

DISSERTATION RESEARCH REPORT

2022 - 23

**“ONLINE COOPERATIVE EDUCATION & TRAINING
CONDUCTED BY K.A.C.C.M, BARGARH
UNDER O.S.C.U, BHUBANESWAR, ODISHA -
AN EVALUATIVE CASE STUDY ON PARTICIPATION & SATISFACTION”**



VAIKUNTH MEHTA
NATIONAL INSTITUTE OF COOPERATIVE MANAGEMENT
(An Institution under Ministry of Cooperation, Government of India)
GANESHKHIND ROAD, NEAR PUNE UNIVERSITY
PUNE - 411007, MAHARASHTRA, INDIA

GUIDED BY

Dr. Sanjib Ku. Hota
M.A.(Econ.), M.Phil (Econ.), Ph.D
Faculty Member
MICM, Bhubaneswar

SUBMITTED BY

Sri Sujit Kumar Ratha
56th PGDCBM, Roll No - 5622

DISSERTATION RESEARCH REPORT 2022-23

56th PGDCBM
POST GRADUATE DIPLOMA IN COOPERATIVE BUSINESS MANAGEMENT

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SATISFACTION”**



**VAIKUNTH MEHTA
NATIONAL INSTITUTE OF COOPERATIVE MANAGEMENT
Ganeshkhind Road, Near Pune University
Pune – 411007 Maharashtra, India**

Guided by

Dr. Sanjeeb Kumar Hota
(M.A.(Econ.), M.Phil (Econ.), Ph.D
**Faculty Member, MICM,
Bhubaneswar, Odisha.**

Submitted by

Sujit Kumar Ratha
Participant
56th PGDCBM - 5622

DECLARATION

I do hereby declare that the Case Study entitled “**Online Cooperative Education & Training conducted by KACCM, Bargarh under OSCU, Bhubaneswar, Odisha – An Evaluative Case Study on Participation & Satisfaction**” submitted by me to VAMNICOM, Pune in partial fulfillment of the requirement for the award of the degree of Post Graduate Diploma in Cooperative Business Management (PGDCBM) Course is a record of esteem research work carried out by me under the guidance of **Dr. Sanjeeb Kumar Hota, (M.A.(Econ.), M.Phil (Econ.), Ph.D Specialization: Managerial Economics /Statistics & RM) Faculty Member, MICM, Bhubaneswar, Odisha.**

I, further declare that, it is an original work and has not been submitted earlier either in part or in full to this institution for the award of any Degree or Diploma.

**Sujit Kumar Ratha,
Trainee Participant,
PGDCBM, 56th Batch-5622**



Dr. Sanjeeb Ku. Hota

M.A.(Econ.), M.Phil (Econ.), Ph.D

Specialization: Managerial Economics / Statistics & RM

Faculty Member

MICM, Bhubaneswar

CERTIFICATE

This is to certify that the dissertation entitled “**Online Cooperative Education & Training conducted by KACCM, Bargarh under OSCU, Bhubaneswar, Odisha – An Evaluative Case Study on Participation & Satisfaction**” is a bonafide work done by **Shri Sujit Kumar Rath**, Participant of 56th PGDCBM Programme 2022-23 for the partial fulfillment this Post Graduate Diploma Programme and has been carried out under my direct supervision and guidance. To the best of my knowledge the subject embodied in the dissertation has not been submitted to any other University for the award of any degree.

Place :

Research Guide

Date :

Dr. Sanjeeb Ku. Hota

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***“It is not possible to prepare a Project Report without the assistance & encouragement of other people*”**

On the very outset I would like to extend my sincere and heartfelt obligation towards various persons who have helped me in this endeavor, without their active guidance, help, cooperation & encouragement, I would not have made headway in the project.

I would like to express my special thanks of gratitude to our Hon'ble **Director, VAMNICOM, Smt. Hema Yadav** as well as to **Mr. Y.S. Despandy, Head-CCM, Associate Professor & our Programme Director** who gave me the golden opportunity to do this wonderful research, which also helped me in doing a lot of Research and I came to know about so many new things, I am really thankful to them.

Secondly, I would like to express my deep and sincere gratitude to my research guide, **Dr. Sanjeeb Kumar Hota, (M.A.(Econ.), M.Phil (Econ.), Ph.D Specialization: Managerial Economics /Statistics & RM) Faculty Member, MICM, Bhubaneswar, Odisha** for giving me the opportunity to do research and providing invaluable guidance throughout this research. His dynamism, vision, sincerity and motivation have deeply inspired me. He has taught me the methodology to carry out the research and to present the research work as clearly as possible. It was a great privilege and honor to work and study under her guidance. I am extremely grateful for what she has offered me. I would also like to thank her for friendship, empathy, and great sense of humor.

Thirdly, I would like to express my deepest sense of gratitude and respect to all the dignitaries from teaching sides, especially to **Dr. Girish Mangleek Dr. D.Ravi, Dr. Pallavi Ingale, Dr. Mahesh Kadam, Dr. Anil Kumar Tiwary, Dr. Prashant Vithal Kadam** for their encouragement, help & support with regular guidance and

also from non teaching personals with a loving support, I am able to complete my research work.

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From the heart, I would like to give my special thanks to **Dr. Ramakanta Satapathy,(Advocate, High Court) President, Dist. Consumer Commission, Sambalpur & Sundargarh – cum- Guest Faculty, KACCM, Bargarh** for rendering all-around help & support for collection of data and completion of research works.

Last but not the least I am indebted to all of my fellow friends & especially my family members for their acceptance, patience, assistance and valuable supports in completing this research work.

**Sujit Kumar Ratha, Trainee Participant,
PGDCBM, 56th Batch - 5622**

ABBREVIATION

1. VAMNICOM : Vaikunth Mehta National Institute of Cooperative Management
2. NCUI : National Cooperative Union of India
3. NCCT : National Council for Cooperative Training
4. NCCE : National Centre for Cooperative Education
5. PGDCBM : Post Graduate Diploma in Cooperative Business Management
6. KACCM : Krutartha Acharya Centre for Cooperative Management
7. OSCU : Odisha State Cooperative Union
8. CCM : Centre for Cooperative Management
9. CME : Centre for Management Education
10. CIMCOB : Central Institute of Management for Consumer's Business
11. NCCRI : National Cooperative College and Research Institute
12. JTC : Junior Training Centre
13. ICA : International Cooperative Alliance
14. UNO : United Nations Organisation
15. FAO : Food and Agricultural Organization
16. ILO : International Labor Organization
17. CEO : Chief Executive Officer
18. FLTC : Field Level Training Centre
19. DCM : Diploma in Cooperative Management
20. HDCM : Higher Diploma in Cooperative Management
21. UNDP : United Nation Development Programme
22. MDP : Management Development Programme
23. CLDP : Cooperative Leadership Development Programme
24. CBT : Capacity Building Training
25. DCU : Dist. Cooperative Union
26. SHG : Self Help Group
27. JLG : Joint Liability Group
28. NPA : Non Performing Assets
29. LCD : Liquid Crystal Display
30. ARCS : Asst. Registrar of Cooperative Societies
31. DRCS : Dy. Registrar of Cooperative Societies
32. IT : Information Technology
33. ICT : Information Communications Technology
34. MSCF : Maharashtra State Cooperative Federation
35. ADR : Alternative Dispute Resolution

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Institution - VAMNICOM in a Brief

History :

In the year 1964, a high-level group appointed by the Government of India under the Chairmanship of the late Prof. D.R.Gadgil to assess the training needs of the Co-operative sector, recommended the setting up of a National Institute which would undertake the training of senior personnel in the Co-operative Institutions / Departments, conduct fundamental/applied research and provide consultancy services, organize courses in business management for senior personnel in cooperative business organizations and train the youth on various facets of Management. Central Institute of Management for Consumer's Business (CIMCOB) was merged with the National Cooperative College and Research Institute (NCCRI) to form the present National Institute. As a tribute to the doyen of the Cooperative Movement late Shri Vaikunth Mehta, the National Institute was named after him, as Vaikunth Mehta National Institute of Cooperative Management (VAMNICOM) in April 1967. The Government of India provides grants-in-aid to VAMNICOM, Pune.

Function :

VAMNICOM has seven Centres, viz. Centre for Cooperative Management, (CCM), Centre for Management Education (CME), Centre for Information Technology (CIT), Centre for Research & Publication, Centre for Gender Studies (CGS), Centre for Management Development Programmes (CMDP) and Centre for Entrepreneurship Development (CED). These

Centres conduct short-duration Executive/Management Development Programmes for Senior/Top Level Officials/non-officials of the Cooperative sector.

PGDCBM Programme :

The 56th Batch, Post Graduate Diploma in Cooperative Business Management (PGDCBM), is the core programme of the Vaikunth Mehta National Institute of Cooperative Management (VAMNICOM) (6 weeks within the campus and 20 weeks online/distance teaching learning).

The programme is open to Cooperative Banks, Cooperative Unions, Dairy Co-operatives, Sugar Cooperatives, Handloom & Handicrafts Co-operatives, Consumer Cooperative, Agricultural Marketing Federations, Housing Cooperatives and all allied Co-operatives organizations.

Any employee working as Managers/Executives /Board Directors in Cooperative Institutions, State Departmental Officers, Administrators and trainers working in cooperative training institutions etc., within India and other SAARC countries and from other Asian and African nations can join the course, reads the release.

“This year, the core programme has been reviewed, revised and restructured and course curriculum updated with a view to enable the middle and senior level executives engaged in the cooperative sector and the state governments to equip them with appropriate managerial know-how to successfully meet the emerging challenges of today’s cooperative business environment. The course commences from 17th August, 2022 to 17th February, 2023.

About the Study:

The Dissatation Research Work a regular feature of Post Graduate Diploma in Co-operative Business Management (PGDCBM) conducted by Vaikunth Mehta National Institute of Cooperative Management (VAMNICOM), PUNE, A National Institute under the aegis of National Council of Cooperative Training (NCCT), An Autonomous Society Promoted by Ministry of Cooperation, Government of India. Established way back in the year 1946 in Mumbai as a Cooperative Training College, VAMNICOM shifted to Pune in 1967 with mandate for Cooperative Education, Training and Research.

Vision : VAMNICOM conceived as an intellectual nerve Centre for the Cooperative Movement. It caters management development through training, education, research and consultancy needs of various Cooperative organizations, Government departments and other national bodies.

Mission : the mission of VAMNICOM is to facilitate building cadres of professional managers to man key positions in the ever growing number of Cooperatives through management development, training, education, research and consultancy.

This PGDCBM programme is useful and essential for the personnel working in the cooperative department and Institutions/Societies and those associated with the Cooperatives and fresh graduates to gain knowledge of Cooperatives.

Accordingly, declaration of this 56th batch PGDCBM Course and correspondence made for sponsoring of candidate for

participation of the aforesaid training, our organization nominated my name for said 56th Batch PGDCBM course.

As I joined in this course and I have already completed my 1st term of this course for which I have been assigned to prepare the Dissertation Research Case Study Report and accordingly the research papers describe as detailed below.

Sujit Kumar Ratha
Trainee Participant, PGDCBM
56th Batch - 5622

ABSTRACT

The world of education, learning and teaching has undergone drastic transformation with the killer pandemic impacting all cross sections of the society. Teachers in India have adopted new pedagogical methods for online teaching to engage students to achieve learning objectives. Technology and internet connectivity are now the basis for online and peer learning. Role of faculty is now evolving around creating a learning environment, encouraging interaction and provoking the spirit of enquiry and self - directed learning. The various limitations of online engagement owing to technology, student learning environments and motivation are the key challenges in online teaching. Going forward in to the future online teaching will remain mainstream considering its strategic advantages and in providing flexibility to students and faculty members. The whole eco system is undergoing change and all the stake holders are required to align or perish in the emerging circumstances. Corporate are maximising engagement and productivity enhancement through online training initiatives. This case study throws light on the dimensions of online learning and learning via virtual classrooms.

According to the Michael Armstrong, "Training is systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job".

According to the Edwin B Flippo, "Training is the act of increasing knowledge and skills of an employee for doing a particular job."

Training so important - Training gives everyone a great understanding of their responsibilities and the knowledge and skills they need to do that job. This will enhance their confidence which can also improve their overall performance

Improving operational performance has been among key targets by various organizations globally including co-operatives. Among the major strategies to improve performance of various kinds in organizations is the provision of education and training to enable implementation of daily activities.

Cooperative movement in India and even at the state level in Odisha has played an important role in rural development and the welfare of stakeholders of the Cooperative Societies. Co-operative movement has continuously put its efforts by focusing towards development of cooperative set-up, and thereby achieving welfare of the rural folk, based on their occupation. It provides a platform for member participants to find the solution in economic manner (welfare) through helping themselves within the groups. For success of any enterprise or at least from sustainability point of view, there is a need of effective training and development of human resources, to look after its state of affairs and ultimately to enhance the performance. The present research is undertaken to know the effectiveness – on Participation & Satisfaction of Online Education & Training programme adopted by KACCM, Bargarh, An educational wing under Odisha State Cooperative Union, Bhubaneswar, Odisha

KEYWORDS :

Online Cooperative Education & Trainings - Participation & Satisfaction – KACCM, Bargarh, O.S.C.U, Bhubaneswar, Odisha.

CHAPTER – I

INTRODUCTION

**INTRODUCTION, SCOPE, OBJECTIVE, NEED,
IMPORTANCE, METHODOLOGY ADOPTED & BROAD
REVIEW OF LITERATURE IN THE AREA OF STUDY**

CHAPTER – I

INTRODUCTION

1. INTRODUCTION

A co-operative is “an autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise”. The definition shows that co-operatives are; are formed by groups of people with common need or problem, they are organizations of freely joined members who contributed assets and finally, the formed organization operate democratically to achieve desired objectives on equitable norms

Education is the biggest service sector in India. The growth of any country depends upon the educational infrastructure. Similarly, the growth of the cooperative movement also depends upon the education and training infrastructure available in the country to support the movement in the best possible way. The last two years’ scenario which has been caused by the unprecedented occurrence of the COVID-19 pandemic which has adversely affected every sphere of life across the globe wherein nations went under complete lockdown desisting people to travel across and creating an unexpected social gap in their lives which came across as a shock to everyone. As referred about the impact of the pandemic; it has also affected the area of education too and State Cooperative Union, Odisha (OSCU) being the apex organization of the State Cooperative Movement has the

responsibility of educating people at various levels be it grass root or the top managerial sections of the cooperative world through its education training programmes was too not left behind. The training programmes of the OSCU via CCMs were earlier conducted only via conventional mode of education only i.e., face to face mode of teaching.

