latter.

The activities of Cooptrade are guided by the ICA Sub-Committee For Trade and Industry, which meets periodically and reports to the ICA Council for Asia. The main problem of project is that the advanced cooperative movements are reluctant to purchase goods which the cooperative movements from the region want to export. It is felt that the ICA Hq. should take up this matter with the Policy Makers in various movements.

1.2.6 Other Development Projects of the ICARO :

The ICA RO also plans to develop, new projects in the field of cooperative Information (Data Bank), Agricultural Cooperatives and Fishery Cooperatives for the Asian Region.

2 Institute for the Development of Agricultural Cooperation in Asia (IDACA)

4771, Aihara-cho, Machida City,
Tokyo 194-02, Japan. Tel : 82-4331
Telex - 2872505 IDACA J.
Cable : IDACA IN ASIA 0104424

2.1 Introduction :

The IDACA is an international organisation that trains agricultural cooperative leaders and managers from developing countries. It attaches foremost importance to having them learn lessons from what the Japanese agricultural cooperatives have done to best serve the interests of farmers who dedicate themselves to tilling not only the soil but also the human/mind heart. The IDACA has special relations with the ICAROA and its member organisations in India and other countries of the Asian region. It is hoped that the IDACA will contribute to the restructuring of rural communities by further consolidating inter-cooperative relationship with agricultural cooperative leaders of various countries by making Japanese rural society a source of inspiration for them. At present, the nation's farming population is vigorously wrestling with high technology-oriented farming through the medium of biotechnology and computers. Through the agricultural cooperative movement it will give impetus to the development of innovative agriculture and new-type of rural communities, thus carry forward the country in the 21st Century. Meanwhile, industrious young farmers and their wives have been working out long-term plans incorporating life-cycle scheduling, farming operation plans and designs of living, in the future.

2.2 Organization and Staffing

The Institute for the Development of Agricultural Cooperation in Asia (IDACA) was established on July 8,

1963, with funds raised among agricultural cooperatives in Japan and with the support of the Japanese Government. The IDACA has close collaboration with the Central Union of Agricultural Cooperatives in Japan (CUAC). The policy making body is a fourteen member Board of Councillors, having representatives from agricultural cooperatives (7), consumers cooperatives (1), fisheries cooperatives (1) and organizations relating to international cooperation (5) viz. ILO, Japan FAO Association, Institute of Development Economics (IDE), Japan International Cooperation Agency (JICA). The Executive Body is the Board of Directors consisting of nine members which include a full-time managing director and four directors from national organizations of agricultural cooperatives. The President of the Central Union of Agricultural Cooperatives (CUAC) is also the President of the Board of Directors. There is a Board of Advisors. There is no full-time teaching staff. Courses are conducted with the support of CUAC staff and specialists from the cooperative organizations. The administrative and supporting staff comprises 10, including the IDACA's Managing Director and Course Coordinators.

2.3 Physical Facilities :

IDACA has its own building complex recently constructed one near the Central Agricultural Cooperative College, about 100 Km. from Tokyo. There are three classrooms with a seating capacity of 60 each. There are also a meeting room, T.V. lounge, audio-visual room, lobby, dining room and two office rooms. The audio-visual aids available are slides, films, overhead projectors, T.V. Monitors, etc. There are 25 fully air-conditioned rooms with attached baths for the participants, which could provide accomodation for 25 persons only.

2.4 Training Programmes :

There are three types of training projects namely volunteer training courses, commissioned training courses and the

training courses based on bi-lateral agreements. They are designed to expose participants to the Japanese experiences in the operation, function and mechanism of the agricultural cooperative movement.

2.4.1 Current Training Courses

A. Voluntary Training Courses :

2.4.1.1 ICA-Joint Sponsorship Seminar

In line with the agreement between the Central Union of Agricultural Cooperatives, IDACA and the ICA, the Institute accepts each year twenty participants from agricultural cooperatives from the various Asian countries and trains them for three weeks on the agricultural cooperatives of Japan.

2.4.1.2 Training course for cooperators from selected countries

On the basis of discussions between the Central Union of Agricultural Cooperatives and the agricultural cooperatives of developing countries which are members of the ICA, the Institute systematically invites two countries to send candidates to Japan for training concerning the activities of agricultural cooperatives in Japan.

2.4.1.3 IDACA's Special Training Course

It is a special training course usually conducted once a year for fifteen persons, from ICA member countries, who desire to study the actual conditions of organization, business and management activities of Japanese agricultural cooperatives.

B Commissioned Training Courses

2.4.1.4 General Course in Agricultural Cooperatives under Colombo Plan

It is held once a year for about twenty participants from twenty countries. It is commissioned by the Japan Inter-

national Cooperation Agency and implemented by the Japanese Government through the Governments of the developing countries. The training is on the agricultural cooperative movement of Japan.

2.4.1.5 IDACA Refresher Courses

This is training for those who previously received training under the agricultural cooperatives group course of Japan (IDACA training) and who request re-training.

2.4.1.6 Agricultural Development Project Training Courses

This is a training course for projects for nurturing agricultural cooperatives rather than agricultural development projects which are carried-out through tie-ups between the agricultural cooperatives of Japan and developing countries.

C Training Course based on Bi-lateral Agreement

These are special training courses under which participants are accepted from other countries on the basis of agreement memoranda between overseas agricultural cooperatives and Japan's Central Union of Agricultural Cooperatives. The training courses currently carried out are as follows :

2.4.1.7 Training course for Cooperativa Agricola de cotia
Cooperative Central, Brazil

2.4.1.8 Training for the National Agricultural Cooperative
Federation of Korea

2.4.1.9 RECA Seminar

2.4.2.0 ICA/JAPAN Course for Strengthening
Management of Agricultural Cooperatives,
New Delhi Bangkok, Tokyo & Seoul.

The Afro-Asian Rural Reconstruction Organization (AARRO) holds a seminar twice every three years at IDACA. It is for the delegates of the governments of AARRO affiliated countries on the role and functions of Japanese agricultural cooperatives in the promotion of agriculture and the

development of rural communities. The seminar usually lasts for two weeks and is attended by twenty delegates.

2.5 Course Contents:

The main contents of training of the above courses are as follows : 1) History and present state of agriculture in Japan, 2) Development and present state of agricultural cooperatives in Japan, 3) Organized projects and administration of agricultural cooperatives (i.e. laws related to agricultural cooperatives ; actual state of agricultural cooperative organizations; administration of agricultural cooperatives including auditing; projects of agricultural cooperatives aiming at the improvement of farm management and livelihood viz. credit business, education and publicity), and 4) study visits which are on-site training concerning the operation and activities of agricultural cooperatives and organizations in Japan.

2.6 Training Methodologies :

Lecture, discussion, study visit and report making. Library and group work is also done.

2.7 Planned Future Courses

Of the three types of training project outlined in 2.4.1 above, seven to eight courses are held annually.

2.8 Language/s of Instruction

The language of instruction is Japanese with simultaneous translations. Courses have been offered in English, Portuguese and Thai.

2.9 Facilities For Foreign Students

All the courses conducted at IDACA are for foreign students, nominated through proper channel. By the end of 1988 IDACA had accepted 2535 participants for its Training Seminars & about 100 more would participate during 1989.

3 Asian Confederation of Credit Unions (ACCU)

Principal Office :

P.O. Box 24-171, Bangkok 10240, Thailand

Tel : (02) 374-6781

Telex : 82234 ACCU TH. Cable : ASCONFÉDER

3.1 Introduction

The Asian Confederation of Credit Unions (ACCU) was established in April, 1971 and in May, 1971 it became the member of World Council Credit Unions (WOCCU). ACCU is an alliance of Credit union leagues, federations, and promotion centres of Asian countries working towards the integration of the credit union movement at the regional level. It serves as a vehicle by which the Asian credit union resources, both human and financial, are pooled for the benefit of the entire region. ACCU's activities include education training, technical and financial services.

ACCU has fraternal relations with UN and national cooperative movements and other international organisations functioning in Asia. Its representatives participate in the international gatherings such as, the South Asian Sub-regional seminars on Credit Union Consodiation for Growth.

3.2 Organisation :

Two delegates represent each member nation at the biennial General Meeting. Five of fifteen of these delegates form the ACCU Board of Directors. The General Manager acts as Chief Executive Officer of the Confederation. The General Manager is assisted by a Training Advisor and several (4) administrative and the secretarial assistants.

3.3 Finance :

Financial support for ACCU is provided by member leagues and by various public and private development

assistance organisations. Since 1971, it has been working as an incorporated body of WOCCU.

3.4 Objective

ACCU's mission is to assist members to organise, expand, improve and integrate credit unions so that they can fulfil their potential as effective instrument for socio-economic development of people. The Confederation encourages the exchange of ideas and information, promotes credit union development and growth, represents members' interests, and extends to credit unions and their members education and financial services in areas where they are required.

3.5 Educational Programmes :

ACCU has an ongoing credit union promotion programme focussed on Asian countries spreading the credit union message, principles and benefits to as many people in that area as possible. The challenges of trying to reach millions of people in need of economic upliftment are great and ACCU is confident that with basic credit union tenets of unity and brotherhood & dedicated work, it will be able to meet them with success in the years to come.

