PART - I

GENERAL ADMINISTRATION
CHAPTER - I

INTRODUCTION
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INTRODUCTION, SCOPE & METHODOLOGY

Education and learning have been valued in India since the dawn of civilization. It is both an end and means for the development of human resources on which the future of the country depends. Gunnar Myrdal in Asian Drama rightly observed that no country can progress without investment in its people. A study Team

appointed by United Nations in its report mentions human rather than capital as the key to development. Education in relation to human resource development implies making provision of facilities for the development of knowledge, skills, attitudes and values. Education is for all, as it is fundamental to one's all-round development - material and spiritual. It develops manpower at different levels of economy. As a change agent, it acts as an instrument of social transformation.¹

Education and training have been considered as an integral part of the cooperative activity. Its need pervades the entire system and it can be termed as a global phenomenon. Cooperative education means dissemination of knowledge of principles of cooperation among the masses and inculcating in them spirit of cooperation and ability to work together. Education plays a significant role in the sound working of

cooperatives. The need of the hour is to educate the cooperators even before establishing cooperatives.

Cooperation like democracy needs an enlightened membership. Stressing its importance, H. Eldin observes, "If we had occasion to start our movement afresh, and if we were given the choice of two possibilities that of starting without capital but enlightened membership and staff, or on the contrary that with a large amount of capital and ill-informed members, our experience would incline to choose the first course".

Cooperative education is now recognised as one of the six ICA cardinal principles of cooperation. To quote, "All cooperative societies should make provision for the education of their members, officers and employees and of the general public, in principles and techniques of cooperation both economic and democratic". Realizing the inherent need of cooperative education to ensure cooperative success and dynamism, the researcher choose to work on co-operative education and training. No cooperative institution, therefore, can be indifferent in its own interest and for its own existence to the need for educating its members in an appropriate way.

Statement of Problem:

A preliminary survey of the published literature,


discussions with officials, non-officials and beneficiaries revealed that the Haryana State Cooperative Development Federation, which was created for bringing awareness about the cooperative ideology and benefits of the movement through various publicity media and undertaking activities of development and promotional nature, in addition to the activities of member education and training and research, has not come to the desired expectations in spite of all its achievements due to reasons such as the absence of a well-designed personnel policy, lack of trainers, inadequacy of funds due to apathy of functional organisations in regularly remitting statutory Education Fund and delays in release of grants by the Government, absence of well-knit monitoring and evaluation machinery for analysis of the programmes, inadequacy of educational material, non-availability of latest audio-visual aids to supplement teaching with conventional methods of teaching and absence of need-based member education programmes. A need is felt to study the organisation and working of the Haryana State Cooperative Development Federation.

Review of Literature:
A lot of descriptive material emphasizing the need for a well designed member education and training programme is available. It was as early as 1915 that the Committee on Cooperation, recognising the importance of teaching of cooperative principles, remarked that at the time of organisation and subsequently throughout the existence of the society, the
necessity for cooperative knowledge should never be lost sight of. Affirming their faith in the education and training, the Royal Commission on Agriculture in India observed that the only remedy for these unsatisfactory conditions which appears to offer any sure prospect of success is the patient and persistent education in the principles and meaning of cooperation of members of primary societies by teachers competent to perform the task efficiently under adequate supervision. The Cooperative Planning Committee (1945) stressed the need for making arrangements for regular training of members of managing committees and secretaries of the rural cooperative societies as well as the


staff of cooperative institutions. The National Development Council’s Resolution (1958) explicitly envisaged training programmes for village leaders who work in panchayats and cooperatives, for teachers in village schools and for young men in rural areas who can serve as Secretaries of village institutions. A vigorous nationwide training programme for non-official workers and members of cooperative societies is fundamental to the success of the whole programme of cooperative development. The impact of vigorous educational work throughout the cooperative movement will have immeasurable benefit which the nation cannot afford to lose. The Study Team on Cooperative Training (1961) observed that an effective programme of cooperative education and training is a sine qua non for the development of movement. The Committee on Cooperative Administration (1963) recommended institution of training reserve