Due to the outburst of the epidemic and the advent of technology; KACCM, Bargarh – An educational wing under OSCU, Bhubaneswar instantly switched to the non-conventional mode of education from the old age tradition of the conventional mode of education by adopting the technology and carrying out its various educational training programmes via. the online mode of education through various online platforms like Cisco-Webex, Zoom, Microsoft Teams, Google Meet and etc. Various education training programmes were conducted in the forms of Webinars, Online workshops, Online Training Programmes and Motivational Lectures for all concerned including the employees of OSCU¹.

There are numerous online training resources available for use in educational institutions, colleges and universities, and a range of enterprises. Online training tools inside an organization are being used keeping several points in mind, including the procedures required (ease of use), implementation, usefulness, value orientation, value addition, and a variety of other purposes. Because of technology improvements, the practical utilization of online learning has been

¹ <https://odishascu.com/centers/kaccm-bargarh/>

questioned during the pandemic time. A major advantage of online training in terms of cost-effectiveness is that training expenditures can be tracked to individual learners, and costs can then be compared to results. The ability to provide precise score and cost reports may be incredibly beneficial to the organization in terms of determining the cost-effectiveness of online versus the conventional mode of education, and it allows the trainers to make informed decisions about the future of their training methods. The capacity of an online training module to remain consistent even when repeated several times improves cost-effectiveness measurement, especially when contrasted to the large variation potential of repeated in person training.

1.1. Meaning and Definition of Co-operative Education and Training:

Co-operation is a natural human tendency. Also, a good support towards social structure and to make the Co-operative movement strong and for the development of co-operative societies. The class of members should be made active and alert. Due to which, Co-operative education and training plays an important role².

- ✓ **Meaning of Co-operative Education :** Imparting knowledge about Co-operative principles, objective, procedures, business knowledge, bye - laws, etc. to the members, directors, volunteers and employees of co-operative organization and thereby enhancing their faith in the Co-operative

² <https://odishascu.com/centers/kaccm-bargarh/>

approach and movement means Cooperative education.

Definition: Dr. Krishna swami - “Co-operative education is to impart the knowledge of co-operative principles, objectives and procedures to all persons related to co-operation. It also includes enhancing the qualities of Co-operative spirit and ability to work together.”

- ✓ **Meaning of Co-operative Training :** The process of acquiring skill to conduct some activity and fulfill responsibility such process is known as training.

Definition: “In order to enable the institute employee to implement plans, perform administrative task and writing accounts, detail knowledge of co-operative aspect and practical’s is given. This kind of practical education provided is known as Training”.

“The efforts taken to increase the capability, knowledge and skill of employees and office bearers and to make them realize the responsibilities and moral values is known as co-operative training”

1.2. Objectives of Co-operative Education & Training and Objectives of the Study :

It is important that the person associated with co-operation know the objectives, procedures, etc. of co-operation. It is needed that they work collectively with selfless approach. Therefore, the

objectives of Co-operative Education and Training are explained as follows:

Table-1

Objective of Co-operative Education and Training	
1. To explain the concept of co-operation	2. To attract people towards co-operative movement
3. To make members responsible and aware	4. Develop a competent leadership for co-operative society
5. To create an organized approach	6. To provide knowledge of co-operative principles, procedures and dealing
7. To develop business skill	8. To control corruption
9. To fulfill the need of trained manpower	10. To develop the co-operative society healthy and balanced

Source: <https://www.selfstudys.com/sitepdfs/XKdBELfBzErhpnftNfA6#:~:text=operative%20Education%20and-,Training.,members>

Objectives of the Study

To find out the realmode of teaching for the Cooperative education and justify through compilation will then be analyzed specifically as it relates to online training with in a cooperative environment, and will be used to gather recommendations for online training in a cooperative. This will enable to answer the following questions:

- Is online training an effective learning substitute for conventional mode of education (in-person training) based on the number of participants / beneficiaries?

- Does online training have the potential to save money and be preferred by faculties?

1.3. Need of Co-operative Education and Training³:

To achieve the objectives of co-operative education. The need for co-operative education and training is given below.

Table-2

Need of Co-operative Education and Training	
↓	
1. Leadership of Co-operative Movement	2. Development of co-operative society
3. Efficient management	4. To create educated members
5. Strengthen the faith on co-operation	6. Efficient organization
7. To make the Co-operative sector independent	8. Control corruption and unfair practices
9. Spread of co-operative principles	10. Effective and active participation of members

Source: <https://www.selfstudys.com/sitepdfs/XKdBELfBzErhpnftNfA6#:~:text=operative%20Education%20and-,Training.,members>

2. Scope & Limitation of Research :

The aim of this research is to study the impact of the online courses being conducted by KACCM, Bargarh the educational wing of OSCU through different online platforms for education and training of different sects of the cooperative arena ranging from the grass root level to the managerial level officials.

³ <https://www.selfstudys.com/sitepdfs/XKdBELfBzErhpnftNfA6#:~:text=operative%20Education%20and-,Training.,members>

Digitalization has its own importance. It is time saving, cost effective and a convenient process of education in the modern pandemic era. The cooperative world was hesitant to switch over to the implementation of technology in the education sector as the most of the learners were from grass root level. The period of the pandemic showed that it was impossible to carry forward the conventional mode of teaching and was a big hurdle in the new era of the pandemic. Therefore, this study focuses on the effectiveness of the training programmes conducted by KACCM, Bargarh via. online platforms⁴.

3. Review of Literature :

In order to come to the hypothesis, the research has followed the following Website / Links and online journals to enrich the research project. Some of the web links are –

- a) <https://www.selfstudys.com/sitepdfs/XKdBELfBzErhpnftNfA6#:~:text=operative%20Education%20and-,Training,.members>
- b) <https://rcsodisha.nic.in/?p=menupagecontent&pg=23>
- c) <https://odishascu.com/about-cooperative/>
- d) <https://odishascu.com/centers/kaccm-bargarh/>
- e) <https://ncui.coop/cooperative-definition-principles>
- f) <https://www.sumerianz.com>

The following are the Special Research papers which have been followed through online mode.

⁴<https://www.selfstudys.com/sitepdfs/XKdBELfBzErhpnftNfA6#:~:text=operative%20Education%20and-,Training,.members>

- a) Dr. L R K Krishnan PhD VIT Business School Chennai Tamil Nadu India 66 PUBLICATIONS
43 CITATIONS at: <https://www.researchgate.net/publication/346426132>
- b) Mohan Mishra. (1998) Role of apex cooperative federations in liberal market regime.
- c) Jha, D. (1969). *Development of Co-operation for Economic Development : An Interdisciplinary Approach*. Poona :Vikunta Mehta National Institute of Cooperative Management. P.51.
- d) Paulo Anania & Gratian Cronery Rwekaza Moshi Co-operative University (MoCU)
- e) Co-operative Education and Training as A Means to Improve Performance in Co-operative Societies Article · May 2018 CITATIONS 8 Website: <https://www.sumerianz.com>

Further some reference books, reports etc are also followed by the researcher to ensearch the proper research work.

- a) Cooperative Adm. Guidelines
- b) Study materials – VAMNICOM, Pune on Research paper
- c) Research thesis of Dr. R.K.Satapathy, Bargarh Bar
- d) Research Project submitted earlier by me on RCMS, Bargarh for completion of HDCM Training under MICM, Bhubaneswar
- e) Samabaya Samachar – published by OSCU, BBSR

After studing the central theme of the paper a thoutht developed in the mind of the researcher about the online study and training programme conducted during the pandemic situation and major draw-backs of the online system brought to limelight⁵.

⁵ <https://www.selfstudys.com/sitepdfs/XKdBELfBzErhpnftNfA6#:~:text=operative%20Education%20and-Training,members>

4. Importance of the Study :

During the online and offline education and training programme the organisation are facing much problems. It is the root cause of dissatisfaction of the trainees and loss of faith on the training centres. The training centres are linking Bond between the trainees, organisations and government. The present study will focus on the training and education system available in the KACCM, Bargarh under OSCUnion, Bhubaneswar. For the benefit of the trainees, organisation and for future research it is more relevant and important to know on the subject.

Basing on the significance and importance of the study the following hypothesis are formulated :

5. Hypothesis :

The major objectives of this research project are to test the hypothesis, which are formulated.

- 1) The online Cooperative Education and Training programmes claim to be all encompassing, it fails to provide satisfaction to the trainees that the offline programme.
- 2) The online methods of teaching and impacting training has failed to achieve the objects to its full extent then the offline programme.

6. Research Methodology :

The present study includes both theoretical review as well as empirical analysis of the available data. The main aim

of the study is to investigate and analyse the working of online and offline system of Education & Training.

The data for the present study has been collected from both primary and secondary sources.

a) Primary Data :

In the present study primary data has been collected from regular activities of the training centre. Constituting the sampling method has been used. Questionnaires have been prepared and recorded in the study. Further case study method has been adopted and data have been collected from administrative authorities, common trainees, trainers and Cooperative societies at large. The data collected have been shown in the tables and graphs.

The sample universe has been selected from the entire area of operation of KACCM, Bargarh which are covered in the field study covering male and female participants.

The field study has been covered within one month with the help of trainees, trainers and Staff of KACCM, Bargarh through direct conversation and online mode.

b) Secondary Data

For the purpose, published reports, books, paper, journals on related topic have been collected. For review and analysis, records of KACCM, Bargarh and OSCU, Bhubaneswar have been reviewed.

7. Chapterisation :

The formal reporting of the present study has been made broadly comprising six chapters and two sections. In the first section the introductory literature as theoretical framework on co-operative Education and Training where as the second part covers, the six chapters.

Chapter - I

The 1st chapter deals with scope, objective, need, importance methodology adopted a broad review of literature in the area of study.

Chapter - II

The second chapter presents a comprehensive discussion on co-operative Education and Training in India. Further it covers the prime institutions like NCUI, N.C.C.E and N.C.C.E, their objectives, functions and management.

Chapter - III

The chapter – III covers the co-operative Education and Training system in Orissa. The role of OSCU, Bhubaneswar and the centres managed are primely discussed.

Chapter - IV

The fourth chapter covers the online and offline training programmes conducted by OSCU, Bhubaneswar through K.A.C.C.M, Bargarh during the financial year 2019-20 to 2021-22.

Chapter - V

The chapter – v covers the working of online and offline training programmes during 2019-20 to 2021-22 and the detail analysis of the data.

Chapter - VI

In the last chapter the main findings and conclusion have been drawn. Suggestions are made for future reference.



CHAPTER – II

COOPERATIVE EDUCATION & TRAINING IN INDIA

**PRESENTS A COMPREHENSIVE DISCUSSION ON
CO-OPERATIVE EDUCATION AND TRAINING IN
INDIA. FURTHER IT COVERS THE PRIME
INSTITUTIONS LIKE NCUI, N.C.C.E AND N.C.C.E,
THEIR OBJECTIVES, FUNCTIONS AND
MANAGEMENT**

CHAPTER – II

COOPERATIVE EDUCATION & TRAINING IN INDIA

1. INTRODUCTION

In India after 1991, governments have started to implement new economic policy. Due to which privatization, liberalization and globalization emerged largely. Due to this reason challenge is created for the development and progress in co-operative sector. Lack of business vision, lack of resources, lack of efficient and trained staff, lack of capital are various problems. To overcome such problems the need of co-operative education and training was realized. Due to Co-operative education and training high skill and work efficiency is obtained.

Co-operative is a life system. It is important for each one to know the Co-operative principles, values, management, powers and responsibilities of authorities and their relationship with each other. It is equally necessary that they are regularly in practice⁶.

Education has been part of our legacy since the Rochdale Pioneers set up a classroom in their store on Sunday afternoons. There, members of the first successful consumer cooperative learned about all sorts of history received uplifting lectures on morality. Many people had their first experience of group leadership and public speaking at the cooperative, which became a center of the campaign for women's rights.

⁶ A Book on Cooperative Movement in Odisha Genesis & Prognosis

The fifth principle is now called Education, Training and Information. It states: "Cooperatives provide education and training for their members, elected representatives, managers, and employees so they can contribute effectively to the development of their cooperatives. They inform the general public - particularly young people and opinion leaders - about the nature and benefits of cooperation."

Co-operatives can play an important part in solving some of the knotty problems the world now faces when trying to feed, clothe and provide economic opportunity to the burgeoning population. But it will only work if people are willing to be engaged in the process. How to get them engaged? Teach, teach, teach!

2. History of Co-operative education and training in India

In India in the year 1915 the Maclagan committee report stated the need for co-operative education and training in India. In 1916, 'co-operative secretary training council' plan was suggested by late Namjoshi for the implementation of co-operative education and training in India. Also, recommendations are given to provide training on co-operative act, rules, and circulars of work⁷.

In the year 1917, late S. C. Talmaki presented an essay on co-operative education and training at the regional co-operative conference. Soon after in 1918, 'Mumbai Central Co-operative Institution' was established. Today this institute is known as 'Maharashtra State

⁷ <https://www.sumerianz.com>

Cooperative Federation'. Mahatma Gandhi, the father of the Nation also presented an essay titled 'Moral basis of Co-operative' in the regional co-operative assembly. In a report submitted by Royal Agriculture commission in 1918 it was said that there was a serious need to provide education to owners of society, member, director and government employee in co-operative society. If the members are informed about the Co-operative principles, methods, objectives then it will lead to expand scope of co-operative society. In 1946, the co-operative planning Committee stated the need for co-operative education and training. In 1935, the committee formed under the leadership of Malcome Darling stated the lack of co-operative education and training it resulted in failure of co-operative movement.