3.5.1 ACCU has national level members in Bangladesh, Hong Kong, India, Indonesia Japan, Korea (South) Malaysia, Papua New Guinea, Philippines, Taiwan, Sri Lanka and Thailand. Besides having active education and training programmes through the member organisation, ACCU organises educational activities in Nepal, Pakistan, Singapore and other countries of the region.

3.5.2 The contents of educational programmes include credit union principles related to democratic structure, service to members and social goals of credit unions. These principles, similar to cooperative principles, are Open and Voluntary Membership, Democratic Control, Non-Discrimination, Service to Members, Distribution to Members,

Building Financial stability, On-Going Education, Cooperation Among Cooperatives and Social Responsibility. These have been approved by WOCCU Membership Council on 24th August, 1984.

The Credit Union Operating Principles are found in the philosophy of Cooperation and its central values of varied equality, equity & mutual self-help practices in the implementation of credit union philosophy around the world has the central idea of human development and the brotherhood of man expressed through people working together to achieve a better life for themselves and their community.

4. Asian and Pacific Regional Agricultural Credit Association (APRACA)

APRACA Secretariat,
Maliwan Mansion, Phra Atit Road,
Bangkok 10200, Thailand.
Tele : 2817844 Telex : 82815 FOODAG TH
Cable : Foodagri, Bangkok.

4.1 Organisation :

Established in 1977 at New Delhi, APRACA is an Association of institutions directly or indirectly involved in agricultural credit in the Asian and Pacific Region. The members of APRACA are :

- i. Any government in the Region;
- ii. Any national-level financial institution or national level federation or association of financial institutions actively interested and involved in agricultural credit & development
- iii. Any central bank or monetary authority; and
- iv. Any national level agricultural credit training and/or research institution.

Sponsored by F.A.O., the association has had 55 members including Cooperative Banks and the Training/Research institutions. Its membership covered 19 countries as on 30th June, 1986. It may thus be that APRACA is not an Inter-Government body.

4.2 Objectives :

One of the main objectives of APRACA is to coordinate and organise training programmes for agricultural credit in the Region, and to facilitate exchange of personnel between institutions of different countries for in-service training.

According to its new Plan of Action, APRACA has been orienting its activities towards achieving the following objectives :

1. To strengthen the rural financial system and to foster self-reliance among agricultural credit institutions;
2. To promote collective self-reliance among agricultural experience, the pooling, sharing and utilisation of their technical resources;
3. To strengthen the capacity of agricultural credit institutions to formulate requisite strategies and to formulate, monitor, implement and evaluate relevant development projects.

4.3 Staffing :

At present the General Secretariat comprises the Secretary General, a Technical Assistant, and three clerks-cum-typists.

4.4 Physical Facilities :

The FAO Regional Office for Asia and Pacific provided free of cost office accommodation in its premises in Bangkok to house the General Secretariat of APRACA. Office

equipment and related facilities such as the telephone, telex, etc. provided by RAPA. Upon the request of the APRACA General Assembly, the FAO RAPA also provided on a part-time basis and free of cost the services of its Regional Marketing Credit and Cooperatives Officer to function as the Secretary General of APRACA from its inception, until 1984. The services of an FAO INSTA Holder (In-Service Training Awardee) was also provided as Assistant to the Secretary General during the years 1981 and 1982. Both FAO HQs. and RAPA expertise, their library and documentation services and information on current UN System's credit programmes were also available to APRACA as and when needed. FAO actively collaborated with and supported APRACA initiatives in the field of agricultural credit.

4.5 Financial Resources :

The financial resources of the Association are raised in the following manner :

- i. Admission Fees and Annual Membership Fees;
- ii. Voluntary Contributions from Members;
- iii. Grants and Donations from other sources; and
- iv. Other Income such as through sale of publications.

4.6 Training Needs Survey and Sub-regional Consultations :

A Training Needs Survey in the Region was carried out by APRACA in February 1985 with a view to updating the information regarding training needs and the training facilities and the courses offered by agricultural credit institutions in the Region. Economic Development Institute (EDI) of the World Bank provided needed financial support. Then with the survey report as a base, APRACA conducted three Sub-regional Consultations on E/TCDC in Training and Research in Agricultural Banking as indicated below. The purpose of the consultations was to improve the

Sub-regional Training Programmes in the context of changing needs.

The findings of these consultations were used as a basis for planning sub-regional training programmes for 1987 & 1988.

4.7 Training

APRACA's training activities may be classified under the following heads :

1. Staff Exchange Training Programme;
2. Senior Executives Group Study/Observation Programme;
3. Sub-regional Training Programmes; and
4. Regional Workshops, Seminars and Consultations.

The financial arrangements for these programmes are made on cost sharing basis. APRACA pays for the airfare of the participants out of funds received from donors, Deputing member institution pays for daily subsistence allowance (DSA) of its participants, and the host institution makes local arrangements, including provision of training facilities, field trips and transport, and bears the costs involved. These financial arrangements apply to all the training programmes.

4.7.1 Staff Exchange Training Programme ;

The programme is designed for middle level management personnel of member institutions to broaden their outlook, enhance their professional skills, and to plan for possible adoption/adaptation of what they learn to their home countries. The duration of the programme is of two to three weeks.

A. Selection of subjects and host institutions :

The programme is so designed that each participant chooses his or her own field of interest, and indicate the host country & the member institutions which he would like to

visit. APRACA then arranges a careful matching between the two, viz. needs of the candidates and the training facilities of the host countries. The participants are thus enabled to learn about policies, programmes and projects as well as systems and procedures of agricultural credit and banking institutions in other countries. Emphasis is placed on learning about innovative policies, programmes and projects for the small farmers.

B. Reports and follow-up

Each participant submits a report after completion of his training to his own institution, the host institution and to APRACA detailing the programmes; practices and innovations studies; significant experiences and lessons of value to him; and recommendation regarding what new ideas-programmes, projects, practices, etc., can be adopted/adapted to the home country/institution.

On an average about 20 participants, who are working at a senior or middle level of management/administration in member institutions participate in the Exchange programme.

4.7.2 Senior Executives Group Study/Observation Programme

The above mentioned programme was introduced in 1980. The main objective of the programme is to enable a small group of senior executives of agricultural and banking institutions of selected countries to carry out a systematic and intensive study of the credit systems in another country and evaluate their performance for the purpose of possible adoption/adaptation to their own institutions. The duration of the programme has been arranged 10 to 14 days. So far five such group study tours have been arranged in India, the Philippines, Republic of Korea, People's Republic of China and Sri Lanka. So far 111 senior executives from different countries have carried out group study tours in five countries of the Region.

4.7.3 Sub-regional training Programmes :

APRACA has divided the developing part of the Region into three sub-regions based on broad homogeneity and geographical contiguity. The three sub-regions are : South-East Asia ; and the South Pacific. Sub-regional training programmes have been organised generally on a rotating basis for these sub-regions. Two target groups have been identified for whom the training programmes are arranged : (i) Banks' management personnel and (ii) Trainers engaged in training agricultural credit and bank personnel.

(a) South Asia: Establishment of CICTAB

A survey training needs in Bangladesh, India, Nepal and Sri Lanka was conducted.

Following the survey, the FAO took the initiative of establishing, in collaboration with governments of the four countries, a training centre for the sub-region. This Centre for International Cooperation and Training in Agricultural Banking (CICTAB) was established in January 1983 at Pune, India. The aims of the Centre are,

- (i) to promote and strengthen national institutions concerned with training in agricultural credit and banking
- (ii) conduct sub-regional training courses on specialised training courses on subjects of common interest to member institutions of the four countries, and
- (iii) to provide facilities for inter-regional seminars.

The APRACA has participated in the discussions concerning the planing and organisational work for establishing CICTAB and collaborated with the FAO's efforts. The CICTAB has been utilising the well-developed training facilities of the two member institutions, viz. Vaikunth Mehta National Institute of Cooperative Management' and the College of Agricultural Banking at Pune, were upgraded to cater to international requirements.

CICTAB has organised two training programmes for the sub-region :

- (i) Training of Bank Personnel in Production Finance for the Rural Poor in 1983, and
- (ii) Training of Trainers for Developing Training Systems and Methods, with emphasis on serving the Poor, in 1984.

Direct outputs have been 55 trained personnel, about 6 participants from each of the four countries. The courses are held for varying duration at Pune. In February 1985 FAO and APRACA co-sponsored a three day Sub-Regional Fertiliser Credit Seminar in Islamabad; Pakistan with 50 participants from the country and one participant each from India, Nepal, Sri Lanka and Thailand.

(b) South-East Asia :

Based on the survey of training needs of member institutions in the Sub-region, APRACA formulated two training programmes for the two priority target groups identified by the Survey, viz. (i) Management Personnel, and (ii) Trainers.

The objective of the Agricultural Banking and Credit Management (ABCM) Training Programme is to improve conceptual, analytical and decision-making skills in handling bank operations especially for small farmers and the rural poor.

The ABCM programme held in Korea had an additional objective of exposing the participants to alternative systems and procedures for monitoring and evaluation of performance of rural financial institutions in Asia.

The objective of the second programme for Trainers-Agricultural Banking and Credit Trainers' Training Programme (ABCT)-was to improve the pedagogical skills of

the trainers as well as their abilities to evaluate training Programmes. The duration of the programmes have been approximately two weeks.

