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CONCEPTUAL PERSPECTIVES OF COOPERATIVE EDUCATION AND TRAINING ON COOPERATIVE ORGANIZATIONS – A STUDY

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Abstract

Nowadays cooperative education and training programs play a significant role in the sustainable development of cooperatives and it facilitates the improved customer care, loan collection, level of bad debts, better accounting system and improved financial and time service management. This study attempted to observe conceptual perspectives of cooperative education and training in current scenario such as structure of cooperative education and training in India, objectives of cooperative education and training, member education program, It was suggested in this study that the pedagogical tools, techniques and teaching materials as well as the contents of the programs should continuously be revised at regular intervals.

Keyword: Cooperative Education, Cooperative Training, Training Program Contents and Member Education Program.

INTRODUCTION

Past three decades before, Government has started to implement new economic policy. Due to which liberalization, privatization, and globalization emerged mainly. Because of this reason, challenge is created for the development and progress in cooperative banking sector. Lack of resources, lack of business vision, lack of trained and efficient staff, lack of capital are various problems in cooperative sector. To tackle such problems cooperative banking sectors needs to strengthen its education and training. Owing to cooperative

education and training high skill and work efficiency is obtained. Cooperative is a life system. It is significant for each one to know the Cooperative principles, values, administration, powers & responsibilities of authorities and relationship with all the members.

COOPERATIVE EDUCATION AND TRAINING IN INDIA

COOPERATIVE EDUCATION

Cooperative education is a method of instruction where workforce development education instruction is combined with paid employment directly related to classroom instruction. The two experiences must be planned and supervised by both the school and the employer so that each contributes to the education and employability of the student. Written cooperative arrangements, showing the instruction to be provided, are jointly developed by the school and the employer training supervisor. Credit is earned for both the classroom and the on-the job training components.

COOPERATIVE TRAINING

Cooperative Training is the most essential element of human resource development process. It imparts fresh knowledge and skills, develops ability for analyzing and interpreting new situation that emerge in the day to day functioning of an organization. For any business organization, training of staff is an indispensable requirement. Since cooperative institution is a business unit, it also needs staff possessing requisite skills, aptitude and ability.

REVIEW OF LITERATURE

Haddara, M., & Skanes, H. (2007) have attempted a study “on a reflection on cooperative education: From experience to experiential learning.” The result of the study was investigated that the cooperative education programs provide employees with great opportunities to hire a less expensive, enthusiastic, young and vibrant work force.

Soni, A., & Saluja, H. (2016) have made an attempt to determine the education and training needs of members. It was suggested in this study that cooperative policy makers and practitioners should stress in the adoption of participatory cooperative training approach and to ensure the cooperative education develops effectively, experiences of foreign countries should be adopted to establish a protection mechanism.

Daniel, K. K. (2017) has approached a study on “assessing the impact of co-operative education/training on co-operatives performance” found that a significant relationship exists between cooperative education and performance of SACCOS in terms of total income, assets and members equity. It was further revealed that the awareness among members could encourage potential members, including the youth to join the cooperative society and enhancing continuity of the enterprise.

Anania, P., & Rwekaza, G. C. (2018) in a study assessing the provision of cooperative education and training as a basis to improve performance in SACCO’s governing methods. This study was conducted with sample size of 70 respondents from two regions of Tanzania. Findings of the study reveals that some important factors that affect the cooperative training and education viz, availability of funds, number of trainers and trainee, urgency of training, cost of trainers, external influence & support, location and legal

requirements was contributed to improved customer care, loan collection, reduced bad debts, better accounting system and improved financial and time service management.