In 1951 The All India rural credit survey committee was appointed under the chairmanship of Mr. A. D. Gorwalla which also recommended the need of co-operative education and training in report which was submitted in 1954. In 1995 a committee was appointed by the International Co-operative organization with the objective of reframing the co-operative principles and formulate co-operative values.

In India, legal form of cooperative was started as sponsored by the government with the enactment of cooperative society's act of 1904. With the expansion of cooperation, greater and more intense need was felt for cooperative education. However, not much was done during pre-independence period to meet the requirements of increasing number of cooperatives and

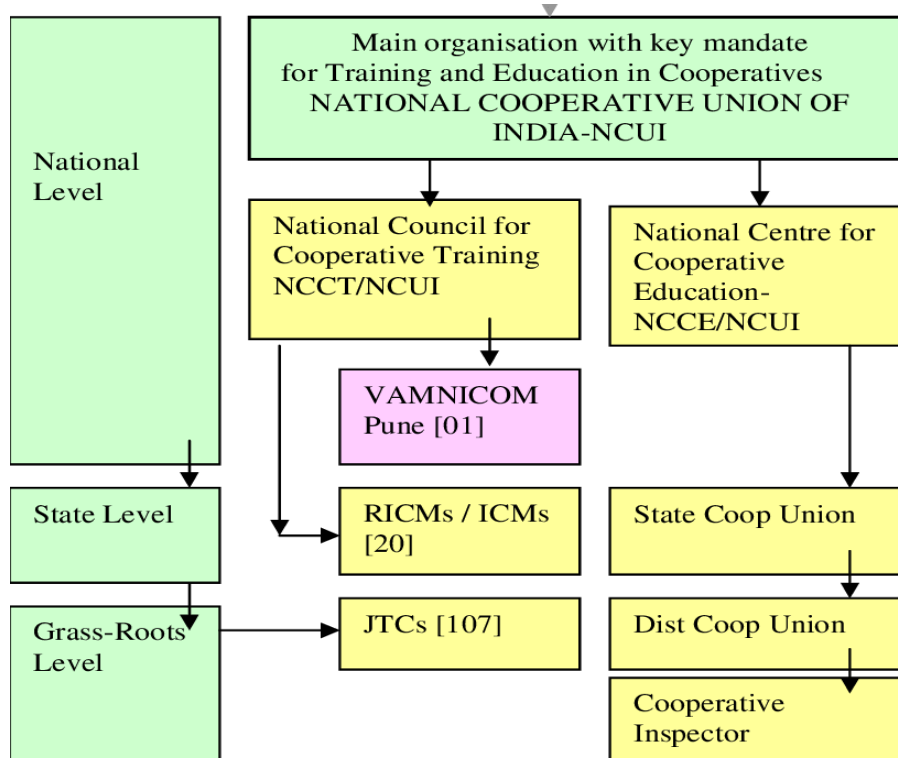
members. After independence, cooperation was visualized as the potential instrument for socio economic transformation and economic development⁸.

2.1. Organizational structure of Co-operative education and training⁹:

Co-operative education and training have three tier structures.

- Central level - National Co-operative Union / federation-Higher level education and training
- State level - State Co-operative union -Middle level education and training
- District level - District Co-operative board- Lower level Co-operative education and training

Photographs - 1



⁸ <https://www.researchgate.net/figure/Frameworks-of-Cooperative-Education>

⁹ <https://ncui.coop/>

Source : https://www.researchgate.net/figure/Frameworks-of-Cooperative-Education-and-Training-GLOBAL-HRD-NETWORKS-FOR-COOPERATIVES-The_fig1_235956655

3. National Cooperative Union of India (NCUI)

NCUI was established in 1929 as All India Co-operative Institutes Association and was re-named National Co-operative Union of India in 1961. NCUI is the apex in India which represents all sectors of the Indian Co-operative Movement. Its objectives are to promote and develop the co-operative movement in India; to educate, guide and assist the people in their efforts; to build up and expand the co-operative sector; and service as an exponent of co-operative opinion in accordance with co-operative principles. NCUI membership is open to national and state level co-operative organisations as well as multi-state co-operative societies. NCUI had 260 members, including, 17 National, 163 State and 80 Multi-State Cooperatives. It represents 23,892,300 individual members.



3.1. Objective of NCUI

The union in furtherance of these objectives may either by itself or in collaboration with other cooperative institutions :

- Organize cooperative education and training programmes and popularize the principles and practices of cooperation;
- Develop inter-cooperative relations and help the coordinated functioning of the cooperative movement in various sectors;

- ☞ Organize, conduct, collaborate and assist in carrying out research, investigation of cooperative problems and formulation of projects for cooperative development;
- ☞ Give publicity to the achievements of cooperatives through periodicals, journals, newspapers, pamphlets, brochures, books, films, broadcasts, T.V and the radio for creating a favourable atmosphere for the development of the cooperative movement;
- ☞ Express opinion on matters of cooperative policy and act as the accredited representative of the Indian Cooperative Movement in the National and International spheres;
- ☞ Convene and hold the National Cooperative Congress and cooperative seminars, meetings, conferences, exhibitions etc.;
- ☞ Select delegates, representatives and observers on behalf of the union for participation in the International, National and state conferences;
- ☞ Facilitate the promotion of cooperative institutions and assist the member societies in resolving their problems and difficulties; formulation of programmes and their implementation and preserve and safeguard the democratic character of the cooperative movement in the country;
- ☞ Promote International cooperative relations through active collaboration with ICA, UNO,

FAO, ILO, UNDP and other International agencies involved in cooperative development;

- ☞ Establish effective liaison and relations with ICA member organizations and national cooperative organizations of their countries;
- ☞ Help, promote international marketing on cooperative-to-cooperative basis by documenting necessary information and to act as a nodal agency for the benefit of the Indian Cooperative Movement;
- ☞ Provide consultancy services to the cooperatives;
- ☞ Maintain the following funds:
 - a) *Cooperative Education Fund*
 - b) *National Cooperative Training Fund*
 - c) *Any other fund as decided by the governing council from time to time*

3.2. Functions of NCUI

Functions The functions of the Union are : • Promotion and strengthening of the cooperative movement; • Cooperative education and training; • Research studies; • Publications, publicity and public relations; • Development of inter-cooperative relations; • Collection and dissemination of cooperative information; • Advocacy of cooperative opinion and views; and • Promotion of international cooperation and cooperative to cooperative trade.

3.3. Management of NCUI

The General Body of the NCUI consists of member organizations and is the supreme authority of NCUI which meets once a year to review the progress of the previous year's programmes and decide the policy and programmes for cooperative development for the next year. The General Body also elects the Governing Council of NCUI for a tenure of three years. The Governing Council consists of President and Vice-Presidents of NCUI, one representative from each of the state cooperative unions, and national level cooperative federations as well as elected representatives of various segments of cooperatives. The Governing Council meets once in every quarter and functions through the Executive Committee and other functional committees. The Executive Committee consists of President and Vice Presidents and 15 other members. The President is the head of the organization and is supported by the Chief Executive who operates through the functional division of NCUI secretariat.

4. National Council for Cooperative Training

Training of the cooperative employees, both institutional and departmental is being discharged through the NCUI's special standing committee known as National Council for Cooperative Training (NCCT)¹⁰ which was set up in 1962.



¹⁰ <https://ncct.ac.in/en>

National Council for Cooperative Training is registered autonomous society under the Societies Registration Act, 1860 promoted by Ministry of Cooperation, Government of India. The Council is responsible for organizing, directing, monitoring and evaluating the arrangements for cooperative training for the personnel working in the cooperative sector in the country. The main objective of the Council is to organize need based training programmes and facilitate the process of human resource development for cooperatives for the country. It also envisages conducting research in critical areas of cooperative movement.

The NCCT is responsible for organizing, directing, monitoring and evaluating the arrangements of cooperative training for the personnel working in the cooperative institute/ departments in the country. For this - the Council has established its own training structure comprising of the VAMNICOM, Pune at National Level, Five Regional Institutes of Cooperative Management at Chandigarh, Bangalore, Kalyani, Gandhinagar, Patna and 14 Institutes of Cooperative Management located at Bhopal, Bhubaneswar, Chennai, Dehradun, Guwahati, Hyderabad, Imphal, Jaipur, Kannur, Lucknow, Madurai, Nagpur, Pune and Thiruvananthapuram.

5. National Centre for Cooperative Education

The NCCE was primarily established with the name (All India Cooperative Instructors Training Centre) in 1958. The main function was to conduct pedagogical programmes and capacity building of trainers' who were

imparting member education programmes in the village cooperative societies. The other programmes were conducted by cooperative education personnel mainly related with development of various aspects of cooperatives particularly in relation to village development, govt. policy for cooperative development. Thus, the role of this centre was to equip in balance of education to instructors both teaching methodology and knowledge of cooperative. As it is specialized Institution for pedagogy, the scope was extended to impart training programmes for faculty of cooperative training Institutions and supervisory personnel of State Cooperative Unions. With changing approach, the centre diversified its activities enlarging its scope much beyond the training of education personnel. The Governing Council of NCUI therefore, decided to rename it as National Centre for Cooperative Education (NCCE). The more emphasis is now given on Leadership Development Programme for developing managerial skill among the management committee members of cooperative societies.



CHAPTER – III

COOPERATIVE EDUCATION & TRAINING IN ODISHA

**THE CO-OPERATIVE EDUCATION AND TRAINING
SYSTEM IN ORISSA, THE ROLE OF O.S.C.U,
BHUBANESWAR AND THE CENTRES MANAGED ARE
PRIMELY DISCUSSED**

CHAPTER – III

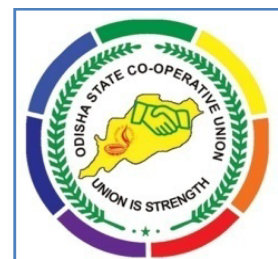
COOPERATIVE EDUCATION & TRAINING IN ODISHA

1. INTRODUCTION

In India after 1991, governments have started to implement new economic policy. Due to which privatization, liberalization and globalization emerged largely. Due to this reason challenge is created for the development and progress in co-operative sector. Lack of business vision, lack of resources, lack of efficient and trained staff, lack of capital are various problems. To overcome such problems the need of co-operative education and training was realized. Due to Co-operative education and training high skill and work efficiency is obtained.

2. Odisha State Cooperative Union :

Odisha State Cooperative Union, Bhubaneswar established by Govt. of Odisha as per Section 11 (i) of Act VI of 1935 (Bihar and Orissa) Cooperative Societies Act and came into existence



on 9th July 1948. Subsequently, Act VI of 1935 (Bihar and Orissa) was converted to Odisha Cooperative Societies Act 1962 and now it is working under this Act. Odisha State Cooperative Union presently focuses on providing Cooperative Education, Training, Publicity and Propaganda activities for assisting cooperative organizations in their growth and Prosperous. The

activities of Odisha State Cooperative Union caters to the activities of HRD in the field of Cooperative Movement in the state. Dissemination of information activities is one of the core activities of the Union which spreads the message of different plans, schemes, and projects undertaken by the Govt. of Odisha. At the outset, it is providing training for Capacity Building of the Employees, Education for Members, Potential Members and Board of Directors of the Cooperative societies in the state and publication activities for promoting cooperatives in the state.

The the objective of the Union as outlined in its Bye-laws is to promote the the co-operative movement in the State. For facilitating discharge of this enormous the responsibility which has been recognized statutorily with a provision in the Cooperative Societies Act of the State, has been made obligatory on the part of cooperative societies of the State to pay 4% of its net profits each year towards the Cooperative Education Fund constituted to exclude the Short Term Credit Cooperative Societies/Banks¹¹.

2.1. Mission

To Promote a Strong and Vibrant Cooperative Movement in the State for Eco-friendly, equitable & Socio-Economic Development of Rural People. The responsibility of Union is Cooperative Education, Training, Publicity, propaganda and providing of information's and guidance's.

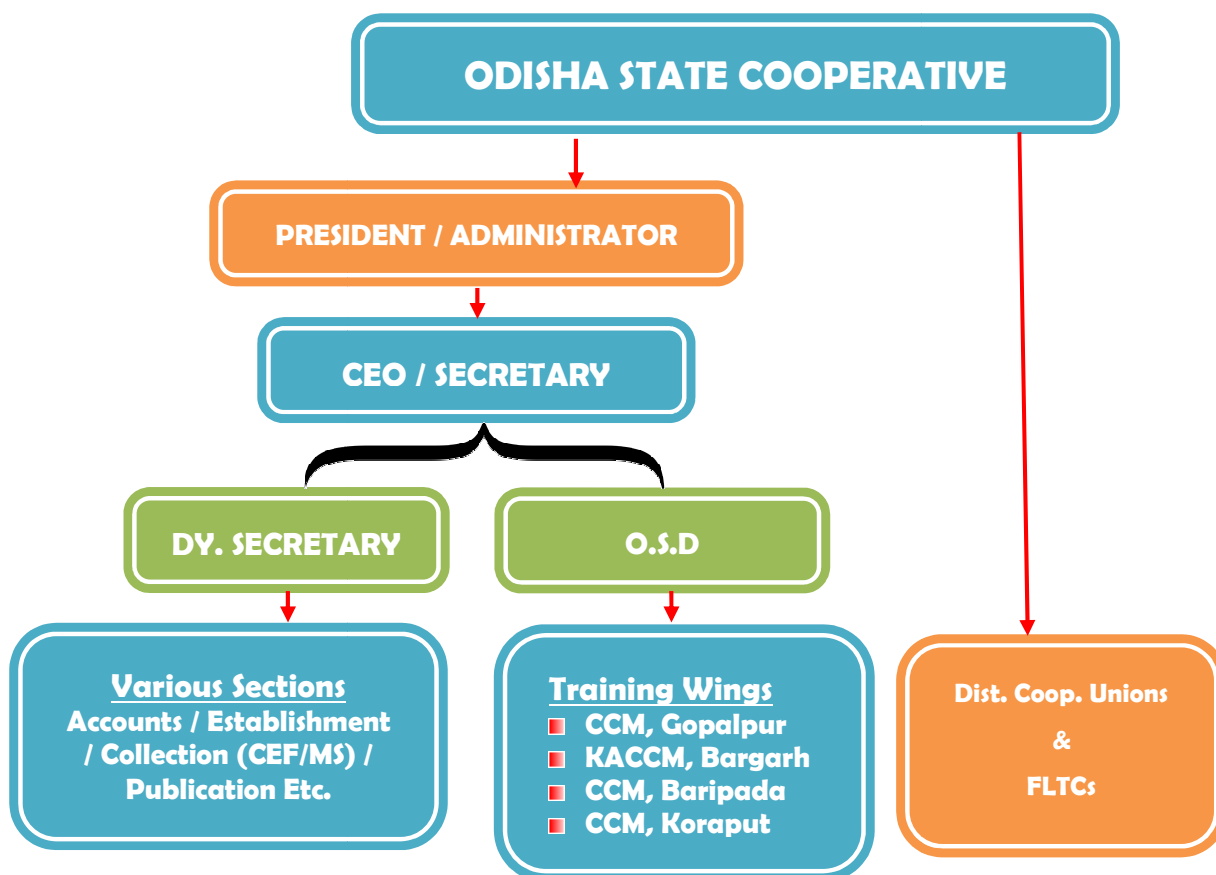
¹¹ <https://odishascu.com/about-cooperative/>

2.2. Vision

We build Cooperation for Member's Socio-economic up-liftment through Cooperative Education, Training and Information.