at the rate of five percent while making recruitment\textsuperscript{11}. The need for giving a practical bias to the member education programme by actively involving cooperative business federations\textsuperscript{12} was suggested by the Committee on Cooperation (1964-65). The One Man Evaluation Committee on Cooperative Training and Education (1989) which came into being with the mandate of completing the task left unfinished by the eleven member Kanungo Committee (1983)\textsuperscript{13} suggested that the policy of cooperative training should be considered an integral part of the larger policy for cooperative development\textsuperscript{14}. It further suggested that NCUI can take credit for improving the cooperative education programmes run by the State Cooperative Unions by recommending the replacement of peripatetic method by the 'team and area' approach and diversification to cover members of non-agricultural cooperatives\textsuperscript{15}.

In spite of the above observations of various committees/commissions, the number of research studies undertaken

\textsuperscript{11} Government of India, Report of the Committee on Cooperative Administration, Delhi, Ministry of Community Development and cooperation, 1963, p. 104.

\textsuperscript{12} Government of India, Report of Committee on Cooperation Delhi, Ministry of Food, Agriculture & Cooperation, 1964-85, p. 10.

\textsuperscript{13} Committee issued an questionnaire, held several meetings, prepared a draft, was allowed to lapse without submission of a formal report.


\textsuperscript{15} Ibid, op. cit, p. 86.
on cooperative education and training is not very high. An Evaluation Study (1957-58) of the All India Cooperative Union emphasized the reorganization of member education courses in such a manner as to be informal and continuous, carefully combined with other features of interest to them which occur during the year so that the teaching imparted will be readily assimilable by the reason of its being an obtrusive element in the events which go to make up their social and economic life. D.N. Pandey observed that the objectives of the society are likely to be realised in an effective manner if all members are educated and trained. Concurrent evaluation of programmes on a sample basis by cooperative training colleges for identification of difficulties and taking remedial measures has been stressed. But in fact not a single in-depth study dealing with cooperative education at the apex level has been undertaken in any of the states of Haryana, Punjab, Jammu & Kashmir, Himachal Pradesh, Rajasthan, Union Territories of Delhi and Chandigarh. Hence the study entitled "COOPERATIVE EDUCATION AND


TRAINING: A STUDY OF ORGANIZATION AND WORKING OF THE HARYANA STATE COOPERATIVE DEVELOPMENT FEDERATION LTD., was taken up.

Objectives of the Study:

In the present study the apex institution in the State of Haryana has been selected for study with a view to:

1. identify the factors affecting its organisational structure;
2. study the key issues in personnel management;
3. analyse the adequacy of its sources of income;
4. study the problems in its functional areas i.e. cooperative education and publicity programmes with a view to suggest remedial measures; and
5. evaluate member education programmes with a view to determine their impact.

Before taking up the study, evolution and growth of the cooperative movement, with special reference to education and training in some of the cooperatively advance countries and in India with special reference to Haryana, has been examined. A study of ecological factors has also been attempted to understand the operation of innumerable variables affecting the performance of the complex and dynamic organisation. Since the study of the past can reveal the explanation of many activities otherwise inexplicable, the growth of the Harcofed in its historical perspective has been examined.
Nature of Study:

The present study is essentially exploratory-cum-descriptive as well as evaluative in nature. It is exploratory in the sense that no study of this nature regarding evaluation of cooperative education and training programmes of the Harcofed is found to have been undertaken so far. It is descriptive as it attempts to describe various programmes being implemented. It is an evaluative study as attempts have been made to measure the effects of the programmes against the goals set out to accomplish and to suggest corrective measures as also suggested by the sample respondents. To assess usefulness, relevance and adequacy of the course contents developed for member education programmes, post facto research design was adopted and employed by identifying Experimental and Control Group.

Research Methodology:

One of the prerequisites for carrying out an empirical

19. Ex post facto research is systematic empirical enquiry aiming to find out the things after treatment.

20. The Experimental Group is a group of the members, committee members who had participated in the education programmes but is similar in most respects to those who had not participated while the Control Group is the group which had not undergone the course.