(c) South Pacific :

A Training programme for sub-region was designed on basis of the findings of an APRACA Survey of Training Needs carried out in the Sub-Region in 1981. The objective of the programme was to improve the knowledge and skills of bank personnel in the identification, formulation and appraisal of agricultural development projects.

Two-weeks Training Programmes were conducted one each in Papua New Guinea, Fiji and Western Samoa with about 50 participants attending, representing 14 national level institutions.

4.7.4 Regional Workshops, Seminars, and Consultations :

The purpose of these programmes are to enable participants generally at a senior level to exchange experience, learn from each other, and formulate plans of action at regional, sub-regional and national levels. These are organised by APRACA periodically on subjects of vital concern to member institutions in the Region.

I) Regional Experts Consultation on Crop Insurance Programmes and Policies in Asia.

The Consultation was organised by FAO RAPA and APRACA from 1-5 April 1986 in Tienjin, China. There were 29 participants from 15 institutions in 9 countries and the outcome was A Crop Insurance Analysis Framework.

II) Regional Course on Agro-Industrial Project Formulation & Appraisal, Seoul, Korea, 5-30 October, 1987. About 9 participants from 8 member institutions participated.

III) Regional Seminar for Financial Managers, Kuala Lumpur, October, 1987. Nine member institutions

participated. The Economic Development Institute (EDI) of the World Bank partially financed the seminar.

4.8 Action Oriented Projects :

APRACA has been holding Regional Seminars and Consultations, as a part of Action-Oriented Projects with the aim of following up the recommendations of the Regional Seminars with national level workshops and national action programmes.

- (a) Joint Project for Training Personnel of Rural Banking institutions for Improving Services to Low-Income Groups.

This Project was jointly carried out by APRACA with the UN Inter-Agency Committee on Integrated Rural Development for Asia and the Pacific (IAC-IRD) and the FAO. The objective of the project was to assist the Governments and credit institutions in re-orienting the outlook of concerned personnel towards the problems and needs of low-income groups in their respective countries.

- (b) FAO-APRACA Project for "Promotion of Village-Level Credit Projects for Small Farmers.

- (c) Rural Savings Mobilisation (RSM) Programme.

Macro-level studies and Regional Workshop in Manila, 1984.

Case Studies and Regional Consultation of National Coordinators, Korea, July, 1985.

Regional Workshop on Strengthening Small Farmer Credit Systems in Asia and the Pacific, Manila, March 1985.

Regional Workshop on Strengthening Institutional Credit Services to Low Income Groups, Nanjing, China May 26-30, 86.

National Workshop :

One of the elements of the RSM plan is to hold national workshops to promote national action plan on RSM. The holding of such workshops have been going on, since 1985.

(d) Monitoring and Evaluation Project

The first component in the Project was the organisation of the Regional Seminar on Monitoring and Evaluation of Performance of the Agricultural Credit Institutions in Asia and the Pacific at Pattaya, Thailand from 9th to 13th December, 1985. 55 representatives from 34 institutions in 20 countries attended the seminar.

The second component of the Project is the preparation of a Manual which shall be used during the field work.

The third component is for APRACA to institute the Monitoring and Evaluation System in collaboration with member institutions.

(e) Project on Promotion of World Bank Accounting Guidelines

The above project is complimentary to the Monitoring and Evaluation Project.

4.9 Consultancy Service

Short-term consultancy service is arranged by APRACA for a member institution in need of technical assistance through the help of another which has the expertise available. The objective of the Programme, called Mutual Technical Cooperation Programme, is to improve the efficiency of a member institutions by helping it in planning and/or implementation of agricultural credit policies, programme or projects, in adopting new systems and procedures and in the training of staff.

The programme was started in 1979. Usually the period of assignment of the expert is 2-4 weeks but may sometimes extend upto 3 months.

The principle of cost sharing is applied to this programme. Out of 20 consultants arranged under the Mutual Technical Collaboration Programme, 8 were mainly assigned with the task of Designing and Implementation of Training Programmes.

4.10 Information Exchange :

- (a) APRACA NEWS DIGEST — Quarterly, since inception.
- (b) APRACA Research Journal, launched in 1984.
- (c) 26 publications as results of APRACA programme.

The various training programmes, workshops and seminars have provided lively fora for person-to-person exchange of information, in addition to their performing other vital functions.

5 International Labour Organisation

CH-1211 (Geneva-22)

4, route des Morillons, Geneva.

Cable: Interlab Geneva. Telex 22 271 BIT CH

Telephones: (022) 99961 11.

Asian Office: U.N- Building, (11th Floor)

Sala Shantitham, Bangkok-10200 Thailand.

5.1 In the U.N. system ILO has the largest and diversified programme in the field of cooperative development, involving cooperative education and training activities. It has a special Section devoted to promotion of Cooperation and Education among working people of the world. A new ILO service is known as MATCOM i.e. Material and Techniques for Cooperative Management Training based in U.N. Buildings in Vienna (Austria). From there, the project-team

coordinates the collaboration with cooperative trainers/educators in many developing countries, edits and finalises the training material on various aspects of cooperative management and organises trainers' workshops, seminars and the MATCOM consultancy services. MATCOM makes it possible to collaborate on a world wide basis in the design of training programmes and material in cooperative management. So far, about 100 publications on cooperative management have been brought out and sold through ILO Publications Division. Some of these publications can be had from the MATCOM LIAISON OFFICER, care of ILO Area Office, 7 Sardar Patel Marg, Diplomatic Enclave, New Delhi.

5.2 International Centre For Advanced and Vocational Training (ICAVT)

Cooperative Section ICAVT

Course Unita d'Italia, 125

10127 Torino-Italy

Telephone : (011) 69361, Telefax : 39-11638842

Telex : 221449 CENTRN - 1.

The Cooperative Section of ICAVT has announced an international training programme in Management of Cooperative Training Institutes, to be conducted in English. This course has been sponsored by the Italian Government and therefore the nominations must be made through the Italian Embassy in the applicant's country. Important details of such courses can be had from the above address. The present course which is of 12 weeks duration will be held at Turin some time during 1989.

For Travel Grants for such international courses, UNESCO, Paris and its National Commission in the country of the applicant may be contacted. UNESCO has a modest travel grant for selected workers education (including cooperative education) leaders in developing countries. NCUI's Candidates have made frequent use of UNESCO Travel Grants.

6 Food and Agricultural Organisation of the United Nations (FAO)

VIA Delle Terme Di Caracalla, 00100 Rome, Italy.

Asian Office : FAO Regional Office For Asia and Pacific, (RAPA)

Maliwan Mansion, Phra Atit Road, Bangkok, 10200 Thailand.

6.1 FAO had some important small farmers' projects in Bangladesh, Nepal and other countries of Asia. These were action cum education projects, leading to much improvement in the delivery system of technical and other government assistance to small farmers and other weaker sections of rural society in developing countries. Based on the experiences of working with rural poor in Asia, FAO decided to mount its umbrella programme People's Participation in Rural Development through the Promotion of Self-Help Organisations (PPP).

Another emerging concern during the 1970s was the low level of involvement of rural women in cooperatives and other rural women organisations. In the 1980s, FAO's policies and programmes have, like those of other development agencies focused more on rural poor. In line with this commitment the activities of the Cooperatives Group of FAO during the first half of the Third Development Decade were geared to people's participation as the cornerstone of rural development, with emphasis on the role of the small farm families and the rural landless in that process.

6.2 The Asian and Far Eastern Office of the FAO (FAO RAPA) Bangkok has been supervising several programmes and development projects having cooperative education and training as an important element. Any way, RAPA does not have mere CET programmes per se. Some of these programmes are based on the FAO's approach - Appropriate Management System for Agricultural Cooperatives

(AMSAC). The system is briefly described in the following account.

6.2.1 Appropriate Management System for Agl. Cooperatives (AMSAC) :

The AMSAC approach as evolved by FAO is an integrated agricultural cooperative system which emphasises on management of agricultural output so as to bring increasing social and economic benefits to the participating members.

The basic objective of the AMSAC programme is to increase the income earning capacity of the small farmers in particular with their active participation in the decision-making process. The programme is based on an integrated system for cooperative management which focussed on agricultural outputs as the basis for forming the cooperative organisations leading to vertical integration for the maximisation of benefits to members on the one hand, and backward integration for cost minimisation and adoption of improved technology on the other. It may thus be defined as output based integrated system of management which is member oriented, member responsive and member controlled.

The essential features of the AMSAC Approach are :

- i) It is output based ;
- ii) It seeks integration of agriculture to processing and to marketing, and vice versa.
- iii) It is responsive to members demand.
- iv) It focusses on growth of farmers for improved income earning capacity.
- v) Control of policies is by members through institutionalised, democratic and participative process.

The objectives of AMSAC could more profitably be achieved by :

- a. increasing productivity of the farmers' resources;
- b. introducing best product mix to optimise income of farmers;

- c. introducing appropriate/modern technology for production;
- d. reduction of post-harvest losses;
- e. utilising the product and by-product system to increase farmers' income through value addition process,
- f. increasing market share through organisational integration;
- g. increasing social and welfare benefits to farmers.

In the final analysis the AMSAC approach is to optimise members income and improve their quality of life.