2.3. Organisational Structure

Graphs-2



2.4. Membership :

Table - 3

SL	SOCIETIES	IN NOS.
1	Apex Co-operatives	21
2	Central Co-operatives	133
3	Primary Co-operatives	1139
TOTAL		1293

Source : <http://odishascu.com/#>

2.5. Training Infrastructure

The Training infrastructural arrangement of the Odisha State Co-operative Union comprises of **04 Junior Training Centres** for Co-operative Management located at **Gopalpur-on-sea, Bargarh, Koraput and Baripada**. Besides there are seventeen **Field Level Training Centres (FLTC)** located at 17 Central Co-operative Banks of the State. The Centre for Coop. Management at Gopalpur-on-sea conducts core courses of Diploma in Co-op. Management and Administration (DCMA) comprising of 24 weeks for Inspector of Co-op. Societies of the Cooperation Department and intermediary level of Cooperative officers of different Co-operative organizations of the State. In addition to this all the 3 (Three) Centers for Co-operative Management conduct Diploma in Co-operative Management (DCM) course of 20 weeks, which is also a core professional course for the personnel working in Co-operative Banks, PACS/LAMPS etc. Moreover the centres have also conduct need-based functional and multi-functional and refresher course for the departmental and institutional employees on cooperative accounts, auditing, coop. management, marketing, salesmanship, banking, non-farm financing, Co-operative laws, leadership development, dairy, poultry farming, fishery, weavers co-operative societies. The training programmes are both indoor as well as outstation drawn up annually through calendar of programmes covering the need-based training programmes of all sectors of the Co-operatives in the state.

3. K.A.C.C.M, Bargarh

Krutartha Acharya Centre for Cooperative Management, Bargarh

The Govt. Co-operative Training Institute was functioning at Cuttack and taken over by the Odisha State Co-operative Union, Bhubaneswar under its administrative control in the year 1968 and shifted to Bargarh on 15.08.1968 and named as Co-operative Training Institute, Bargarh functioned in a rented building.

The Co-operation Department, Govt. of Odisha has acquired 8.48 Acre of private land in the year 1977 and the land was registered in the name of Asst. Registrar of Co-operative Societies, Bargarh Circle on behalf of R.C.S, Odisha. The Centre was shifted to its own building on 03.04.1981 and renamed on 12.02.1983 in the name of Krutartha Acharya, a renowned leader of Co-operative Movement of Western Odisha. In the year 1996-97, in conformity with N.C.U.I, New Delhi, a new syllabus for D.C.M. course was introduced and adopted by the Odisha State Co-operative Union, Bhubaneswar and the nomenclature was changed from Krutartha Acharya Co-operative Training Institute, Bargarh to Krutartha Acharya Centre for Co-operative Management, Bargarh. On the same land, the Office Building, 120 seated Hostel Building and Six Nos. of Staff Quarter were constructed under World Bank Assistance. The Principal has taken the possession of the Building from the P.W.D.(R&B), Bargarh on 03.04.1981¹².

¹² Status report of KACCM, Bargarh & <https://odishascu.com/about-cooperative/>

3.1. Institution's Profile

The Krutartha Acharya Centre for Cooperative Management Bargarh (KACCM) is one and only primitive Cooperative Training Centre in Western Odisha, established in the year 1967-68. Out of 4 CCMs functioning in our State under the overall administrative control on Odisha State Co-operative Union, Bhubaneswar the KACCM, Bargarh is one of them. The basic objective of the Institute is to inculcate professional management in the Co-operative sector by imparting Education & Training.

To achieve its mandate, the KACCM conducted 20 Weeks Diploma in Co-operative Management Course. Apart from, the KACCM organizes an umpteen number of Short-term Management Development Programmes for the personnel working under Cooperative sector as well as line Cooperative Department and, Cooperative Leadership Development Programmes for the Members & Office bearers of Cooperative institutions.

a) Vision:

A Centre with Academic, Capacity building to up-gradation of the knowledge, skill and efficiency of the personnel of the institutions for development of the Region and the State, Odisha.

b) Mission:

- To Impart Education & Training in the Fields of Management at operational Levels, Capacity Building for In-Service Personnel of Cooperative institutions and other Allied Sectors in its Area of Operation with Special Attention to Encourage Innovation, Creativity and Skill Development in these Fields.
- To engage in Creation of Knowledge and Development of Technologies through Effective training Programmes.

3.2. Area of Operations :

This Centre provides a wide range of Training Programme functional courses for the Middle & Lower level personnel of Co-operative Department, Co-operative Institution & Allied Organisations functioning in the area of operations confined to the 9 Districts of Western Odisha i.e. Angul, Bargarh, Balangir, Deogarh, Dhenkanal, Jharsuguda, Sambalpur, Sundargarh and Subarnapur.

3.3. Prime Objectives of this C.C.M :

This Centre provides a wide range of Training Programme functional courses for the Middle & Lower level personnel of Co-operative Department, Co-operative Institution & Allied Organisations functioning in the Area of operations. This Centre also conducting Diploma in Co-operative Management (D.C.M) course for the Junior Personnel of different Co-operative Organisation /

Institution, of 20 weeks durations as per guide line of N.C.C.E, New Delhi. Besides the above this Centre has conducted different Field Level Training Programmes i.e. Management Development Programme (MDP) on Cooperative Law, Management / Business Development / Banking / NPA & Recovery Management etc. for different Sector, Cooperative Leadership Development/ Education Programmes (CLEP/ CLDP), Capacity Building Training Programme (CBT), Awareness & Empowerment Programmes for the SHG, JLGs / Farmers / Newly Elected Board of Directors to educate the Members, Potential Members and Leaders as well and Computer Awareness Programmes for the Employees of Co-operative Organisations / Institution to perform their day-to-day affairs smoothly.

3.4. Facilities :

The KACCM, Bargarh is located at Bargarh on the way to Bheden (Near to Mission Hospital), having its own sprawling campus of 8.4 acres which includes Administrative block with Class rooms, Residential block – Quarters for Staff and Hostel Building.

■ Library:

KACCM Library has an excellent collection of more than 10,000 books on subjects like Cooperation, Management, Law and other related areas.

■ **IT infrastructure:**

The KACCM have a Computer Lab having 6 nodes with Network. The Institute's network is linked to the Internet via BSNL Optical-fibre connection enabling Internet connectivity. All the trainees and the students of the Institute are free to use the Information Technology facilities available at the Institute. To add more, the classroom is equipped with LCD projector for digital classes.

■ **Hostel:**

In order to imbibe an atmosphere of community living amongst the trainees and students, the Institute possesses a 60 seat capacity hostel in its campus. The hostel is equipped with a pantry/mess and other facility for a comfortable stay.

■ **Faculty:**

The institute posses multi disciplinary core faculty members having rich experience in academics. Besides, the institute invites Guest faculties/ Resource persons from leading institutes and line departments.

3.5. Staff Position :

The head of the Institution designated as Principal, sience the inception a rank of ARCS from Co-operation Department, Govt. of Odisha is deployed

for such post. In consequence upon due to some administrative grounds, before a long the senior most Lecturers are promoted as Principal from our parent organisation.

At present the detail Staff Position of this Centre including sanctioned strength are as follows:

Table – 4 & 5

Sl No	Name of the Post	Sanctioned Strength	Existing Position	Name of the Staff	Continued	
					From	To
1.	Principal	1	1	Sri. D.K.Sabat Principal	07.12.20	Till date
				Sri. N. Mahapatra Lecturer & Principal I/c	12.06.18	06.12.20
2.	Lecturer	3	1	Sri N. Mahapatra	12.06.18	Till date
3.	Computer Lecturer	1	1	Sri S.K.Ratha	09.06.17	Till date
4.	D.C.I-cum- Computer Instructor	-	-	Sri S.K.Ratha	23.11.10	08.06.17
5.	H.C.	1	Vacant
				Sri S.K.Ratha Lecturer Head Clerk I/c	01.10.16	Till date
6.	Jr. Asst./ Jr. Typist	2	1	Sri S.K.Bhol, Jr. Typist	08.07.11	Till date
7.	Lib. Asst.	1	Vacant
8.	Peon	5	3	1) Sri G.Behera	14.08.97	Till date
				2) Sri M.K.Behera	02.05.12	Till date
				3) Sri J.Bisi	27.11.19	Till date
TOTAL		14	7			

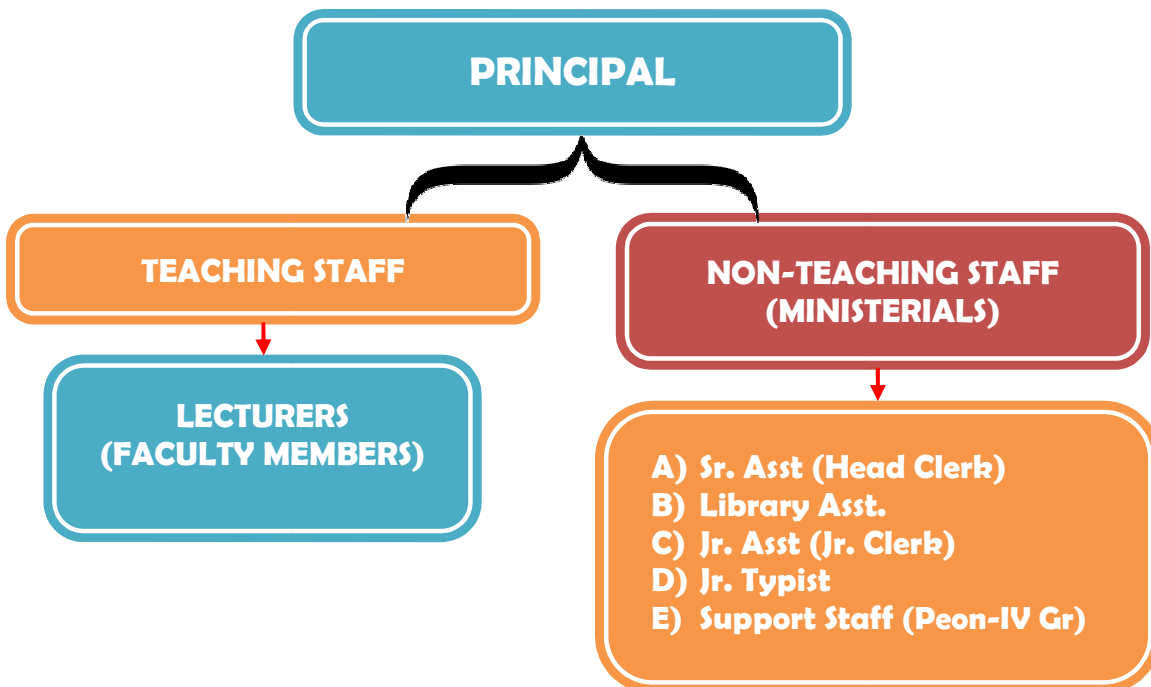
Besides the above, Nos. of Contingent Workers are engaged to work in the Institution on daily wage basis as per the approval made by the Odisha State Co-operative Union, Bhubaneswar. The Contingent workers are as follows :

Sl No	Name of the Staff	Designation	Period of working	
			From	To
1.	Mst. Arati Sahu	Helper to Cook	05.02.07	Till date
2.	Sri Dolamani Sahu	Contingent Peon	01.05.12	Till date

Source : KACCM File & Audit Report

3.6. Institutional Structure

Graphs-3



Source : *KACCM File & Audit Report*



CHAPTER – IV

ONLINE & OFFLINE TRAINING PROGRAMMES CONDUCTED SINCE INCEPTION UNDER K.A.C.C.M, BARGARH

CHAPTER – IV

**ONLINE & OFFLINE TRAINING PROGRAMMES
CONDUCTED SINCE INCEPTION UNDER
K.A.C.C.M, BARGARH**

1. INTRODUCTION :

Training and research is the key to skill development. For promotion of cooperative education KACCM, Bargarh under OSCUnion, Bhubaneswar undertaken different Long-term and Short-term training programmes since 2006 - 07 to till date 13065 trainees have taken the benefits of the programmes since 1996 – 97 till date, 1091 trainees have obtained Diploma in Cooperative Management (DCM) Course certificate out of which the details of general trainees, SC, ST, OBC and Women category have been specified in table-6 & Table-7¹³.