If the former group is found to have achieved better in the test than the latter, the course contents are to be taken as relevant and adequate. On the other hand, if the latter are found to have done equally good or better than the former, the course contents are to be considered to be in the need of modification and enrichment.
The statistical design based on random sampling comprising 362 respondents as shown in Table 1.1 was drawn from Harcofed and 40 Primary Credit and Service Societies of District Ambala. Utmost care was taken that all sampled societies had an equal economic base and proximity to urban centres. The break-up of the respondents from each society consisted of one Secretary, and one Salesman, three ordinary members and two committee members thereby making a total sample of 80 Secretaries etc. and 197 members/committee members.

Table 1.1
The Sample

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Category</th>
<th>Target</th>
<th>Actual Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Employees of Harcofed</td>
<td>150</td>
<td>85</td>
</tr>
<tr>
<td>2</td>
<td>Secretaries &amp; equivalent employees</td>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>Members/Committee members</td>
<td>250</td>
<td>197</td>
</tr>
</tbody>
</table>

The members/committee members from 40 sample societies were further divided into Experimental (118) and Control Group (79) as depicted in Table 1.2.

21. The sample societies represented Ambala, Kalka, Naraingarh and Pachkula Tehsils as shown in Map 1.
22. Sanctioned strength of staff as on 31.3.1991 was 161.
23. Includes 35 Cooperative Education Instructors/Assistant Cooperative Education Officers out of a total of 54.
MAP 1

SAMPLE SOCIETIES
District Ambala

State Boundary
District Boundary
Tahsil Boundary
Table 1.2

Sample Trained & Untrained Members/Committee members

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Nature</th>
<th>Group</th>
<th>Ordinary members</th>
<th>Committee members</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Trained MCMs</td>
<td>A</td>
<td>78</td>
<td>40</td>
<td>118</td>
</tr>
<tr>
<td>2.</td>
<td>Untrained MCMs</td>
<td>B</td>
<td>39</td>
<td>40</td>
<td>79</td>
</tr>
<tr>
<td>3.</td>
<td>Trained committee members</td>
<td>A-1</td>
<td>-</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>4.</td>
<td>Untrained committee members</td>
<td>B-1</td>
<td>-</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>5.</td>
<td>Trained ordinary members</td>
<td>A-2</td>
<td>78</td>
<td>-</td>
<td>78</td>
</tr>
<tr>
<td>6.</td>
<td>Untrained ordinary members</td>
<td>B-2</td>
<td>39</td>
<td>-</td>
<td>39</td>
</tr>
</tbody>
</table>

Data Collection:

The sources of data - primary as well as secondary are bound to be varied.

A. Primary Data:

The primary data were collected on the basis of interviews/discussions, observations and an achievement test.

i) Interviews and Discussions:

The technique of interview schedule was preferred as the majority of the respondents were illiterate. The method of interview and discussion was employed to get an insight into the problems and operating methods. Discussions were held with the former and present chief executive(s), elected/nominated members of the board of directors, managerial and non-managerial staff,
top officials of the Department of Cooperation, Training Institutions, beneficiaries, member societies and a host of others.

Five Schedules/Questionnaires were administered to the sample employees of the Harcofed, Secretaries/equivalent employees and members/committee members of the Primary Credit and Service Societies.

Schedule No. I was administered to the employees selected by a random sample to know their views about personnel matters in the Harcofed. Questionnaire/Schedule No.II was administered to Cooperative Education Instructors/Assistant Cooperative Education Officers to elicit their reactions to sensitive issues in the programming of education and training. A survey was also carried out to know the reaction of beneficiaries about the popularity and utility of member education programmes. Schedule No. III sought to cover the Secretaries etc. whereas Schedule No. IV and V were administered to members/committee members of the sample primary societies. All the Schedules/Questionnaires were translated in the simple regional language to elicit proper response.