- 7. Afro-Asian Rural Reconstruction Organisation (AARRO)**
 C-117/118, Defence Colony, New Delhi 110024.
 Telephones : 624723, 611176, 611462.

7.1 Introduction :

AARRO is one of the oldest international organisations of the Afro-Asian nations. It came into being in 1962. At present, it has membership of 27 countries (12 from Africa and 13 from Asia and, the Central Union of Agricultural Cooperatives (CUAC) of Japan. The Institute for Rural Development (Kenya) has been admitted as an Associate member of the organisation.

The primary function of AARRO is to act as a catalyst in the Afro-Asian Region to promote cooperative action, to reconstruct their economies and societies and eradicate thirst, hunger, illiteracy, diseases and poverty. These objectives are sought to be realised through its technical programmes consisting of research on developmental issues, granting fellowships for training in major institutes in different member countries, sponsoring study seminars and workshops and arranging participative technical cooperation among member nations.

7.2 Programmes : 1988

The highlight of the programme was emphasis laid on human resources development through economic

programmes and technical activities in the realm of training seminars and workshops. Several training courses (9) including one on Cooperative Management were organised at the Egyptian International Centre for Agriculture (EICA) Cairo in which some Asian cooperators participated.

7.3 Another important educational activity was the 15th RECA Seminar held at the Institute for the Development of Agricultural Cooperation in Asia (IDACA), Tokyo in August-September, 1988. Sixteen participants from 11 member countries of AARRO, namely Egypt, Ghana, India, Iraq, Jordan, Kenya, Republic of Korea, Malaysia, Mauritius, Morocco and Republic of China attended the seminar.

The main purpose of the Seminar was to study in detail the effective contribution made by rural community through cooperatives in the development of Agriculture, in the context of rural Japan. The main theme of the seminar was 'Provision of Input Supply, Credit and other Service Facilities by Cooperatives with Special Reference to Japanese Experience'. The Seminar programme included study visits to local cooperatives.

7.4 Annual Plan for 1989 may be had from the AARRO Secretariat. News about education, training and other development activities may be seen in the AARRO News Letter brought out monthly and in other documents of the organisation.

3

CONCLUSION

Cooperation or 'sahakar' literally means working together towards same end. Education means systematic instruction (course/programmes) for learners. Interestingly, 'training' specifically refers to the process of bringing learners (be they persons, children or animals) to desired state or standard of efficiency, by instruction or practice. Teaching and accustoming them to desired level of action is an integral part of training. The term 'cooperative education' pertains to educational/training programmes provided by the Co-operative Movement, for the fulfilment of its own main aims and objectives. The programmes, therefore include, but not restricted to education in the principles and practice of the movement. As cooperative education is of fundamental importance for the survival and growth of the movement, the same has been included in the six basic Principles of Co-operation, and widely respected in all the circles.

In India, the terms 'cooperative education' and 'training' are used with a distinct meaning on the basis of focus needed for different groups of clientele. Cooperative Member Education refers to the programmes which seek to improve on the knowledge and understanding of members, prospective members and elected leaders of cooperatives. While Cooperative Employee Training implies the programmes for the training of paid employees of cooperative organisations and of the governments concerned with co-operative management and development.

Cooperative education and training, in the traditional sense of government extension is as old as the Cooperative movement itself. Of Course Gurudev Ravindra Nath Tagore himself preached and practiced Cooperation at Shanti Niketan and other places in Bengal in the Twenties and Thirties.

Never-the-less, a systematic approach to CET could be adopted, after India won her political freedom in 1947. Under the inspiring leadership of the Father of the Nation-Mahatma Gandhi and the first Prime Minister of free India-Jawaharlal Nehru, the country adopted cooperative system as an important means of winning her socio-economic freedom. In Nehru's time, the Central Ministry of Agriculture, Community Development, Cooperation and Panchayati Raj was formed and thus Cooperative Movement received special attention and patronage from the State. The concept of a 'cooperative sector' vis-a-vis the private and the State sector also emerged. A concept of 'cooperative commonwealth' was evolved and popularised. All this was done with a view to find a solution of the prevalent exploitation of working and improverished masses, and help them achieve a better standard of living, through Cooperation.

As a majority of the Indian masses live in rural areas and engage themselves in agriculture and allied occupations, the main focus of cooperative effort has been on agricultural Cooperation. Consequently, CET programmes have also been focussed on cooperatives in rural India. Later on, cooperation gradually diversified in various fields such as, urban credit consumer, housing, industries etc. With this diversification, CET became more specialised and practical leading to the need of making it an integral part of cooperative business. Various forms of CET emerged to meet the demands of complex situations. It took shapes of special programmes like farm guidance, member education and welfare, cooperative information and communication, member relation and development, savings and recovery drives in agricultural cooperative sector, and consumer education and protection, women mobilisation, member activities and participation in other situations.

After some education and development work in the field the NCUI developed an organisational structure and evolved

several schemes for cooperative education and training in various cooperative sectors, viz. agriculture, credit, consumer, industrial, housing etc. For looking after training of various categories of cooperative personnel, institutions like NCCT, VAMNICOM, CTCs, and JTCs were organised. In addition, several business federations have set up HRD Cells to supplement and complement the training programmes held under the auspices of NCUI.

For member education, guidance and development of cooperative leadership mainly at the primary level, separate approaches and systems were evolved. Under the supervision of the national level Cooperative Education Committee, institutions like NCCE, Education Division of the NCUI, State Cooperative Unions, District Cooperative Unions, block level committees with the involvement of selected primary cooperative societies have been mobilised. Cooperation being a State subject, most of the CET programmes have been planned and implemented with State Governments, State level Cooperative Unions and the business federations. Even then effective Cooperation among different CET agencies has been sadly missing, consequently quality of programmes suffering. So there is an urgent need of evaluating the existing structures, systems and approaches to CET programmes in the country and developing an integrated approach/approaches in this important field. In fact, at the field level total development and training needs of individual institutions and group of members therein should be assessed and reassessed locally and CET programmes be evolved as an integral part of cooperative business. In this connection, close coordination rather an integration in the work programmes of JTCs and the CEIs will have to be brought about.

It may be noted that from early Sixties onwards cooperative business federations like NCCF, NFIC started entering the cooperative education and training, and human resource

development process directly or indirectly. Although the programmes developed by the cooperative business federations have special points of view and emphases yet these seem to be more practical and popular. The large scale efforts being made by IFFCO, KRIBHCO, etc. are noteworthy and lessons can be drawn from them to make other programmes more effective. Care should however be taken that field programmes should not miss their educative and cooperative character, and slip into mere publicity, propaganda or advertising campaigns. Cooperative Educationists should develop commonly agreed objectives standards and criteria for cooperative education, training and HRD activities. We have to search for clear cut answers for the questions such as; What is cooperative education, information, communication or training? How does it promote cooperative personality development inculcating Cooperative Values? What should be the cooperative aspect in adapting educational technology, methodology and approaches? In what way CET contribute to life-long continuing education of adults, youth, children and other groups.

It is heartening to note that the concepts of human resource management and development are fast gaining grounds in cooperative circle, though in a limited sense. Main target groups for HRD have been chosen to be employed personnel. It may however be added that HRD is equally applicable to elected personnel, even to the general membership of primary cooperative societies. HRD includes instructional as well as non-instructional activities, viz. member relations, welfare, personnel selection/election, training, promotion, job satisfaction, grievance settlement, trade union and related activities.

In order to achieve this objective, all cooperatives should be prepared to assume responsibilities for education, training and development of their respective employed and elected personnel as a part of their HRD activities. It may be

noted that continuous education has been the basis of sound cooperative development, ever since the inception of the Movement about 150 years ago. As the experience shows education and training will remain of fundamental value for the survival and thrival of individual cooperatives and the Movement as a whole. In order to achieve this laudable objective, cooperative education and training should be recognised as one of the basic functions and be made an integral part of the cooperative's business.

Successful efforts for making cooperative education and training need based and development oriented have been made by the NCUI by adopting participatory methods, project approaches and the field education development technology on an experimental basis. For improvement in educational methodology, innovations like study circles, seminars, discussion-cum-action groups, women's groups youth fora, farm guidance commodity groups, case studies, management cases, role plays and other participatory techniques have been introduced in the field programmes. For efficient use of audio visual methods, workshops on Training/Learning Packages and other material have been organised. For want of adequate attention and proper follow up system, full use of valuable experience gained could not be made. External assessment of CET programmes have remained ad hoc and formal, without providing for exchange of experience and use of expert knowledge available. There is urgent need of research, development and advisory work in the field of organisational development (OD), HRD and CET. However adequate and timely provision of funds have remained the main hurdle in this important field.

Progressive organisations like IFFCO, KRIBHCO have facilitated and recognised trade unions of workers and the officers and given them due place in the cooperative system. Workers Education programmes may be undertaken by them

as a part of CET programmes, promoting the idea that 'co-operation among cooperators is essential'. As a matter of cooperative policy we should examine issues related to trade unions for different types of cooperative organisations. It may be kept in view that the real cooperative movement was born as a result of working class struggle to eliminate the the exploitation which ensued the Industrial Revolution in the Eighteenth Century Europe. In fact, the working class used trade unionism, social reforms, political reforms, adult education and Cooperation as their weapons against capitalists' and imperialists' interests.

