

Correlates of Effectiveness: A Study of Village Resource Management Committees in Haryana Community Forestry Project



Refresher training of a Village Resource Management Committee

Study Report on Effectiveness of Village Resource Management Committees (VRMCs): Evaluation of Training, Assessment of Involvement, Achievement Motivation and Participation of Villagers

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Contents

Acknowledgement

	Page No.
I. Introduction	1-6
II. Determinants of Achievement Motivation	7-14
III. Correlates of Involvement	15-23
IV. Causes and Consequences of Training	24-51
V. Effectiveness of Village Resources Management Committees	52-68
VI. Summary and Conclusions	69-74
Villages Sampled for the Study	75
Interview Schedule	76-82
Bibliography	83-85

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Chapter I

Introduction

Historically, the concept of development was associated with economic growth measured in terms of productivity, income, gross national product and per capita income. No doubt economists did recognize social dimensions of development in terms of distributive aspects, but it was scholars belonging to other disciplines, planners, policy makers and agents of change who emphasized sustainability and people's participation as social components. The World Summit held in 2002 and subsequently the World Development Report (2003), in addition to the economic aspect, included environmental and social aspects as well. Keeping this in mind, this study would trace the growth of Village Resource Management Committees (VRMCs) in Haryana in terms of social aspects, especially participation of people, in the growth of social forestry in India. The study examined effectiveness of the VRMCs in terms of their objectives or goals. The training imparted through the HCFP was assessed in terms of its stimulatory and participatory aspects among villagers. Their level of achievement motivation and involvement in VRMCs was also evaluated.

The society in the past was of subsistence kind and emphasized sustainable resource use with social and religious sanctions. The communal institutions existing at caste level depicted a considerable degree of coherence and stability. The existing pattern of resource use and social structure hardly underwent any change during the Islamic period. The entry of the British in India brought technological change, which raised the cost of land. This led to a shift away from subsistence farm production and to a breakdown of cohesive local communities. It was found appropriate to establish a Forest Department to maintain forests as a resource for the colonial state.

After independence too, forests were considered to be a resource for the Indian State, which led to the establishment of Forest Departments in different states. The Government of India under the Five-Year Plans adopted different strategies for the development of forests which were aimed at encouraging afforestation, involving local people and discouraging deforestation. Some scholars opined that development of forests was aimed at commodification of forest products which provided raw materials to different types of industries which promoted commercialization of forests. All types of measures were taken by State Forest Departments to stop deforestation, for which local people were blamed. Scholars like Shiva (1989) Shepherd (1985) believed that local people were unnecessarily blamed for causing deforestation and environmental degradation. In fact their needs of food, fuel and fodder were not met.

Thus growth of forests in particular and development in general in India had been conceptualized at macro level without involving people and satisfying local needs at micro level. Therefore, it was realized that instead of distributing welfare benefits to the relatively less privileged sections of society, they should rather be made equal and active partners in the process of development. Both government and non-government organizations (NGOs) came forward with different schemes, programs and strategies to take up this task. The concept of social forestry was introduced in the seventies with the objectives of meeting people's needs and involving them in plantation efforts. Many international donors came forward to turn this concept into reality. By the eighties this concept was popularized as forestry 'for the people, with the people and by the people'.

Along with the concept of social forestry, the concept of community participation appeared in farm forestry, land conservation, watershed development and in the management of natural resources. Participatory approach or community participation was a marked deviation from the traditional systems of forest management. Joint Forest

Management (JFM) was considered to be the representative of state–community partnership, which strengthened the partnership between the Forest Department and the local people or users of forest resources. The main characteristic of this partnership was to strengthen people’s participation in conserving resources to ensure a sustainable development. Many scholars critically examined this partnership on different grounds such as failure to recognize plurality of local communities in the hierarchical Indian society (Kumar and Vashisht, 2005, Jeffery and Sundr, 1999, Baviskar, 2003).

Despite criticism, Dhar (2005) maintained that what was true of participatory forest management was also true of participatory village resource management.