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24. Table 1.1.
26. Appendix A.
27. Appendix B.
28. Appendix C.
29. Appendix D.
30. Appendix E.
ii) Observation:

During the course of present study, observation became the most dependable tool to supplement the data already collected. Due care was, however, taken to prevent inflow of biases for ensuring an acceptable level of objectivity because a social scientist can hardly avoid being influenced in his choice of research problems, his ideas and his theories, by what he observes around him. The researcher attended a meeting of the general body for proper assessment of working of this supreme policy-making body of the Harcofed. The researcher had also the benefit to visit some of field offices of the Harcofed, PACS, NCUI, NCCT, ICA etc. for having an acquaintance with the general functioning of these institutions.

iii) Achievement Test:

An objective type Achievement test comprising 50 items from a host of nine major areas of knowledge on different aspects of cooperatives which the members/committee members were

32. Appendix F.
33. I. General awareness about cooperatives, II. Cooperation, III. Registration and membership, IV. Rights and duties of members, V. Meetings of general body and managing committees/Board of Directors, VI. Business Development Planning in Primary Credit and Service Societies, VII. Accounts, VIII. Loan & Deposits and IX. Miscellaneous.
supposed to have been taught in the programmes was designed to analyse its impact on educational programmes launched by the Harcofed.

Comparison of performance of Groups A & B, A-1 & B-1, A-2 & B-2 and B-1 & B-2 was made to analyse whether or not member education programmes had the desired impact for increased knowledge and understanding of members in the affairs of cooperatives.

B. Secondary Data:

The following secondary sources were used for the collection of the data:

i) Haryana Cooperative Societies Act, 1984
ii) Haryana Cooperative Societies Rules, 1989
iii) Bye-laws of the Harcofed
iv) Annual Reports of the Harcofed
v) Agenda and proceedings of the meetings of the general body, board of directors and other policy-making bodies
vi) Unpublished Reports and documents of the Harcofed
vii) Audit Reports on the working of the Harcofed
viii) Statistical Abstracts of Haryana Govt. and the Harcofed
ix) Annual Reports of Union Ministry of Agriculture & Rural Development and Department of Cooperation, Haryana
x) Reports of various Committees/Commissions appointed by the Government of India and other bodies on Cooperation.

xi) Reports of Public Accounts committee and Estimates committee, Haryana Vidhan Sabha.

Statistical Techniques:

Statistical techniques like frequency, percentage and mean percentage were employed. The achievement test results were analysed with the help of mean, standard deviation and t-ratios. Advanced statistical techniques were, however, not required in accordance with the objectives of the study. Processing of the data was done manually except the interpretation of the achievement test results which was done with the help of computers.

Plan of Study:

The study is divided into eight chapters. After the chapter on introduction, the second chapter covers evolution and growth of the cooperative movement in some advanced countries as well as India with special reference to Haryana and education and training arrangements in the country along with ecology of Haryana and creation of Harcofed. The third chapter discusses the existing organisational set-up of the Harcofed, functioning of the General Body, Board of Directors and the Managing Director.

Personnel matters and financial activities are covered in the fourth chapter. Various aspects of cooperative education and training such as curriculum, teaching methods, physical
facilities, role of public relations and publicity and other activities of Harcofed such as Women Mobilization Project and supply of printing and stationary to cooperative institutions are described in the next two chapters. The seventh chapter is devoted to the evaluation of cooperative education programmes. The last chapter contains a summary of broad findings and conclusions of the study.

Limitations:

Making a comprehensive examination of the role and functioning of the Harcofed since its inception would have been ideal. However, to manage the study within the time at the disposal of the researcher, the time-frame of the study was restricted to eleven years, i.e. 1980 to 1991.

Though the researcher wanted to be very exhaustive in coverage, yet it could not be done due to constraint of time, resources, and response from respondents. Even in samples selected for gathering empirical evidence through interviews and administering of schedules, a strict inter uniformity could not be maintained due to variation in the number of respondents which may have led to certain non-intended diffusion in findings.

Free access to all records which though highly confidential, was not available. However, every effort was made through persuasion, repeated visits, personal contacts to collect the useful information. Further, the names of respondents have not been disclosed with deference to their wishes.