Special mention should be made of the activities of erstwhile Education Centre and the CEMAS of the ICAROA for their contribution to development of CET in India and other countries of Asia. The pilot projects in educational field undertaken by the NCUI and the State Cooperative Unions were supported by the ICAROA, through technical/financial assistance, trainers' training, experiments, workshops on study circle method and material production, Teachers' Exchange, ICA Fellowships, Executive Exchange, Regional Seminars/Conferences, Consultations and above all through ICA/NCUI Field Project in Cooperative Education and development in Indore district. Some how new ideas and technology transfer could not be absorbed fully, mainly because of poor response of the user organisations. With establishment of research and development cells in HRD and related fields, there should be progress in cooperative education and training as well.

The country faces a serious challenge in shape of wide-spread illiteracy which is detrimental to cooperative movement. There is a growing number of illiterate and poor people. Like other popular fronts in the country, the cooperatives must help in irradicating illiteracy. The attitude and determination of cooperative movement is well reflected in the ICA Congress Resolution (Annexture III).

The present study on the provision of cooperative education and training confines itself to the programmes organised by the cooperative organisations or corporations, engaged in promoting Cooperation. It does not include programmes of teaching/learning Cooperation in schools, colleges and universities nor does it describe the promotional work done the State departments and other extension agencies. In fact, there is an urgent need of conducting a separate study on the subject. A list of Indian universities teaching cooperation is enclosed as Annexure IV. Never-the-less it may be noted that the Indian universities at Agra, Coimbatore, Vallabh Vidyanagar, Bhagalpur, Waltair, Ahmedabad, Bombay and Trivandrum offer Cooperation/Cooperative Management, as an optional subject at the graduate level. The Gandhi Gram Institute and Guru Ghasi Dass University have also Cooperation/Cooperative Management as an optional subject at the post-graduate level. The Bharthiar University, Coimbatore and the University of Mysore offer Cooperation at the M.A. and higher levels. The Andhra University, Waltair offers M.A. degree course in Applied Economics (including Cooperation) for those candidates who have already completed the Post-graduate Diploma in Rural Studies and Cooperation of the University. The Directorate of Distance Education, Annamalai University also runs a Post-graduate Diploma in Cooperative Management. The course is conducted in English medium, through correspondence method. Similarly, Rajasthan University, Jaipur has been conducting a Post-graduate Diploma in Cooperative Management of two years duration. At the primary and secondary school or college level, there are, besides formal teaching classes, many school/students cooperatives in several States.

Cooperative education and training in all its forms have to be systematised, made practical at the same time value-oriented. The system of teaching/learning Cooperation and allied disciplines should be participatory, and based on group methods. Even the family circles may be treated as an organised

group for infants education. It is only through real cooperative education programmes conducted under a multi-disciplinary and multi-media approaches, we can one day realise our national dream of conculging India with cooperative movement, rather with cooperation.

There are several questions raised in the mind of one who wants to study and observe cooperative education as a scientific phenomenon.

- What is cooperative education? How does it differ from other forms of education, in terms of objectives, methods, contents, system of evaluation, monitoring and followup?
- What should be the organisational structure and financial sources for conducting cooperative education and training programmes?
- What should be the system of selecting cooperative personnel including trainers and training managers; of recruiting training and developing managers, their promotion and other service conditions ?
- What should be the State policy on cooperative education and training ? Should the CET programmes be run by the cooperative movement out of its own funds ? Why should cooperatives treat investments in education as business expenses and make their HRD Plans ?
- How should effective coordination take place among CET agencies and other organisations engaged in adult, youth, childrens education and welfare?
- In what way can CET plans be coordinated with other human resource development plans of the country, State or district ? Should we treat cooperative education as an autonomous movement, like other peoples' movement ?
- Should cooperatives aspire to work as model employers? If yes, what should be their relations with trade unions, management development institutions and other employers?

There are several such questions which can be raised and answers found out. In order to maintain its growth commensurate with the development needs of movement and the country as a whole one has to research and suggest models for organisational development, and human resource development. Some basic data on progress of CET programmes the country as given in Annexure I & II

The author strongly feels that cooperators can reach nearer their 'rainbow' by making their programmes of education and training, of real cooperative character. For that we will have to make all our programmes, value oriented and fused with Indian culture and traditions. Cooperative researchers and educationists should explore possibilities of injecting in our cooperative system, commonly accepted values like:

Truth (Satya),
 Love (Prema),
 Non-violence (Ahimsa),
 Peace (Shanti),
 Justice (Nyaya),
 Progress (Pragati) and

Prosperity (Samaraddhi) for all. In this connection, values of successful cooperative movements may also be examined. For example, cooperators in Denmark have followed up values viz. efficiency and democracy and achieved phenomenal success through communication and training. Mr. C. Pedersen the General Secretary of the Central Cooperative Committee of Denmark writes in his book on the Danish Cooperative Movement (1977):

"It is the question of finding right leaders and leading employees, and ensuring favourable working conditions of keeping sufficient contact between management and membership at the same time."

As the modern cooperative movement was born and developed well in the western conditions, its problem, achievements and their causes have been studied. However examples of cooperative success can also be found in the immediate surroundings or in the neighbouring cooperatives. These models of cooperative development must be studied with care in emulated with suitable adaptation. Our long experience of working with cooperative movements in the Asian region indicated that a model evolved in developing situations tend to succeed more and is good for multiplication in similar conditions. This has strengthened intra-regional and the South-South collaboration. In order to provide more opportunities for studies within the Regions to scholars and cooperative teachers, ICA had launched Dr. M. Bonow Fund, in the name of its past President. This noble act should be lauded and it is hoped that with the establishment of Dr. Bonow Memorial Trust, this aspect of international cooperative development will get adequate attention. It is further hoped that TCDC Project of the UNDP located in the ICAROA would accelerate this process of learning from each other, in the spirit of cooperation among cooperatives in Asia. In case of India, this exchange of cooperative experience and transfer of technology is possible from one State to another, from one district to another, even from one good cooperative to another sister cooperative. The experience of 'Indore Project' confirms that through local education and training this transfer of cooperative knowledge and business knowhow is possible even among local cooperators. Anyway recognising the important role being played by the international cooperative education and training institutions, a list of these centres of learning and research have been included in the Annexure V.

Annexure—I
TABLE

Cooperative Education Programmes (NCUI)	Persons Covered 87-88
1. Cooperative Education Programme (General)	11,36,495
2. Intensive Cooperative Education Projects	49,533
3. Educational Programmes for Youth	1,57,950
4. Educational Programmes for Women	1,02,067
5. Educational Programmes for Industrial Cooperatives	6,880
6. Educational Programmes for Handloom Cooperatives	11,282
7. Educational Programmes for Handicrafts Cooperatives	4,568
8. Educational Programmes under Family Welfare Project for Cooperative Sugar Factories.	1,38,235
Total	16,07,010

In addition to the above, cooperative Member Education, Extension, Welfare and Development programmes are being organised by cooperative organisations like IFFCO, KRIBHCO, NDDDB, and others with a large number of participants.

Annexure—II

TABLE

Cooperative Training Programmes (NCUI)	Persons Trained 87-88
i. Vekunth Mehta National Institute for Cooperative Management, (VAMNICOM)	968
ii. Cooperative Training Colleges (CTCs-18)	8,010
iii. Junior Cooperative Training Centres (JTCs-92)	19,654
iv. Faculty Development (within the country)	54
v. Cooperators sent abroad	37
vi. Foreign Cooperators received for training	19
vii. National Centre For Cooperative Education (NCCE)	423
viii. Collaborative Programmes with ILO/ MATCOM	100
TOTAL	29,265

Besides, the VAMNICOM organised 20 collaborative programmes with 477 participants held during 87-88. These programmes were organised for Ministries of Agriculture, Welfare, Environment and Forests Project, Industries & Textiles, and the cooperative organisations like the National Federations for Cooperative Rural and Agricultural Development Banks and the State Cooperative Banks. CTCs and JCTs also had collaborative programmes.

Annexure—III

29th ICA Congress Stockholm

Resolution (viii)

LITERACY

REFERRING to the recommendations and proposals put forward by the Economic and Social Council and by the Executive Council of UNESCO to proclaim a literacy year,

SUPPORTING these proposals with firm conviction, mindful of the fact that, in spite of the great success achieved so far as a result of joint action, widespread illiteracy still severely hampers the economic, social, cultural and intellectual advance of a large number of developing countries,

CONVINCED that education and training are essential to the elimination of starvation and misery, to social progress and to mutual understanding and cooperation between nations,

STRESSING the humanist responsibility of the advanced nations in view of the prevalence of illiteracy on a global scale in particular in underdeveloped countries,

OBILIGING its member organizations to do all that is within their power to educate and train the people in these parts of the world,

DECLARING its willingness to campaign in collaboration with all institutions and movements concerned, including the UN and its specialized agencies, for the overcoming of this situation which should not exist in our time,

SUPPORTS the proposal made at the 126th session of the Executive Council of UNESCO that the UN General Assembly should proclaim the year 1990 as the International Literacy Year.