Some projects were initiated in different states to involve villagers in resource management. One such effort was made by the Haryana Forest Department with financial assistance from the European Union, targeting village communities in five forestry divisions of Haryana through Haryana Community Forestry Project (HCFP). Village Resource Management Committees were established to strengthen community participation. The project took up intensive exercises in an integral manner which involved eight stages, viz. village selection, village entry, participatory assessment, formation of village institutions, microplanning, microproject formulation, microproject implementation and participatory monitoring & evaluation.

These VRMCs represent all sections of society in each village, to whom intensive training was imparted by the project, in self-sufficiency, capacity building and plantation management. VRMCs were established to ensure collective participation and sustainable development. Project objectives are to improve the natural environment and to preserve land fertility through sustainable management of natural resources. The present study examined the effectiveness of VRMCs in achieving project objectives, as a result of their capacity strengthening through training. It was assumed

that the VRMCs would make positive contributions towards management of tree plantations in terms of goal setting, planning, decision-making and execution. These are fundamental principles of the HCFP.

Human beings can be made equal partners in the development process only if their potentialities can be channelled into the right direction, both at individual and collective levels. At the individual level, there is a need to develop skills, capacities and achievement level by bringing attitudinal change and by raising the motivation level (McClelland, 1961). McClelland related achievement motivation, entrepreneurship and development. By following McClelland the study assesses the level of achievement motivation of the villagers in chapter II. McClelland (1969) himself in his later writings suggested that achievement motivation of adult individuals could be raised through training. To raise VRMCs' level of achievement motivation, and to build capacity and leadership attributes, different training programmes were organized by HCFP. Therefore, impact of training was assessed in terms of stimulatory dimensions.

The classical sociologists like Durkheim (1947 and 1951), Merton (1949) and Parsons (1937) viewed commitment or involvement as the bondage of man to society through social relations. In organizational studies the human relations approach of Elton Mayo and associates emphasized the relevance of group dimension and participation in the functioning of different organizations. What emerged from the writings of classical sociologists and organizational theorists is the significance of a group for the existence of the individual. Therefore, this study endeavoured to find out the relevance of group dimensions at the collective level and relevance of training in terms of participatory dimension.

Effectiveness is generally weighed in terms of what an organization intends to achieve and the means it chooses for the purpose. A number of research models, such as rational goal model, system resource model, managerial process model, the structural-functional model, have been

followed. These models make different assumptions regarding the objectives of an organization and the means they use for the achievement of these objectives. The rational goal model is most popular and closely related to other models mentioned heretofore. The basis of this model is the Weberian concept of functional rationality, which specified that an organization would adopt certain means for the achievement of its goals. Etzioni (1959) indicated that effectiveness of an organization could be assessed by its ability to achieve its goals, which has to be assessed in terms of interpretation and participation of its members. Therefore this study examined the effectiveness of each VRMC in terms of achieving its goals.

The study has the following objectives:

- (i) To examine the extent of involvement and achievement motivation among members of VRMCs.
- (ii) To ascertain the impact of training in terms of its stimulatory and participatory dimensions.
- (iii) To examine the interrelationship of effectiveness, achievement motivation, involvement and training.
- (iv) To assess the effectiveness of VRMCs with special focus on their goals and their achievements.

Methodology

The study covered all the five forestry divisions of the project, which have around 330 VRMCs. The study proposed to examine one fifth of VRMCs; therefore, it was decided to evaluate the effectiveness of 60 VRMCs. The sample selection was made on the basis of their overall capacity index appraised by HCFP to assess their functioning, with fair representation given to all areas/divisions and batches (year of VRMC formation). However, two VRMCs were found non-functional and had to be

dropped. The study examined effectiveness of 58 VRMCs by including 534 members in the sample. In each VRMC four office bearers, two link workers and five to seven members were interviewed. The training aspect which was undertaken for the formation of the VRMCs was examined in great detail. The data were collected personally by the principal investigator with the help of field assistants. Construction of Likert scales relating to achievement motivation, involvement and training was done. The operationalization of variables and statistical tests were followed. Discussions with project officials proved fruitful throughout the study.