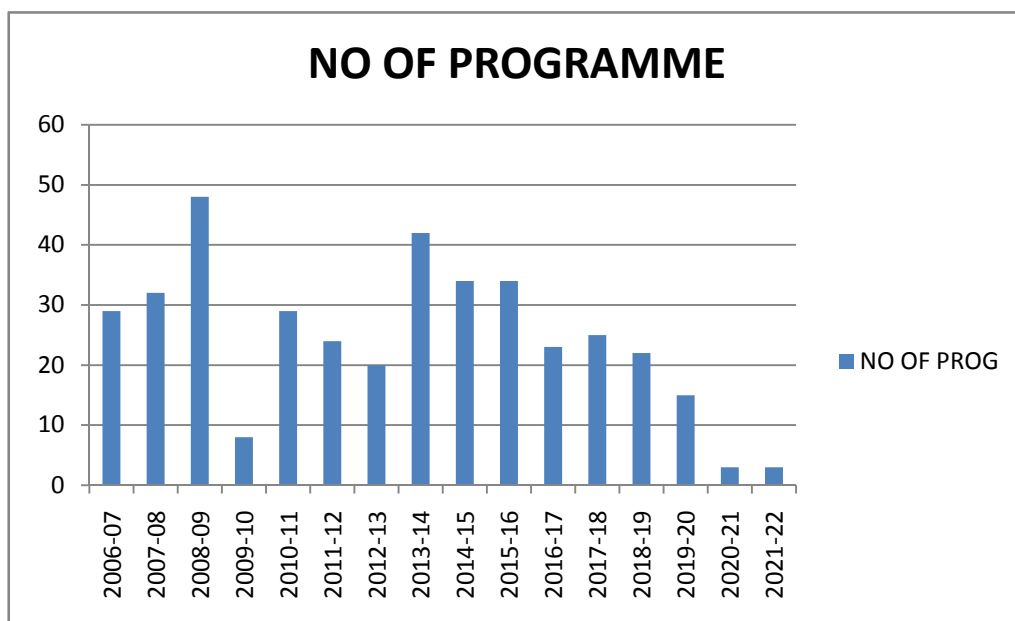
2. Training Programmes conducted under KACCM, Bargarh:**2.1. Abstract of Training programme - Both Long-term & Short-term****Table -6**

SL	YEAR	NO OF PROG	CAPA CIPT	CATEGORY					TOTAL
				GEN	SC	ST	OBC	WOMEN	
1	2006-07	29	870	479	17	23	149	56	724
2	2007-08	32	885	-	-	-	-	54	867
3	2008-09	48	1404	-	-	-	-	138	1227
4	2009-10	8	210	79	10	28	82	3	202
5	2010-11	29	805	172	38	38	442	74	764
6	2011-12	24	655	41	54	32	443	126	706
7	2012-13	20	535	74	19	10	244	197	544
8	2013-14	42	1235	61	72	15	889	35	1322
9	2014-15	34	930	69	62	40	732	61	964
10	2015-16	34	740	56	64	17	593	39	909
11	2016-17	23	865	122	79	39	627	19	876
12	2017-18	25	1500	109	124	75	729	21	1510
13	2018-19	22	1100	32	87	43	212	59	1148
14	2019-20	15	970	76	53	40	240	638	1047
15	2020-21	3	90	14	06	08	15	03	110
16	2021-22	3	130	77	02	03	59	04	145
TOTAL		391	12924	1461	687	411	5456	1527	13065

Source : Admission Register, KACCM, Bargarh

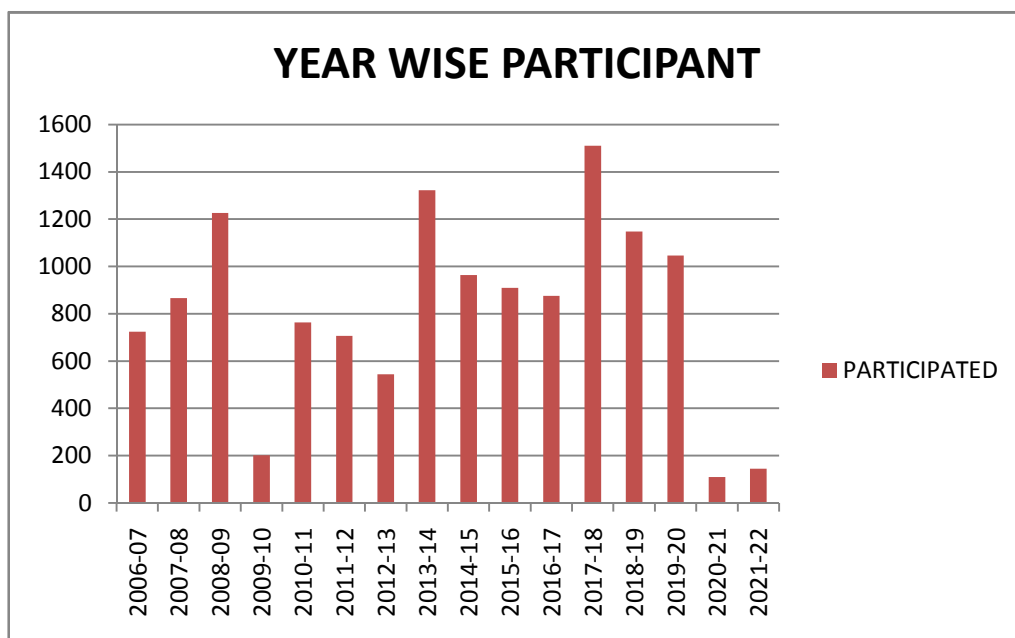
¹³ Admission Register, KACCM, Bargarh

Graphs - 4



Source : Graphs drawn from Table-6 which indicate the year wise programme conducted.

Graphs - 5



Source : Graphs drawn from Table-6 which indicate the year wise programme conducted and participants attended.

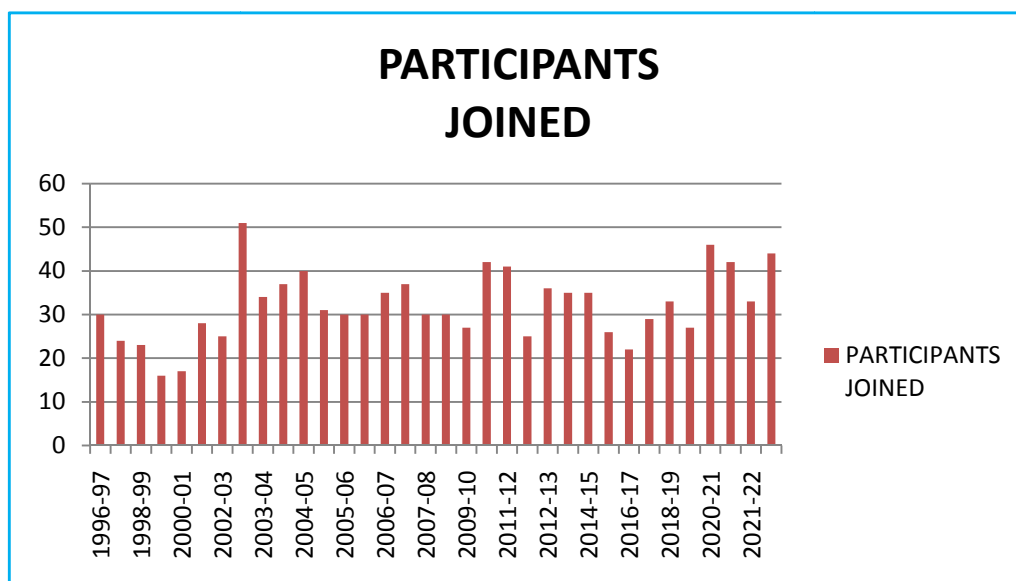
2.2. Abstract of Long-term Course i.e. D.C.M. from inspection

Table-7

Batch	YEAR	COURSE DURATION	DURATION		PARTICIPANTS ATTENDED	OUT OF WHICH WOMEN
			FROM	TO		
1	1996-97	16 Weeks	01/08/96	20/11/96	30	1
2	1997-98	-do-	11/08/97	20/11/97	24	-
3	1998-99	-do-	01/08/98	20/11/98	23	-
4	1999-00	-do-	22/07/99	10/11/99	16	-
5	2000-01	-do-	24/07/00	10/11/00	17	2
6	2001-02	-do-	23/07/01	11/11/01	28	-
7	2002-03	-do-	26/07/02	14/11/02	25	-
8	2003-04	-do-	11/08/03	30/11/03	51	14
9	2003-04	-do-	15/12/03	04/04/04	34	5
10	2004-05	-do-	04/05/04	28/08/04	37	10
11	2004-05	-do-	01/09/04	21/12/04	40	5
12	2005-06	-do-	10/01/05	01/05/05	31	1
13	2005-06	20 Weeks	04/07/05	20/11/05	30	4
14	2006-07	-do-	10/04/06	27/08/06	30	5
15	2006-07	-do-	14/09/06	31/01/06	35	6
16	2007-08	-do-	10/04/07	27/08/07	37	4
17	2007-08	-do-	04/09/07	21/01/08	30	2
18	2008-09	-do-	04/08/08	21/12/08	30	1
19	2009-10	-do-	12/10/09	28/02/10	27	3
20	2010-11	-do-	04/10/10	28/02/11	42	6
21	2011-12	-do-	14/07/11	30/11/11	41	5
22	2011-12	-do-	12/12/11	29/04/12	25	2
23	2012-13	-do-	20/07/12	06/12/12	36	5
24	2013-14	-do-	21/06/13	07/11/13	35	1
25	2014-15	-do-	01/09/14	18/01/15	35	-
26	2015-16	-do-	14/09/15	31/01/16	26	-
27	2016-17	-do-	19/09/16	05/12/16	22	-
28	2017-18	-do-	21/08/17	07/01/18	29	3
29	2018-19	-do-	13/08/18	30/12/18	33	3
30	2019-20	-do-	05/08/19	22/12/19	27	-
31	2020-21	-do-	20/07/20	06/12/20	46	3
32	2021-22	-do-	28/07/21	14/12/21	42	2
33	2021-22	-do-	01/11/21	20/03/22	33	2
34	2022-23	-do-	05/12/22	21/09/22	44	4
TOTAL					1091	99

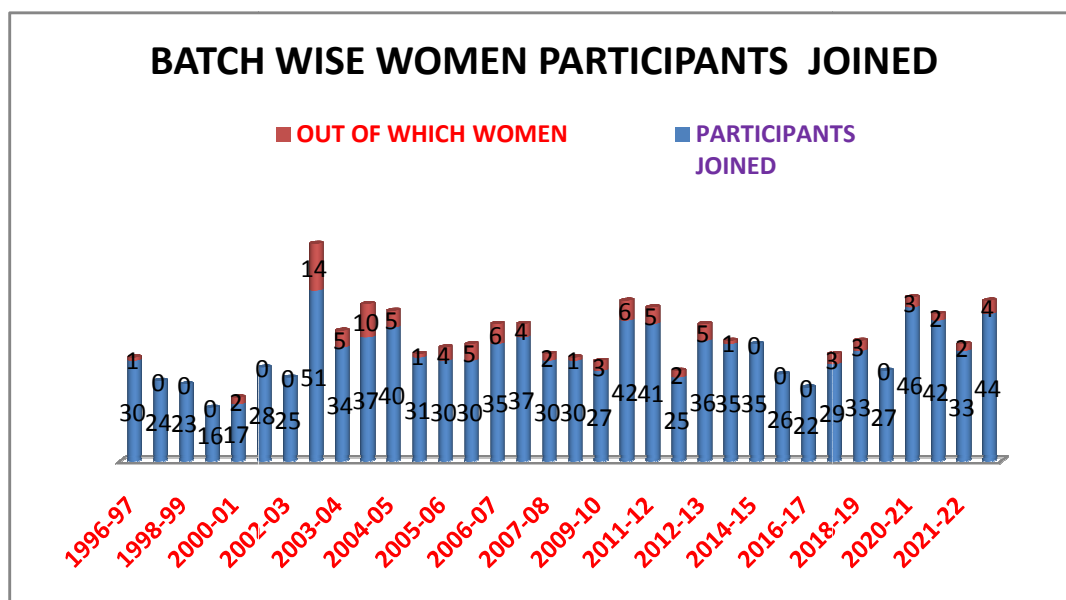
Source : *Admission Register, KACCM, Bargarh*

Graphs - 6



Source : Graphs drawn from Table-7 which indicate the year wise DCM programme conducted and participants attended.

Graphs - 7



Source : Graphs drawn from Table-7 which indicate the year wise DCM programme conducted and participants attended out of which strength of Women Participations

3. Online Training Programmes conducted under KACCM, Bargarh during 2019-20 to 2021-22:

The world of education, learning and teaching has undergone drastic transformation with the killer pandemic hitting all cross sections of the society. Technology and internet connectivity are now the basis for online and peer learning. Role of faculty is now evolving around creating a learning environment, encouraging interaction and provoking the spirit of enquiry and self - directed learning. The various limitations of online engagement owing to technology, student learning environments and motivation are the key challenges in online teaching¹⁴.

