

A STUDY OF MANAGEMENT DEVELOPMENT PROGRAMMES IN COOPERATIVE TRAINING INSTITUTES SINCE 1990'S.

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The present study entitled "A study of Management Development Programmes in Cooperative Training Institutes Since 1990's" has been under taken in the area of management development which is integral part of human resource management. Human resources in cooperatives can be defined as the total some of human potential that cooperatives dispose off. This potential is determined by individual experience and knowledge (competence), willingness (motivation). and ability. The objective of HRD effort in cooperatives is to build human competencies, to build a climate and to improve members and employee's satisfaction with work i.e. "competency development", "climate building" and "innovation development". The main objective is studied in terms of management development programmes effectiveness in institutes of cooperative management and national institute of cooperative management for cooperative sector. To asses the present training programmes and infrastructure of cooperative institutes in developing human resource for cooperative sector, the following operational objectives had been taken into care.

1. To study the training programmes and infrastructure of the cooperative institutes.
2. To identify the training needs and methods in cooperative institutes.
3. To analyze the effectiveness of the present training and development programmes in cooperative institutions.
4. To formulate overall policies and plans relating to training and development in cooperative sector.

To meet these objectives the present study has been divided into six chapters.

1. Introduction.
2. Identification of training needs in cooperative sector.
3. Organisational structure of institute of cooperative management.

4. Management development programmes conducted by institute of cooperative management.
5. Problems and issues with regard to management development programmes in cooperative sector.
6. Conclusions and suggestions.

Trainers should have open mind and objectivity and impartiality in treatment of any issue. He should have the ability to view the programmes in its totality geared to individual, the organisation and the environment coupled with the capacity to integrate conceptual knowledge and skill with practical experience.

Planning a training programme implies determination of training objectives in relation to target group objectives and needs and designing courses of action such as contents to the programmes, teaching techniques and equipment, lesson plans, physical facilities and practical to achieve training and participant objectives. All these experiences must be based on diagnostic survey of the participant need organisation aspirations environmental force, oppurtunities and threats.

There are some factors advised to trainee for effective & planned learning through a process of change in area of knowledge, attitude, behaviour, performance and operational results.

- (a) The learner must himself recognise the need to learn.
- (b) Learning must be designed to meet his esteem needs.
- (c) The learner must act, in a controlled situation, rather than just read, listen or watch.
- (d) The learner must receive prompt feedback on the correctness of his actions.
- (e) The learner will learn more effectively, if he can identify the specific things to he should be able to do.