Annexure—IV

List of Indian Universities Teaching Cooperation/Cooperative Management (as a subject) :

1. Agra University, Agra-282004, Uttar Pradesh.
2. Andhra University, Waltair-530003 Andhra Pradesh.
3. Annamalai University, Directorate of Distance Education P.O. Annamalai Nagar, South Arcot District, 608002, Tamil Nadu.
4. Bhagalpur University, Bhagalpur-812007, Bihar.
5. Bharthiar University, Maruthamalai Road, Coimbatore, 641-46, Tamil Nadu.
6. Bombay University, Mahatma Gandhi Road, Fort-400032, Bombay.
7. Gandhi Gram Rural Institute, Gandhi Gram-624 302, Anna District, Tamil Nadu.
8. Govind Vallabh Pant Agricultural University, Panth Nagar, District Nainital, U.P.
9. Goa University, Bambolim, Goa-403 005.
10. Gujarat University, Navrangpura, Ahmedabad-380 009, Gujarat.
11. Gujarat Vidyapeeth, Ashram Road, Ahmedabad-310004, Gujarat.
12. Guru Ghasidas University, Rishi Kutir, Nehru Chowk, Vilaspur. M.P. 495008.
13. Kerala Agricultural University. Vellanikkara, P.O. Trichur 680 654, Kerala.
14. Kerala University, University P.O. Trivandrum, Kerala.
15. Madras University, Centenary Buildings, Chepauk, Madras 600 005 Tamil Nadu.
16. Mohanlal Sukhadia University, Pratap Nagar, Udaipur-313001, Rajasthan.
17. Rajasthan University, Jaipur-302004, Rajasthan.
18. Sardar Patel University, Vallabh Vidyanagar, 320 120 P.B. No. 10, Gujarat.
19. University of Mysore, Mysore Vishwavidyanilya, Karya Soudha, Crawford Hall, P.B. No. 17, Mysore-570005 Karnataka.

Universities Teaching Cooperation as a subject :

University	Degree/Diploma	Subject
1. Agra Universities	B.A./M.A.	Cooperation
2. Andhra University	Diploma in Coopn.	and Rural Economics)
3. Annamalai University	Post-Graduate Diploma (by Correspondence)	in Cooperation
4. Bhagalpur University	B.A./M A.	Rural Economics and Co-operation.
5. Bharthiar University	B.A./M.A.	Cooperation
6. Bombay University	B.A.	Cooperative Management .
7. Govind Ballabh Panth Agricultural University	B Sc.	Agricultural Cooperation
8. Gandhi Gram Rural Institute	B.A. Coop. M.A.	Cooperation Cooperative Management
9. Goa University	B.A.	Cooperative Management
10. Gujarat University	B.A.	Cooperation
11. Gujarat Vidyapeeth	B.A.	Cooperative Management
12. Guru Ghasidas University	B.Com./M.Com.	Rural Economics and Cooperation
13. Kerala Agricultural University	B.Sc.	Cooperation and Agricultural Banking

14. Kerala University	B.Com.	Cooperation
15. Madras University	B.A.	Cooperation Cooperation and Planned Development
16. Mohan Lal Sukhadia University	B.Com. M.A.	Cooperative Management Cooperation
17. Rajasthan University	Post-graduate Diploma in	Cooperation
18. Sardar Patel University	B.A.	Cooperation
19. University of Mysore	B.A./M.A.	Cooperation

Annexure—V**List of Selected International Cooperative Training Institutions**

Canada	Medium
Coady International Institute St. Francis Xavier University Antigonish, Nova Scotia B2G 1C0.	English
Faculty of Environmental Studies, York University, 4700 Keele Street, Downsview, Ontario M3J 2R2.	
Czechoslovakia	English
International Cooperative Training Centre 252 02 Jiliviste	
France	French
College Cooperatif 7, Avenue Franco-Russe 75007 Paris	
Institute Coopertive Inter-Univertaire (Address as above)	
Centre de Recherches Cooperatives (Address as above)	
German Democratic Republic	Arabic/English/French
Verband der Konsumgenossen-Schafter der DDR Stesemannstrasse 128 Berlin	
Federal Republic of Germany	German
Institute for Cooperation in Entwicklunglandern der Philipps Universitat, Am Plan 2 D-3550 Marburg	

- Israel** English/French
International Institute for Development, Cooperation and
Labour Studies,
PO Box 16201, Tel-Aviv 64235
- Philippines** English
Agricultural Credit and Cooperatives Institute,
University of the Philippines at Los Banos, College,
Laguna Province.
- United Kingdom** English
International Cooperative Training Centre,
Stanford Hall, Loughborough,
Leicestershire, LE 12 5 QR
- United States** English
University Centre for Cooperatives,
University of Wisconsin,
524 Lowell Hall,
610 Langdon Street, Madison,
Wisconsin 53706
- USSR**
Moscow Cooperative Institute, Afghan,
V Voloshina Street 12 Arabic, English,
Mytischi 141014 French, Lao, Portuguese
Vietnamese.
- Denmark**
Central Cooperative Committee of Denmark English
Vester Farimagsgade 3, DK-1606
Copenhagen V
- FGR**
German Development Assistance,
Association for Social Housing (DESWOS) English
Bismarckstraase 7 Cologne I.

- Konrad-Adenaur-Stiftung,** English, French,
Institute for International Sodaritat, Spanish, German
Solidaritat,
Rathausalle 12
5205 St. Augustin I
- Irish Republic** English
Irish Foundation for Cooperative Development,
84 Merrion Square, DUBLIN 2
- Malaysia**
Cooperative College of Malaysia, English
103 Jalan Templer
Petaling Jaya Selangor
- Negeria** English
Federal Cooperative College,
PMB 5033, Ibadan.
- Poland** English, French, Spanish
Central Union of Work Cooperatives,
Zurawia 47
00-680 Warsaw
- Sweden** English
Swedish Cooperative Centre
Box 15200
S-104 65 Stockholm
- United Kingdom** English, French
Plunkett Foundation for Cooperative Studies,
31 St. Giles, Oxford, OX I 3LF
- International**
ILO International Centre Arabic, English, French,
for Advanced Technical and Spanish
Vocational Training,
(Also see page 151)

Asian Confederation of Credit Unions
Suhdaemoon, POB 155, Seoul Korea. English

ICA Regional Office for Asia,
Bonow House, 43 Friends Colony,
PO Box 3312, New Delhi, India
(See also page 120)

ICA Regional Office for East, Central
and Southern Africa, English
PO Box 946, Moshi, Tanzania.

ICA Regional Office for West Africa
01 BP 3969, Abidjan 01, Ivory Coast. English/French

ICA Special Adviser on
Cooperative Development and Training, English
53, Hamlyn Heights, Glean Gate
Victoria 3215, Australia.

For further Information you may write to the organisation
concerned or to the:

- i. International Cooperative Alliance,
15, Route des Morillons,
CH-1218, Grand-Saconnex, Geneva, Switzerland.
Tel. 022-984-121 Telex 27935 ICA-CH
Telefax: 412294122. Cable : Interallia.
- ii. International Cooperative Education and Training
Committee (INCOTEC)
C/o. Consultancy Liaison and Research Unit
(CLEAR UNIT),
Stanford Hall, Loughborough,
Leicestershire, LE 12 5QR, United Kingdom
Telephone : 050985 2333
Fax : 341995/311
Answer Back Call "Sharet G."

ABBREVIATIONS

ACSTI	Agricultural Cooperave Training Institute
AARRO	Afro-Asian Rural Reconstruction Organisation.
ACCU	Asian Confederation of Credit Unions
AMSAC	Appropriate Management System for Agricultural Cooperatives.
APRACA	Asia and Pacific Agricultural Cooperative Association.
BOD	Board of Directors
CAB	College of Agricultural Banking
CDA	Cooperative Development Association
CLUSA	Cooperative Legue of the USA/National Cooperative Business Association
CBI	Cooperative Education Instructor
CEDS	Cooperative Education and Development Scheme (Project Approach)
CEMAS	Cooperative Educational Materials Advisoay Service (of ICA)
CEP	Cooperative Education Problems (General)
CETP	Cooperative Education Training Programmes (Project Approach)
CICTAB	Center for Internation Training in Agricultural Banking
CMA	Centre for Management in Agriculture
COPAC	UN Committee For Promotion and Advancement of Cooperatives
CTC	Cooperative Training Colleges
CUC	Cooperative Union of Canada

CCA	Canadian Cooperative Association
CUAC	Central Union of Agricultural Cooperatives (of Japan)
CD	Cooperative Department
CPC	Cousltancy and Promotional Cell (of NCCF)
Cooptrade	ICA Cooperative Trade Project (KL)
EDI	Economic Development Institute (of World Bank)
FAO RAPA	Food and Agriculture Organisation-Regional Office for Asia and Pacific
FISHCOFED	National Federation Fishermen's Cooperative
HRD	Human Resource Development
ICA	International Cooperative Alliance
ICARESA	International Cooperative Alliance Regional Office for Central Eastern and Southern Africa
ICA ROA	International Cooperative Alliance Regional Office for Asia
IDACA	Institute for Development of Agricultural Co- operation in Asia
ICTC	International Cooperative Training Centre
ICU	International Cooperative University
IFFCO	Indian Farmers' Fertiliser Cooperative Ltd.
ILO	International Labour Office
IIMA	Indian Institute of Management, Ahmedabad
IRMA	Institute of Rural Management
JICA	Japan International Cooperation Agency
JTC	Junior Cooperative Training Centre
KRIBHCO	Krishak Bharati Cooperative Ltd.
MATCOM	Material and Techniques for Cooperative Management