During the period of pandemic the entire world was going stand and still, to rejuvenate KACCM, Bargarh online training programme were initiated and Cooperative Education and Training was continuing in the state of Odisha. The details of Online programmes are given below in Table 7 & 8

3.1. Abstract of Online Training programme - Both Long-term & Short-term

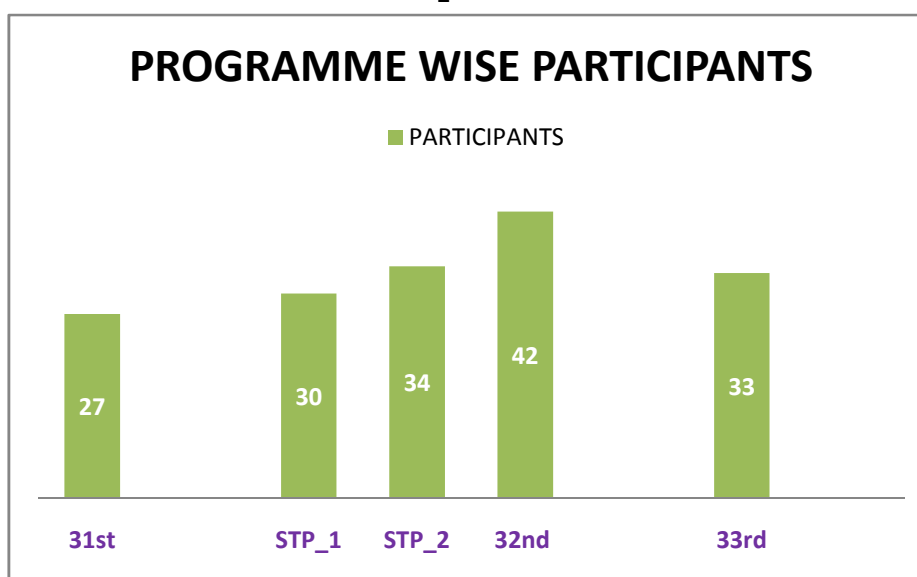
Table -8

Sl. No.	Name of the Course	Duration	No. of Course	No. of Participant
2020-21				
1.	31 st Session Diploma in Coop. Management (DCM)	140 Days (20 Weeks)	1	27
2.	On Line Training Prog. on Coop. Law & Management	1 day	1	30
3.	On Line Training Prog. on Coop. Accounts and Empowerment Dev.	1 day	1	34
2021-22				
1.	32 nd Session Diploma in Coop. Management (DCM)	140 Days (20 Weeks)	1	42
2.	33 rd Session Diploma in Coop. Management (DCM)	140 Days (20 Weeks)	1	33
TOTAL			05	166

Source : The Filter Table-7 generate from the base tables - 5 & 6 to find out nos of Online Training Programmes.

¹⁴ KACCM, Bargarh Office record & Admission Register

Graphs – 8



Source : *Graphs drawn from Table-7 which indicate the batch and programme wise DCM & Short-term programme conducted Online.*

Student demographics have been changing during pandemic – mature students looking for flexible learning options. Students these days are growing up in a world where technology is an essential part of their environment. Their expectation is that technology will be absorbed to learn, develop essential informational and technological skills, and master their specific subject domain. This is one reason blended learning has grown in use across universities. Blended and online learning are a feature of most strategic plans for colleges. The plans have been given a new emphasis as the pandemic forced online learning.

The feedback of the participants regarding online vs Offline / classroom mode of teaching is depicted in Graph-7. Indicating DCM students are also response to face-to-face classroom environment to experience the real campus dynamics.



CHAPTER – V

WORKING OF ONLINE & OFFLINE TRAINING PROGRAMMES - AN ANALYSIS

CHAPTER – V

WORKING OF ONLINE & OFFLINE TRAINING PROGRAMME - AN ANALYSIS

1. INTRODUCTION :

Modern technology made the lives easy, comfortable and punblic access to throughour world reachable. The internet facilities cover the every sphere of human life at hand reach. During pandamic situation the world became stand still KACCM, Bargarh took the initiative to run the institute imparting Cooperative Education and Training. Offline education and training was the day to day activities of the gtraining centre with all the facilities like Classroom, Hostel, Library, IT infrastructural - Computer Lab etc., which was easily accessible to the trainees but during pandemic situation the trainees were in their home and unable to access the library or hostel facilities. Further the phusical barrier during the period developed, phychological impact on all beings. The online system of education and training gave a partial relief to the trainees.

2. DATA & ANALYSIS

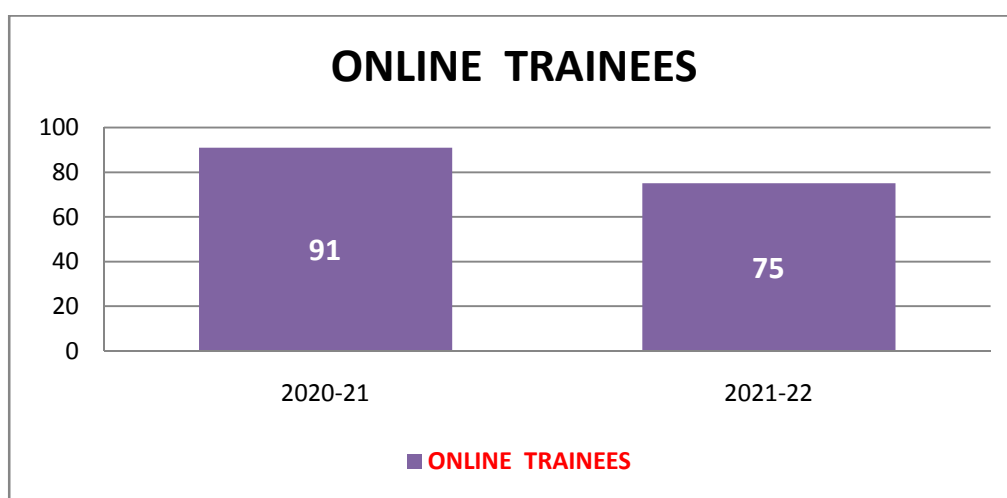
In order to test the hypothesis the researcher has developed questionaries and taken the interview of the trainees and trainers relating to Online Cooperative Education and Training and details are enumerated in the tanble below and shown through graphical presentation.

Table -9

YEAR	NO OF TRG. PROGRAMME	ONLINE TRAINEES	OFFLINE TRAINEES
2020-21	3	91	-
2021-22	3	75	70

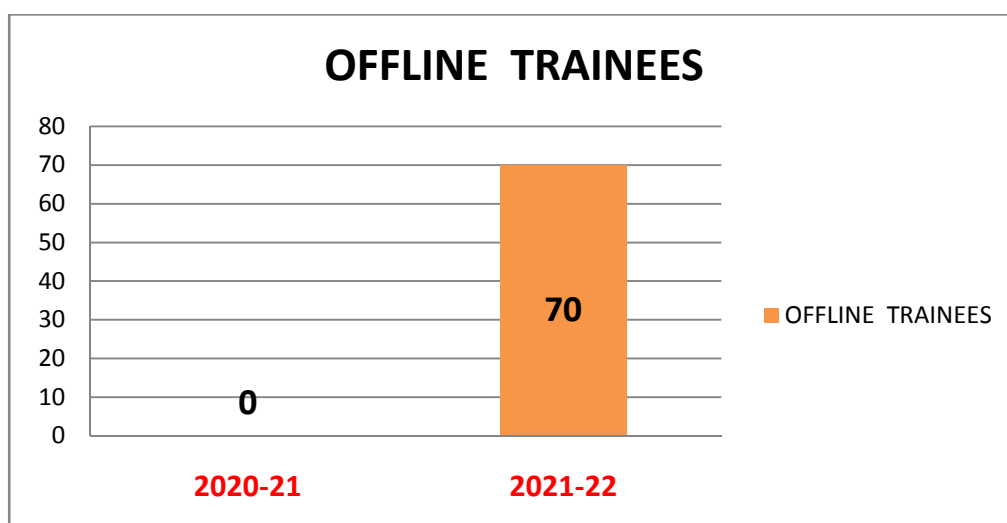
Source : The Filter Table-9 generate from the base tables – 5 & 6 to find out nos of Online Training Programmes.

Graphs - 9



Source : The Bar graph designed from the data Table -9 which indicate year wise online participants attended on Online Training Programme.

Graphs - 10



Source : The Bar graph designed from the data Table -9 which indicate year wise online participants attended on Offline Training Programme

The present study is carried out in two different aspect by considering the participants from Short-term training programme and in another hand trainees taken from Long-term Courses as well as the study included the Resources Persons & Faculty members engaged to conduct the training programmes.

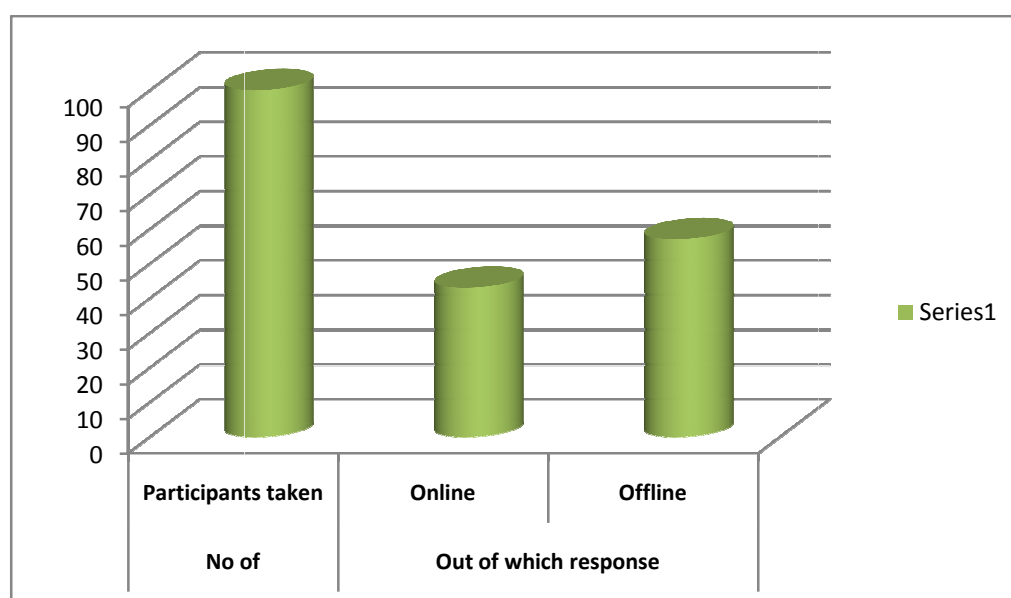
The sample size is 1365, out of which the Offline trainees size is 1199 and Online trainees in size is 166. Through random sampling 50 trainees were interviewed from each part for taking their response and the details of response is given below.

Table -10

No of Participants taken	Out of which response	
	Online	Offline
100	43	57

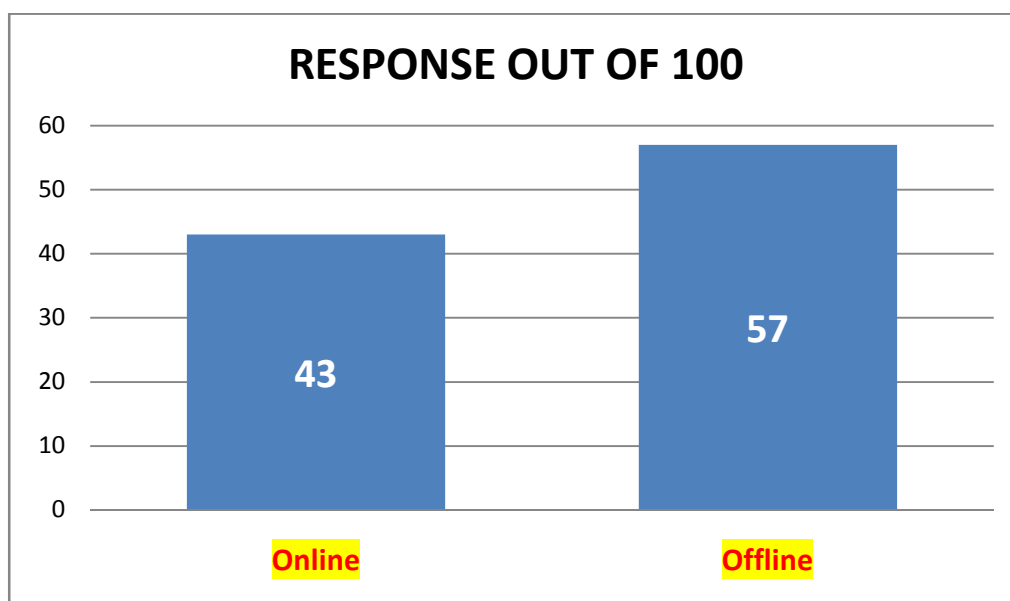
Source : Master Data Table-5,6 &7, which figurise the total no. of programme from inception and participants attended the programme as well as from the interview conducted and recorded responses.

Graphs - 11



Source : The graphs generated from the response table-10 which shows the details response of students/ participants

Graphs - 12



Source : *The graphs generated from the response table-10 which shows the details response of students/ participants*

As per the analysis sample size of 100, the trainees response for Online mode of Education & training is 43 where 57 participants for traditional mode or Offline mode or Classroom Education & Training.

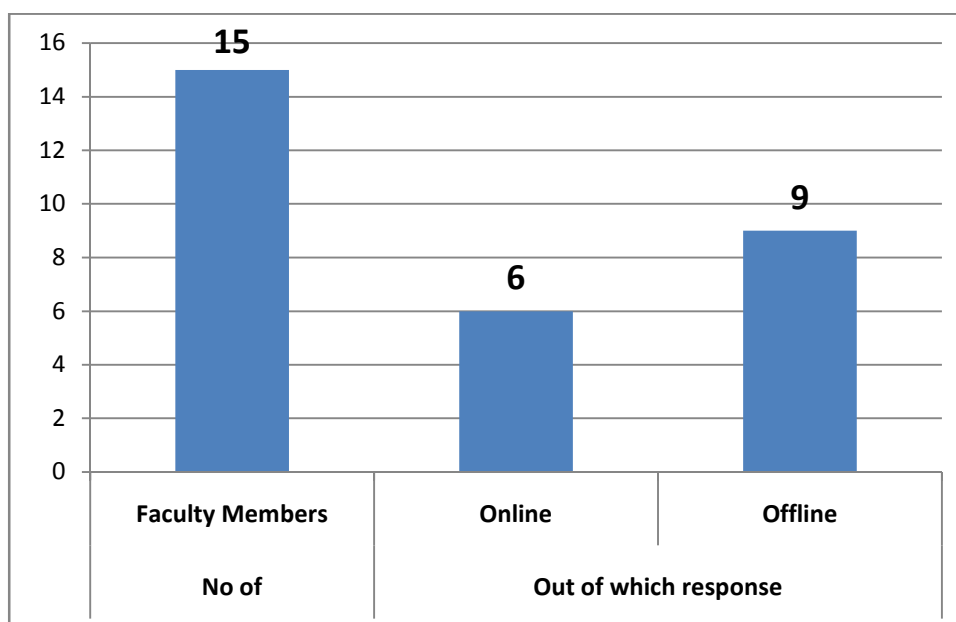
Secondly, the analysis from the Resource Person / Faculty member side, the sample size is 15, and all the 15 persons are engaged in both Online and Offline programmes, were interviewed & questionnaires conducted from each persons and taking their response as details is given below.