Chapter II

Determinants of Achievement Motivation

Man is always desirous of achieving something in life. The appearance of the drive or desire could be satisfied with the performance of action. The term motivation applied to arousal of some kind of movement in behaviour, which Atkinson (1957) called a tendency to approach success, whereas achievement referred to attainment of some goal requiring an effort and which would also be evaluated in terms of some standard of excellence. He described achievement as capacity to experience pride in accomplishments and translated the strength of motivation to achievement as a tendency to approach success. In other words, taking pride in accomplishment and enjoying success are basic aspects of achievement motivation.

McClelland (1961) referred to “the Need for Achievement (N/Ach) – a desire to do well, not so much for the sake of social recognition or prestige, but to attain an inner feeling of personal accomplishment.” In other words it referred to desire for excellence for intrinsic satisfaction which might involve some degree of risk and personal responsibility. To explain the attributes of an individual with high need for achievement motivation he described the experiment which he conducted with American students where students were asked to throw a ring over a peg and were given choice to stand at whatever distance. The students high in achievement motivation calculated or measured distance, whereas those weak in N/Ach preferred easy or hard choices and took shots either from close or long distances.

People “high” in achievement motivation tend to work harder at certain tasks; to learn faster to do their best work when it comes, for records and not when special incentives like money prizes are introduced, and they choose experts over friends as working partners.

While highlighting determinants of achievement motivation McClelland found that societal values and child rearing or socialization practices mattered for achievement motivation. McClelland's thesis was criticized on the ground that since there were structural disparities in the system, those belonging to downtrodden or poor sections of society might not have obtained the opportunity or conditions conducive for high level of achievement motivation. Eisenstadt (1963) criticized McClelland for not recognizing the role of such variables in achievement motivation.

Since achievement motivation was considered to be the outcome of child rearing practices it was considered important to examine the role of background variables like sex, religion, caste, occupational and educational background in achievement motivation. To examine the relationship between sex and achievement motivation it was hypothesized that men were high in achievement motivation compared to women. This might be attributed to difference in socialization practices during childhood between girls and boys, as girls were discriminated against as daughters because of socialization practices and afterwards in their access to education and in their entry to external world of work. Winterbottom (1958), while highlighting socialization practices among boys, found that where mothers stressed early self-reliance and fathers were less dominating boys showed high achievement motivation. However, he did not make a study of socialization practices among girls. McClelland also indicated that authoritarianism in fathers would kill initiative in sons, whereas no reference was made to parents vis-à-vis daughters. No doubt, he suggested that women should be free from the internal world of home and should be brought to the external world of work. In our study we correlated achievement motivation with background variables such as sex, age, religion, caste, education, occupation and sources of motivation. Our data showed that 32 per cent of men compared to 24 per cent of women showed high level of achievement motivation. Hardly any difference was found in villagers belonging to

different age categories in terms of achievement motivation. (Tables 2.1 and 2.2)

Table No. 2.1 Achievement motivation by sex

Achievement Motivation	Sex		Total
	Males	Females	
Low	59	41	100
	15.9%	25.2%	18.7%
Medium	192	83	275
	51.8%	50.9%	51.5%
High	120	39	159
	32.3%	23.9%	29.8%
Total	371	163	534
	100%	100%	100%

Table No. 2.2 Achievement motivation by age

Achievement Motivation	Age				Total
	Below 30 yrs	31-40 yrs	41-50 yrs	Above 51 yrs	
Low	22	24	28	26	100
	17.1%	17.1%	22.0%	18.8%	18.7%
Medium	73	74	62	66	275
	56.6%	52.9%	48.8%	47.8%	51.5%
High	34	42	37	46	159
	26.4%	30.0%	29.1%	33.3%	29.8%
Total	129	140	127	138	534
	100%	100%	100%	100%	100%

Table No. 2.3 Achievement motivation by religion

Achievement Motivation	Religion			Total
	Hindu	Sikh	Muslim	
Low	95	1	4	100
	19.2%	5.3%	20.0%	18.7%
Medium	254	11	10	275
	51.3%	57.9%	50.0%	51.5%
High	146	7	6	159
	29.5%	36.8%	30.0%	29.8%
Total	495	19	20	534
	100%	100%	100%	100%