MCM	Managing Committee Member
NABARD	National Bank for Agricultural and Rural Development
NCRADBF	National Cooperative Rural and Agricultural Development Banks Federation
NAFED	National Agricultural Cooperative Marketing Federation
NCCE	National Centre for Cooperative Education
NCEC	National Cooperative Education Committee
NCCT	National Committee for Cooperative Training
NCCF	National Consumer Cooperative Federation Ltd.
NCDC	National Cooperative Development Corporation
NCUI	National Cooperative Union of India
NDDB	National Dairy Development Board
NGO	Non-governmental organisation
OD	Organisation Development
PAC	Primary Agricultural Cooperative
RBI	Reserve Bank of India
SCC	Swedish Cooperative Centre
SCI	Swedish Cooperative Institute
TCDC	Technical Cooperation Among Developing Countries
TOPIC	Training of Personnel in Cooperatives (NCDC)
UNDP	United Nations Development Programmes
UNESCO	United Nations Education Scientific and Cultural Organisation.
UNFPA	United Nations Funds of Population Activities
UTC	Union Training Centre (of NDDB)

VAMNICOM	Vaikunth Mehta National Institute of Cooperative Management
WB-IDA	World Bank-International Development Association
WOCCU	World Council of Credit Unions

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ADDENDA

37. CREDIT UNION PROMOTION COMMITTEE INDIA (CUPCI)

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37.1 CUPCI and its state association (SAs), are collective member of ACCU. At present, they are not members of the NCUI or its constituents. Its sub-committee has finalised the model by-laws for State Associations, and the same has been approved by the CUPCI Governing Body. During 1987 one State Association was registered and two others were in the process of registration; at least 40 new credit unions were formed by the existing S.A.s. A number of S.A.'s full-time organisers are doing credit union and development work, which includes assistance to volunteer organisations wishing to organise credit unions in their respective project areas.

37.2 Various educational activities were conducted by the SAs themselves or in collaboration with the CUPCI. In cooperation with ACCU or WOCCU the State Association of Andhra Pradesh organised a trainers' training course for 22 participants from 11 States in November, 1987. The course gave participants exercises in writing model CU training courses as well as in actual conduct of training sessions.

37.3 During 1988-89, education and training programmes were carried out at all levels—national, regional and State or district. A national workshop gave 45 participants the knowledge and basic skills required for organising C.U. Each participant was given specific task of promoting at least five credit unions, within the next 12

months after the workshop. A regional workshop on the Organisational Development of Credit Union Leagues was organised in collaboration with Thriftcoops Association. Representatives from five credit union leagues based at Hyderabad, Bangalore, Sangli, Kottayam and Pondichery had the opportunity to learn about CU central finance and insurance services at the workshop. There were other State/district level seminars, workshops and several short training courses given by the leagues themselves to representatives from primaries.

37.4 International Credit Union Day was celebrated at various places in this vast country. All India Radio Broadcasted a speech made by a member of the Governing Body of CUPCI. CUPCI has been producing training materials in English and vernacular languages to the national level organisations described.

In addition, there are the following national level cooperative organisations being represented in the NCUI as members :

1. National Federation of Cooperative Sugar Factories Ltd.
New Delhi.
2. National Federation Cooperative Spinning Mills, Ltd.
Bombay.
3. National Heavy Engineering Cooperative Ltd., Bombay.
4. National Federation of Urban Cooperative Bank and Credit Societies, New Delhi.
5. Petrophil Cooperative Ltd., Baroda.
6. National Federation of Fishermen's Cooperatives Ltd.,
New Delhi.
7. National Cooperative Tobacco Growers Federation Ltd.,
Anand.
8. National Cooperative Housing Federation Ltd.,
New Delhi.

9. National Cooperative Dairy Federation of India Ltd., Anand.
10. National Federation of Cooperative Labour Contract Cooperative Societies, New Delhi.

These organisations have been contributing to Cooperative Education and Training in India directly or indirectly, by organising conferences, workshops and seminars. They also bring out various kinds of publications including annual reports, event reports, news bulletins and cooperative journals for member information and public education. They also utilise the education and training facilities of the NCUI located in different parts of the country. However, detailed reports of these bodies could not be procured for use in this publication. Reports of the State level cooperative organisations and from the State Governments on Cooperative Education and Training activities could not be included in the present study. In addition, there are state level cooperative tribals corporations, rural development agencies, Multi-Unit Cooperative Societies, large-sized cooperatives and voluntary organisations contributing towards cooperative education and training in India. A detailed study of these organisations and the mass media agencies is also required.

Case Studies on Human Resource Development

i) Datta Cooperative Sugar Factory: Shirol, Kolhapur District (Maharashtra)

Shri Datta factory has achieved the distinction of getting first prize twice from the National Federation of Cooperative Sugar Factories Ltd., New Delhi. This has been possible because of high performance and excellent contribution of human factor in achieving efficiency and productivity.

Shri Datta Shetakari Sahakari Karkhana Ltd., Shirol was registered on 9th June, 1969. It was the first cooperative sugar factory in the Maharashtra State to go into production amongst the 12 contemporary licences issued in the year 1969. Due to the foresight and active participation of cooperative leaders, the project was implemented within a short span of 22 months and trial crushing operations started on 16th March, 1972. Its capacity was in steps doubled to 25000 TCD in 1981-82. Since then the capacity utilization percentage of the factory has remained more than 100 and the reduced mill extraction from sugar cane to about 96 with total losses percentage to 2.

Majority of the sugar factories in India are in cooperative sector. It is expected by the governments that the cooperative sugar factories should adopt advanced technology, increase productivity and quality by efficient management. On this background, the NFCSF during its Silver Jubilee Year decided to award prizes to the cooperative sugar factories on the basis of technical performance. A Committee consisting of experts was appointed for deciding performance of the factories. The technical performance of the cooperative sugar factories all over India was measured in respect of different criteria, given below:

- i) Percentage of cane crushing capacity used, (24 hours)
- ii) Total losses percentage,
- iii) Percentage of total hours lost,

- iv) Reduced mill extraction, (overall)
- v) Reduced boiling house extraction and,
- vi) Total fuel consumed in terms bagasse percent.

Shri Datta factories secured 63.30 marks out of 100 for the three cane crushing seasons 1982 to 1985, and was awarded the first prize for excellent technical performance. For 1985 to 1988 crushing seasons, improved criteria for technical performance, including mandays employed per ton of cane crushed were used. The Factory secured 64.50 marks out of 100 and won the first prize for second time. Shri Datta factory has maintained its technical performance for a continuous period thus shown high consistency.

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The men and machines are two crucial factors for operation of a factory. The men or human factor in the form of workers, supervisors and technical staff has played a crucial role in achieving excellent performance of the factory. According to its Managing Director the human factor has been mainly responsible for achieving best results. The workers, supervisors and technical staff of the factory are trained and well qualified. They are committed and devoted to their work. According to the Chairman of Shri Datta Sugar Factory Cooperative, the performance of the factory has been high due to cordial relation between the management and its employees. The increase in productivity has been maintained due to appointment of trained and qualified employees. Training courses have been organised on the factory site and the technical staff has been sent for further training out side.

The facilities in the form of dispensary, Balawadi, primary schools have been provided on the factory-site for employees and their family members. The factory has allotted bonus of 20% and ex-gratia of 5% for the last five years. Thus, it can be said that because of commitment of human factor, the factory has been successful in securing first prize twice consecutively in the country, for its excellent performance.

It may be added that the area of operation of sugar factory comprises 98 villages from four Taluks of Kolhapur District of the State. It has implemented lift irrigation schemes and has undertaken various cane development activities. The bye-product units of paper plant and distillery plant are in operation, as well. Society is given all kinds of technical assistance and socio-economic support by the National Federation of Cooperative Sugar Factories Ltd. The NFCSF is widely recognised as the spokesmen of the cooperative sugar factories in the country and noted for the technical support it is extending to its member cooperatives. The federation has been emphasizing on diversification of production activities by the sugar factories. It has strong lobby in the government, parliamentary and other circles.

ii) Human Resource Development Under The Tribal Sub-Plan Projects of Tamil Nadu State

In Tamil Nadu, though the tribal population is small, the State Government have made special efforts towards the acceleration of programmes for the development of scheduled tribes through the Integrated Tribal Development Programme (ITDP). With a view to bringing these hitherto unprivileged tribal classes into the mainstream of national life, a new concept of tribal development was initiated, known as the tribal sub-plan by the Union Government during the Fifth Five Year Plan. This concept was framed on the basis of integrated area development as a strategy to eliminate the developmental lag in the tribal area of the country.

At present, about 40 per cent of the tribal population resides in the tribal sub-plan areas in the State. Maximum number of tribal sub-plan activities are being implemented in Salem district. Generally all the tribal development programmes have been family oriented reaching out to each and every tribal family through a package of economic programmes aimed at enabling them to live at least above the poverty line. These family oriented programmes have been

designed for the benefit of each tribal family through a package of economic programmes introduced in various sectors like agriculture, horticulture, minor irrigation, animal husbandry, fisheries, village industries, etc, with a view to generate additional employment opportunities on the one hand and to enhance earning capacity of the tribals on the other.