Table -11

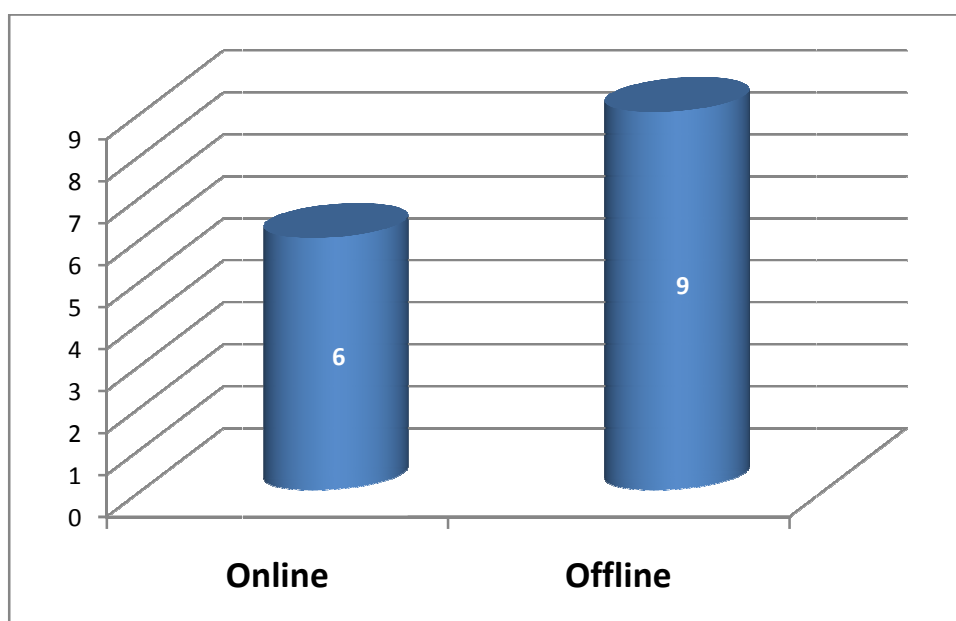
No of Faculty Members	Out of which response	
	Online	Offline
15	6	9

Source : *data abstract from the Training file and responses from the questionnaires taken place.*

Graphs - 13



Graphs - 14



Source : The graphs generated from the response table-11 which shows the details response of RP / Faculty Mmbers

As per the analysis from teacher side and sample size of 15, the response for Online mode of Education & training is 6 where 9 persons responded for traditional mode or Offline mode or Classroom Education & Training.

A mix of judgemental sampling and random sampling was used to collect the primary data from the courses conducted under KACCM, Bargarh basis of the availability of information among the participants and Faculty members engaged.

The analysis of data collected in the field has been done by using Microsoft excel. Pictorial representation of collection of the data collected using bar diagram and chart has been done wherever necessary to represent the detailed information with in a graphical & pictorial manner to understand the analysis and the data responses taken as well as to know the year wise online and offline Cooperative Education & Training Programmes conducted.



CHAPTER – VI

FINDINGS & CONCLUSION

CHAPTER – VI

FINDINGS & CONCLUSION

1. INTRODUCTION :

A research project is totally based on hypothesis and the testing of hypothesis gives the result of the research work. In the present study after analysis of the data collected it is found that 60% trainees are in favour of Offline mode of teaching and 40% trainees are infavour of Online mode of teaching.

During pandemic situation of Covid-19, learning can now be realised online and knowledge can be transferred virtually using multiple media. There is no doubt that massive technological advances in the world demand a paradigm shift in way we approach our educational goals and aspirations.

2. TESTING OF HYPOTHESIS :

In the available data the hypothesis “Online Cooperative Education & Training conducted by KACCM, Bargarh under OSCU, Bhubaneswar, Odisha – An Evaluative Case Study on Participation & Satisfaction” proved to be true as 60% trainees are in favour of Offline mode of Education & Training and 40% trainees are infavour of Online mode of Education & Training.

In another side, the trainer or the Faculty members who they invloved to conduct the above Online & Offline Cooperative Education & Training programmes, about 45% of the trainer also shows their interest on Offline

education showing key interest on the part of satisfaction by living the part participation of individuals for attending the Education & Training programmes and 55% trainers are in favour of Online mode of Education & Training by showing the fact of modern/digital age, easy in methods & methodology of Multimedia etc.

Trainees participation in Cooperative Education and Training is vital point of determination. No doubt the resource persons are in favour of Online mode but it is not the point of determination of satisfaction of the trainees.

Trainees' side

From the data collected it reveals that the trainees out of 100, their 60 trainees are in favour of Offline teaching method and 40 trainees are in favour of Online teaching method. As per their remarks the in-service trainees are more inclined to Online teachings as their normal office work is not hampered. In the other hand fresh trainees or candidates are coming from general education field and acquainted with class-room teachings. The trainees view is that although offline mode is more expensive but gives more satisfaction than the online mode.

Trainers' side

The data collected from the trainers, it reveals that the trainers and resource persons out of 100%, 55% trainers are in favour of Offline teaching method and 45% trainers are in favour of Online teaching method. As per their remarks the outsiders trainers or

departmental personal are infavour of Online mode, remarks to transportation problem, less time consumption – allow not to left work station not showing the point of knowledge gain by the trainees, or determination of satisfacton of the trainees from the online platform.

3. CONSLUSION :

Although during pandemic struck hard in every walk of life, teachers and students resumed their journey soon by setting up emergency remote learning platforms using various online collaborative tools in hand, even without a pre-planned course structure or proper training to teachers or students for adapting to the change. Both the learners' group and teachers group were predominantly in favour of regular classes. Most felt regular classes were better in terms of efficiency, interaction, and overall understanding. Although there is some level of comfort in learning/teaching from home, various technical issues and the extra effort one has to put in make the process taxing on students and teachers.

Although most of the issue and responses tilted in favour of Online mode of learning basing upon the advancement of age and sorounding needs but the present evaluation study proves by obtaining the responses from the trainees as well as trainers and conclude that the Offline mode or traditional method of Cooperative Education & Training gives more stisfaction than the online mode.



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&

APPENDIX

BIBLIOGRAPHY

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- b) The Odisha Co-operative Societies Manual
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- d) Research thesis on Alternative Dispute Resolution by Dr. R.K.Satapathy, Bargarh Bar
- e) Research Project submitted earlier by me on RCMS, Bargarh for completion of HDCM Training under MICM, Bhubaneswar
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- g) Kalyani, the Magazine
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- f) Effect of pandemic based online education on teaching and learning system - Ambika Selvaraj. Radhin Vishnub, Nithin KA, Noel Benson, Arun Jo Mathew
- g) World Association for Co-operative Education.
- h) 1997. Creating and Initiating a Cooperative Education Program. Boston, Massachusetts: The World Association for Cooperative Education.

3. ONLINE - WEBSITES & LINKS

- a) <https://www.selfstudys.com/sitepdfs/XKdBELfBzErhpnftNfA6#:~:text=operative%20Education%20and-,Training.,members>
- b) <https://rcsodisha.nic.in/?p=menupagecontent&pg=23>
- c) <https://odishascu.com/about-cooperative/>
- d) <https://odishascu.com/centers/kaccm-bargarh/>
- e) <https://ncui.coop/cooperative-definition-principles>
- f) <https://www.sumerianz.com>



APPENDIX

Appendix - I

Questionnaire for studying / evaluating about Cooperative Education & Training : Participation and Satisfaction

Nmae :
Address :
Age : **Sex** :
Designation (If Employed) :

General Educational Qualification	Cooperative Education & Training attended
.....
.....
.....

Designation (If you In-service) :

1. Have you completed DCM Course ? : Yes / No
2. Have you taken any Cooperative training ? : Yes / No
3. In which mode you have attended the DCM Course / Short-term Trainings? : Online / Offline
4. Do you prefer online method of teaching? : Yes / No
5. In online mode library is not accessible? : Yes / No
6. In online mode duration of Meeting or Classes is suitable or not ? : Yes / No
7. In online mode duration of the sessions is high or less . : High / Less
8. In which mode you attended the Examination of DCM Course ? : Online / Offline
9. Do you think that the examination of the programme online is difficult? : Yes / No
10. The online class materials were useful and accurate : Yes / No
11. Online class description is suitable and confined you. : Yes / No
12. Is the technological components used for online classes is appropriate to you. : Yes / No
13. Is your instructor / faculty showed an interest for achieved your course target : Yes / No
14. Is any barriers faced on : Yes / No
15. Online mode gives more better satisfaction than offline mode : Yes / No

Remarks if any :

.....

Supervisor

Date :

Researcher

Date

Appendix - II

Questionnaire for studying / evaluating about Cooperative Education & Training : Participation and Satisfaction

Name of the Faculty / Resource Person :

Address / Department / Organization :

Designation :

Specializations **Sex** :

Qualification :

1. Are you taking classes of DCM Course ? : Yes / No
2. Are you invited for any Sort-term Courses / Training : Yes / No
3. In which mode you take the classes or attended the DCM Course / Short-term Trainings? : Online / Offline
4. Do you prefer online method of teaching? : Yes / No
5. Are you comfort to use components of online mode ? : Yes / No
6. Which mode of teaching you like most ? Online / Offline
7. In online mode duration of Meeting or Classes is suitable or not ? : Yes / No
8. In online mode duration of the sessions is high or less . : High / Less
9. In which mode Examination you prefer for DCM Course ? : Online / Offline
10. Do you think that the examination of the programme online is difficult? : Yes / No
11. Is the strategy for online mode of teaching is effective for you ? : Yes / No
12. Online class description is suitable and confined you. : Yes / No
13. Is Participation of Online classes effective ? : Yes / No
14. Is your instructor / faculty showed an interest for achieved your course target : Yes / No
15. Is any barriers faced on online method : Yes / No
16. Is Online mode gives more better satisfaction than offline mode : Yes / No

Remarks if any :

.....

.....

Supervisor

Researcher

Date :