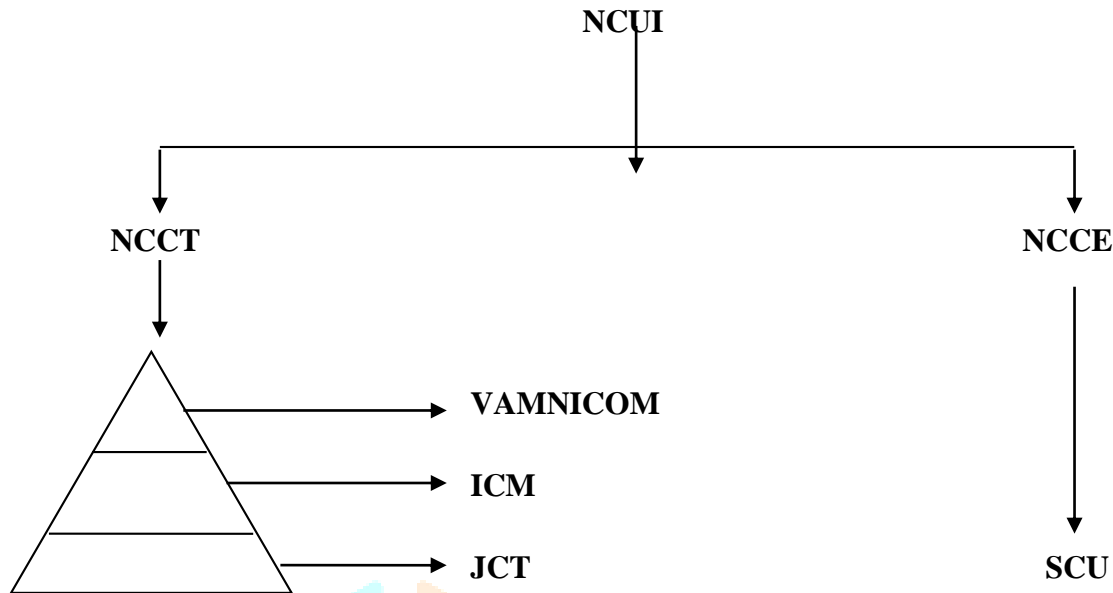
Luekitinan, W. (2018) has conducted a study to compare the employability and the career advancement of cooperative students and non-cooperative students in Thailand. The result of the study shown that employability and career advancement of cooperative students and non-cooperative students were not different but the leadership of regular students had the difference was found between students of cooperation and non-students.

OBJECTIVES OF COOPERATIVE EDUCATION AND TRAINING

1. The primary objective of education in the context of cooperation is to make men cooperate and develop among them a sense of responsibility and loyalty.
2. The broader aim of education in a cooperative is not to benefit only the cooperative society but secure gains for the nation by making men better consumers and more enlightened electors.
3. To attract people towards cooperative movement.
4. To make members responsible and aware.
5. Develop a competent leadership for co-operative society.
6. To provide knowledge of co-operative principles, ideology and values.
7. To fulfill the need of trained manpower.
8. To develop the cooperative society healthy and balance.

SIGNIFICANCE OF THE STUDY

The important of cooperative education/training were the product of a length process of consultation involving thousands of cooperative round the world. This study mainly focus on how far cooperative education and training extents its contribution to its members and its sustainable growth. Further this study pointed out that the member education program, contents of training programs in cooperatives, membership of Tamil Nadu state cooperative union and statutory funds cooperative research and development fund and cooperative education fund.

STRUCTURE OF COOPERATIVE EDUCATION AND TRAINING IN INDIA**MEMBER EDUCATION PROGRAM**

Educational and training activities which are highly expensive are necessarily an investment in human resources. Since cooperatives are a business organization, they require enlightened members and professionally competent staff for their efficient operation. The present member education program of the NCUI is financed through Government grants in aid, collections from the education cess on cooperatives and through its own savings and resources.

Types of courses	Duration	General location
Secretaries/Managers Courses.	3 – 4 Weeks	Junior Training Institutes
Refresher course/Leadership development Courses for secretaries/Managers.	3 Days – 1 Week	Junior Training Institutes
Managing Committee Members of PACS and other ordinary/Potential Member Courses.	3 – 6 Days	Cooperative level
Members Courses.	1 – 3 Days	Cooperative level

Source: Hajela, T. N. (2010)

SUGGESTIONS

- The board is the highest decision-making body of cooperative, the development of its members should be given top priority along with the staff training and member education.
- In the competitive business environment, it is necessary to conduct sector specific training programs particularly in textiles, agro processing, agri- business, sugar and dairy etc.
- Training institutes should abolish overlapping programs and develop needs based programs. The entrepreneurship training should receive due priority.

- The cooperative training institutes should be given full autonomy in the recruitment of teachers for management training.
- The pedagogical tools, techniques and teaching materials as well as the contents of the programs should continuously be revised at regular intervals.

CONCLUSION

Finally, cooperative education and training is a one of the tool for enhances the cooperative activities and effective services through cooperative societies for its members and the employees. In cooperative society all its members able to know their services and willing to accept the responsibility of members without gender, racial political or religious discrimination. Cooperative societies should make provisions for the Education/Training of their members, officers and employees and of general public in the principles and values of cooperation for the development of both economic and democratic. Education/Training is a motivational factor for its members and employees to work and manage the cooperatives organization for their development.

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