Developing existing infrastructural facilities in the tribal areas is also another important objective of the tribal sub-plan in the State. In the field of credit and marketing 13 LAMP Cooperative Societies have been started in order to provide integrated credit, supply, marketing and other services to the tribals. On the other side, the tribals in all the ITDP areas are also being covered by the Community Development Programme, Integrated Rural Development Programme and National Rural Employment Programme in addition to the tribal sub-plan schemes.

HRD

Finally, many schemes introduced by the ITDP also play a unique role in developing human resources through education, health and nutrition and manpower and employment in all the tribal sub-plan areas in Tamil Nadu. Ninety Government Tribal Residential Primary Schools have been opened in the tribal sub-plan area upto 1985-86, giving free boarding and lodging facilities. Besides, 200 schools are also being run by the Education Department, Forest Department and voluntary organisations in the ITDP areas. Under the Social Welfare Programme, about 170 pre-schools have been opened in the State in the tribal sub-plan areas for inculcating good habits among younger generation. In the above pre-schools 19,440 children are being benefitted. From 1.7.82 onwards the Nutritious Noon Meal Programme has been introduced in all the above pre-schools, During 1986-87 nearly Rs. 770 lakhs were spent on this programme.

In addition to this, four tailoring centres have been started in four places, which train 65 tribal women every year.

In order to make the tribals understand the importance of their health and nutrition needs and to render proper health care, 14 government dispensaries and 73 sub-centres were opened with the help of DANIDA. Two mobile medical units have also been set up in South Arcot and Triuchi districts.

In areas, covered by cooperative societies, special cooperative education and training programmes are being organised with the help Tamil Nadu Cooperative Union and the Cooperative Department.

In order to provide vocational guidance service in the matter of higher education, training, availability of scholarships and hostel facilities to the tribals, a special vocational guidance centre is proposed to be set up in the near future.

iii) Cooperative Human Resource Development An Indian Experience

The National Dairy Development Board (NDDDB) is an unique example of organisational development, human resource and cooperative sectoral development in India. NDDDB based in western part of India has managed to refrain from empire building, although it administered projects worth crores of rupees to develop an integrated cooperative dairy industry, with the assistance of thousands of technicians and farmers, well chosen and trained. Its total assets, mostly in buildings for the Anand campus and its Head Office, hardly exceeded eight crores of Indian rupees. NDDDBs staff members often deputed to project implementation agencies created by the Board in such a way that, even though the scale of Operation Flood was more than doubled in the recent past, NDDDB permanent staff.

With 'Anand Pattern' of dairy development in Gujarat as the base, NDDDB is a highly experienced organisation. Its Farmers Organisation Division has promoted the organisation thousands of village-level cooperative societies in dairy

sector throughout India, with farmer-participants in NDDB programmes numbering several lakhs. Its Information Operation Division works with some of the most modern computers available in India, maintaining a nation wide data collection system which measures project performance indicators on a monthly basis.

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NDDB staff is highly motivated. The organisation recruits most of its technicians and extension staff directly out of high school or college graduates, before they are 'spoilt' by work experience in the public sector or in the private industry. All are required to serve, for at least six months, with the spearhead teams operating at the village level. NDDB's induction approach for new recruits is simple viz. to know and respect the villagers and their leaders; they are the people for whom you employees work. With such a focus, the skills acquired through on-the-job training in village promotion activities are not easily transferable to ones in other institutions. It shows up in the NDDB's very low rate of personnel turnover. Initially, the wage rates at NDDB were comparable with similar employers, but they gradually lost ground thereafter. Even then, personnel stayed on with NDDB due to their getting considerable job satisfaction. They could also achieve position of higher responsibility at very young age. For instance, the average age of NDDB staff is only 27 years and the Deputy Director of its Oilseeds and Vegetable Oil Wing (OVOW) is only 35 years.

For visiting teams the NDDB staff as well as personnel of the Gujarat State Cooperative Dairy Federation were found to be quite open, willing to answer any question, very patient, always cooperative, and rarely defensive about problems or deficiencies identified. There has been feeling of security blended with humility. These field staff saw themselves as pioneers in their new fields. But they sounded and acted

like winners, and as a matter of record NDDB had not failed in any of its important endeavour inspite of many troubles created by unscrupulous competitors, slow moving bureaucracy and apathy of farmers.

Late in the 1970s, the NDDB took an unusual step to turning its attention to organising cooperatives in the oilseeds sector. Since its inception, it has been concerned with the malfunctioning of the oil-seeds and vegetable oil sector and its adverse effect on prices of balanced cattle-feed concentrates, using oil-cakes. It was not marelly a question of safeguarding the interest of the cooperative dairy industry struggling to stand on its own feet; the NDDB had come to the conclusion that by disciplining oilseeds and vegetable oil industry, the average consumer of edible oils would also be benefitted.

In 1977 the NDDB established OVOW to provide core staff for implementation of its Project on Restruturing Edible Oil and Oilseeds Production and Marketing. True to its philosophy the NDDB aimed at setting up cooperatives from the village level upwards. Its experience with Anand Pattern had already shown the way in dairy sector. The Gujarat Cooperative Oilseeds Growers Federation Limited (GCOGF) known as Grovers' Federation (GROFED) was registered with its Head Office at Bhavnagar in 1979. In spite of several problems in the field, GROFED managed to get 978 societies registered in five districts of Gujarat with a total membership of about 70,000 farmers by May, 1983. These farmers covered 2.29 lakh hectares out of 3.16 lakh hectares of land under oilseed cultivation in the State. The GROFED was providing all the necessary inputs, to help the village-level cooperatives. For that it set up four districts offices and 30 "area" offices manned by agriculture graduates, extension and procurement staff and supported by the facilities for soil testing, water analysis and plant protection. A well organised

programme of Agricultural extension was carried out with collaboration of the Department of Agriculture and District Panchayats concerned. The delay in accepting the new concept of organising single commodity (oilseeds) by the farmers was overcome by persuasion and education.

The Anand Pattern of dairy development, as applied to oilseeds was promising for several reasons. First, it was non-paternalistic. It did not require direct participation subsidies or protection from the State. Second, it created leadership structures for member representation that effectively made project staff the employees of farmer members and accountable to them. Third, the model was self-financing. Last but not the least it was dealing in single commodity and was made attractive through integrated services to members through their own cooperatives. The NDDDB model of cooperative intervention can also be studied from the angle of utilizing outside assistance through effective cooperative management and integrated development approach.

The Oilseed Growers Cooperative Project (OCCP) has attracted international attention and assistance. It linked five lakh farmers and more than 3000 oilseeds growers cooperatives in Gujarat, Madhya Pradesh, Tamil Nadu, Andhra Pradesh, Orissa, Maharashtra and Karnataka. Recently NDDDB has decided to launch a Rs. 500 crore cooperative power project, to tide over power cuts faced by its units, in Gujarat.



Centre for Promotion of Cooperativism

The object of the Centre is to undertake activities and develop programmes to promote and strengthen cooperativism in developing countries. In order to fulfil this object the Centre undertakes field studies, research and consultancy, organises seminars and conferences on such of the problems that hinder and overshadow the ideological values and base of cooperative movement; reviews cooperative legislations and points out the undemocratic provisions thereof; raises voice against the government interference, officialisation and politicisation of cooperatives; works to organise groups of dedicated and selfless cooperators to work for developing values in the cooperative movement, exposes the wrong-doings by the organisations individuals who have vested interest; evolves appropriate educational programmes specially for women, youth and children, and project the achievements of cooperatives. It also undertakes research and consultancy on Human Resource Development, Education & Training in the Cooperative Sector, publication of cooperative literature on such subject as would further the object of the Centre.

The Centre has established relations with International organisations, which have similar objects.

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Born on the 1st July, 1933 at Jhansi (U.P.), Dr. Dharm Vir pursued his early education at the Government Model School, Christian High School, Government Intermediate. College and the Bundelkhand Degree College, Jhansi. After graduating with Economics and Philosophy from Agra University in 1953, he joined Lucknow University for his studies in Psychology, leading to M.A. in 1955 and Ph.D. in 1968.

Between 1956 and 1962, Dr. Dharm Vir worked in various capacities at Jamia Millia Islamia, Indian Adult Education Association and the Committee on Plan Projects, Planning Commission, Government of India New Delhi. On a Danish Government Scholarship, he went to Denmark in early 1962 for studies in adult education and the cooperative movement in the Scandinavian countries. After completing his Research Diploma Course in Social Sciences at the International Peoples' College, Elsinore Dr. Dharm Vir returned to India, via Soviet Union and Afghanistan, and was invited to join the ICA Regional Office and Education Centre for South East Asia, New Delhi. He worked as Joint Director (Education) and Specialist in Educational Methods for about 23 years between 1963 and 1986. During his active service with the international cooperative movement, Dr. Vir visited and worked in many countries of Asia, Pacific, Africa and Europe. Besides the ICA, he worked with ILO, FAO, UNESCO and ICFTU Asian Trade Union College on consultancy assignments.

From January, 1987 onwards Dr. Vir has been working with the Centre for the Promotion of Cooperativism as its Director Educational Services and, also as an independent researcher and consultant in cooperatives and human resource development. He has several books and papers published on various subjects, in English and Hindi.



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