Date

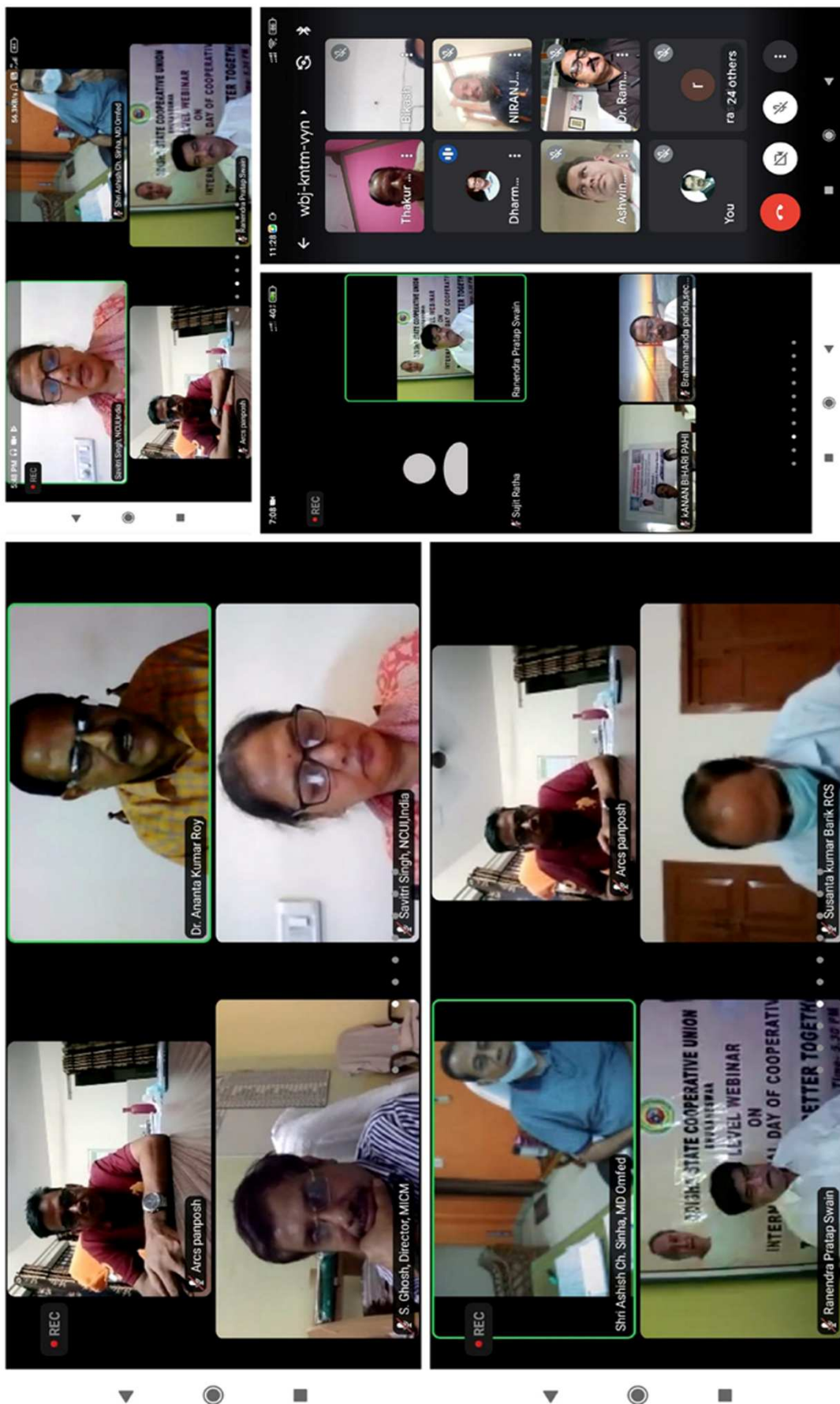
Appendix – III

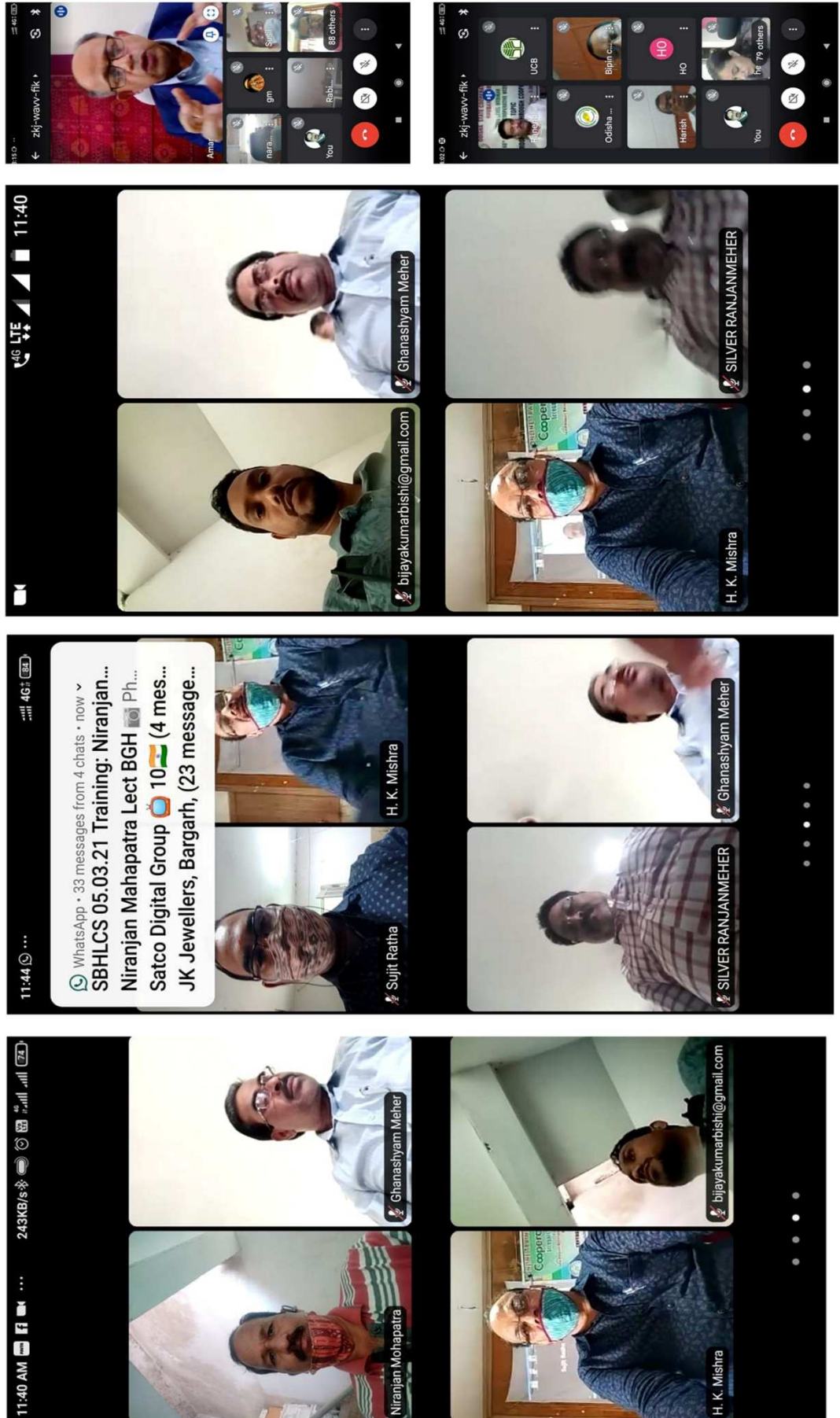






Appendix – IV





Appendix – V**Diploma in Co-operative Management****SL SUBJECT****1) LEGAL ASPECTS OF CO-OPERATIVES & ALLIED LAW**

1. History--Co-operative Legislation of India
2. a) Registration, Amendment of Bye-laws, Re-organisation of co-operatives.
b) What is Bye-law?
c) Re-organisation
3. Membership
4. Management of Co-operative Society
5. Privileges of Co-operatives
6. Properties and funds
7. Audit, Inspection, Inquiry and Surcharge
8. Settlement of dispute.
9. Enforcement of charge and execution of Orders
10. Winding up of Co-operatives
11. Appeal, Review and Revision
12. Offences
13. Multi State Co-operative Societies Act-2002
14. Latest Trends
15. Indian contract Act-1872
16. Transfer of property Act-1882:-
17. Sale of Goods Act-1930
18. Sales Tax Act- Bonus Act and payment of wages Act
19. Consumer protection Act-1986
20. Food Adulteration Act-1954
21. Other Acts (Part-A)
22. Other Acts (Part-B)

2) CO-OPERATIVE MANAGEMENT

- 1) **Management**
Introduction / Definition / Management & Administrative / Management- Arts or Science / Features / Principles / Characteristics
- 2) **Functions of Management**
Fore casting / Planing / Organising / Directing / Coordination / Control / Motivation
- 3) **Areas of Management**
Production Management / Inventory Management / Personnel Management / Financial Management / Marketing Management / Office Management / Stress Management / Time Management / Quality Management / Personality Management.
- 4) **Key Area of Co-operative Management**
Agriculture Management / Storage / Consumer Business Agro Processing

SL **SUBJECT****3) CO-OPERATION**

- 1) Economic Enterprise
- 2) Co-operation
- 3) New Economic Policy
- 4) Development of Co-operative in India before Independence.
- 5) Development of Co-operation after Independence
- 6) Co-operation in foreign countries
- 7) Organisational Structure of Co-operative in India
- 8) Institutions in support of co-operatives
- 9) Co-operative Training and Member Education.
- 10) Environment – Role of Co-operatives.

4) Co-operative Credit & Banking

- 1) Introduction to Bank Business
- 2) Deposit and Types of Accounts
- 3) Bank customer Relationship
- 4) Types of cheques.
- 5) Co-operative Credit
- 6) Co-operative Banking, Objectives, Constitution & function.
- 7) National Institutions
- 8) Credit for Non-form sector—objectives constitution and functions
- 9) Credit to Weaver sections
- 10) Banking laws
- 11) Banking sector Reforms

5) BUSINESS DEVELOPMENT PROGRAMME

- 1) Agricultural Credit Review Committee 1989 and over view
- 2) Challenges Before Co-operatives
- 3) Business Development Planning--- concept objectives and Advantages
- 4) Stages in preparation of BDP
- 5) Preparation of sub-plan-credit Business Plan
- 6) Resource mobilization
- 7) Preparation of consolidated Plan
- 8) Preparation of Budget
- 9) Implementation of B.D.P.
- 10) Monitoring and Evaluation
- 11) Role of Officials and Non-Officials in Preparation and Implementation of B.D.P.

SL **SUBJECT****6) ACCOUNTING & AUDIT**

- 1) **Book Keeping and Accountancy**
 - Journal and Day Book
 - Cash Book
 - Sales and purchase Book
- 2) **Ledger and Trail Balance.**
 - Book Reconciliation Statements
 - Receipt and Disbursement Statement
- 3) **Cooperative Accountancy**
 - Final A/c in Co-operatives
 - Preparation of final A/c with adjustment & without Adjustment.
- 4) **Adjustments and closing entries**
 - Rectification of Errors.
 - Depreciation
- 5) **Cost Accounting**
- 6) **Co-operative Audit- Meeting & objectives**
 - Internal Check and Internal Audit
 - Vouching – Verification – Valuation
 - Certifying A/cs Statement
- 7) **Audit Classification**
 - Audit Compliance
 - Audit Fee
- 8) **Purer and Duties of Auditor**

7) COMPUTER & MIS

- 1) **Basics of Computeries**
 - Introduction / Characteristics / Role / functions of Computer
 - History & Generations of Computer
 - Date of Re-presentation and Number system
 - Computer Architecture
- 2) **Operating System**
 - Definition & function of O.S.
 - Types of O.S.
 - DOS & WINDOWS
 - Windows O.S. & Its advantage
- 3) **Office Automation**
 - Microsoft Word
 - Microsoft Excel
 - Microsoft Power Point
- 4) **Computer Networking & Internet**
 - Computer Networking Introduction
 - Types of Networking
 - Computer of Networking
 - Internet Concepts & Book bone
 - Browser & Scorch Engine
- 5) **Computerised Accounting**
 - Compacts of Accounts
 - Use of Tally

Appendix – VI

କୃତାର୍ଥ ଆଚାର୍ଯ୍ୟ
ସମବାୟ ପରିଚାଳନା କେନ୍ଦ୍ର, ବରଗଡ଼
KRUTARTHA ACHARYA
CENTRE FOR CO-OPERATIVE MANAGEMENT
 (A UNIT OF ODISHA STATE CO-OPERATIVE UNION, BHUBANESWAR)
 AT-BHEDEN ROAD, P.O/DIST.- BARGARH - 768028 (ODISHA)
 PH/FAX – (06646) 232781, Email: kaccmbgh@gmail.com

*Letter No.....**Date***COURSE DESIGN**

1. Title of the Programme : Management Development Training Programme
2. Target Group : Board of Directors & Employees of different Co-op. Societies
3. Aim & Objectives of the Training Programme : The main objectives is to upgrade / develop the basic knowledge about Rights, Duties, Responsibilities and Act, Rules & Bye-law of the Co-operative Organisation, so as they manage the affairs of the Societies effectively.
4. Duration : 3 Days
5. Interpresal :
 - i) Total No. sessions (4X3 Days = 12 Sessions) @ 4 Sessions per day.
 - ii) Registration, Inauguration & Valedictory @ 2 Sessions
 - iii) Session available for Classroom Teaching @10 Sessions
6. Pedagogy :
 - Lecture-cum-discussions
 - Role play
 - Inviting Guest Speaker
7. Intake Capacity : 50 (Fifty)
8. Venue :
9. Programme Co-ordinator :
10. Resource Personnel :
11. Topics Covered :
 1. Rights, Duties & Responsibilities of Board of Directors
 2. Powers & Duties of Managing Committee
 3. Convening of AGB & MC Meeting
 4. Different subsidiary schemes of Govt. for development of Rural Farmers
 5. Preparation of B.D.P, Resource Mobilization
 6. Act, Rules & Bye-law of the Society

**Signature of the
Programme Co-ordinator**

Syllabus_KACCM

Appendix – VII

କୃତାର୍ଥ ଆଚାର୍ଯ୍ୟ
ସମବାୟ ପରିଚାଳନା କେନ୍ଦ୍ର, ବରଗଡ଼
KRUTARTHA ACHARYA
CENTRE FOR CO-OPERATIVE MANAGEMENT
 (A UNIT OF ODISHA STATE CO-OPERATIVE UNION, BHUBANESWAR)
 AT-BHEDEN ROAD, P.O/DIST.- BARGARH - 768028 (ODISHA)
 PH/FAX – (06646) 232781, Email: kaccmbgh@gmail.com

*Letter No.....**Date***COURSE DESIGN**

1. Title of the Programme : Co-operative Leadership Development Programme
2. Target Group : Board of Directors of different Co-op. Societies
3. Aim & Objectives of the Training Programme : The main objectives is to upgrade / develop the basic knowledge about Rights, Duties, Responsibilities and Act, Rules & Bye-law of the Co-operative Organisation, so as they manage the affairs of the Societies effectively.
4. Duration : 2 Days
5. Interpresal :
 - i) Total No. sessions (4X2 Days = 8 Sessions) @ 4 Sessions per day.
 - ii) Registration, Inauguration & Valedictory @ 2 Sessions
 - iii) Session available for Classroom Teaching @6 Sessions
6. Pedagogy :
 - Lecture-cum-discussions
 - Role play
 - Inviting Guest Speaker
7. Intake Capacity : 50 (Fifty)
8. Venue :
9. Programme Co-ordinator :
10. Resource Personnel :
11. Topics Covered :
 1. Rights, Duties & Responsibilities of Board of Directors
 2. Powers & Duties of Managing Committee
 3. Convening of AGB & MC Meeting
 4. Different subsidiary schemes of Govt. for development of Rural Farmers
 5. Preparation of B.D.P, Resource Mobilization
 6. Act, Rules & Bye-law of the Society

Signature of the
 Programme Co-ordinator

Syllabus_KACCM

Appendix – VIII

କୃତାର୍ଥ ଆଚାର୍ଯ୍ୟ
ସମବାୟ ପରିଚାଳନା କେନ୍ଦ୍ର, ବରଗଡ଼
KRUTARTHA ACHARYA
CENTRE FOR CO-OPERATIVE MANAGEMENT
 (A UNIT OF ODISHA STATE CO-OPERATIVE UNION, BHUBANESWAR)
 AT-BHEDEN ROAD, P.O/DIST.- BARGARH - 768028 (ODISHA)
 PH/FAX – (06646) 232781, Email: kaccmbgh@gmail.com

*Letter No.....**Date***COURSE DESIGN**

1. Title of the Programme : Business Development Planning (B.D.P)
2. Target Group : Board of Directors of different Co-op. Societies
3. Aim & Objectives of the Training Programme : The main objective is to upgrade / develop the basic knowledge about Importance of Profit Planning, Components of Cost & Yields and calculate the Cost & Margin, so as enable them to process & prepare the B.D.P. properly.
4. Duration : 2 Days
5. Interpresal : iv) Total No. sessions (4X2 Days = 8 Sessions) @ 4 Sessions per day.
v) Registration, Inauguration & Valedictory @ 2 Sessions
vi) Session available for Classroom Teaching @6 Sessions
6. Pedagogy :
 - Lecture-cum-discussions
 - Role play
 - Inviting Guest Speaker
7. Intake Capacity : 50 (Fifty)
8. Venue :
9. Programme Co-ordinator :
10. Resource Personnel :
11. Topics Covered :
 1. Session Objective.
 2. Importance of Profit Planning.
 3. Components of Cost and yields.
 4. Calculate the cost and Margins.
 5. Identify the components of Business Development Plan.
 6. Objectives of Business Development Plan.
 7. Process of Business Development Plan.

Signature of the
Programme Co-ordinator

Syllabus_KACCM