Weber (1930) recognized the role of ethical values in the rise of the spirit of capitalism; ethical values of protestants emphasized materialism and rationality generated personality conducive to economic growth, whereas Indians could not embrace capitalism because of their belief in Karma theory and transmigration of soul. It was assumed that Sikhism was more materialistic because it attached greater value to work – ‘kirat’. It was hypothesized that Sikh managers would be more achievement oriented than others. Our data was in conformity with this hypothesis as 36.8 per cent of Sikhs depicted higher level of achievement motivation as compared to 30 per cent of Hindus and Muslims. Only 5 per cent of Sikhs had low achievement motivation compared to 20 per cent for Hindus and Muslims. (Table 2.3)

Table 2.4 Achievement motivation by caste

Achievement Motivation	Caste						Total
	Brahmin	Khatri	Vashyas	Jat	Rajput	SC-BC	
Low	14	1	1	31	7	46	100
	29.2%	5.6%	4.3%	17.6%	16.3%	20.4%	18.8%
Medium	29	13	17	73	29	113	274
	60.4%	72.2%	73.9%	41.5%	67.4%	50.2%	51.4%
High	5	4	5	72	7	66	159
	10.4%	22.2%	21.7%	40.9%	16.3%	29.3%	29.8%
Total	48	18	23	176	43	225	533
	100%	100%	100%	100%	100%	100%	100%

Table No. 2.5 Achievement motivation by education

Achievement Motivation	Education							Total
	Illiterate	Primary	Middle	Matric	Plus two	Graduate	PG	
Low	29	17	11	29	9	4	1	100
	22.5%	27.4%	15.1%	16.1%	18.8%	11.8%	14.3%	18.7%
Medium	67	31	40	87	28	17	5	275
	51.9%	50.0%	54.8%	48.3%	58.3%	50.0%	71.4%	51.5%
High	33	14	22	64	11	13	1	159
	25.6%	22.6%	30.1%	35.6%	22.9%	38.2%	14.3%	29.8%
Total	129	62	73	180	48	34	7	534
	100%	100%	100%	100%	100%	100%	100%	100%

Table No. 2.6 Achievement motivation by occupation

Achievement Motivation	Occupation					Total
	Farming	Business	Service	Labour	Housewife	
Low	44	6	6	9	35	100
	16.0%	30.0%	13.0%	16.7%	25.2%	18.7%
Medium	133	10	28	26	78	275
	48.4%	50.0%	60.9%	48.1%	56.1%	51.5%
High	98	4	12	19	26	159
	35.6%	20.0%	26.1%	35.2%	18.7%	29.8%
Total	275	20	46	54	139	534
	100%	100%	100%	100%	100%	100%

While examining the relationship between caste and occupational background of respondents it was assumed that people coming from higher castes and high profile occupations would depict high level of achievement motivation. Our data showed the opposite to hold true. 29 per cent of respondents belonging to scheduled castes and backward classes and 35 per cent having labour or farming as occupation depicted high level of achievement motivation, much higher than for business or service people and higher than members of upper castes except Jats (41%). Even regarding educational background no systematic difference was found among educated and uneducated respondents. Thus one's achievement motivation could be high irrespective of one's educational level and social background. (Tables 2.4, 2.5 and 2.6)

Organizational variables and Achievement Motivation

Having examined this, it was really important to examine who was the real source of motivation for the villagers in joining the VRMCs. It was found that relations and friends played a crucial role in this regard, whereas caste ties and village community was less effective. Perhaps intimate contacts with friends and relations could be the real source of motivation. (Table 2.7)

After examining the relationship of achievement motivation with background characteristics it seemed important to examine its relationship

with organization characteristics relating to designation of members in the VRMCs, year of VRMC formation and spatial coverage of the VRMCs in different regions. The villagers belonging to Jatusana and Bhiwani were high in terms of achievement motivation when compared to those of Hisar, Kurukshetra and Ambala. (Table 2.8)

Since different VRMCs came into existence at different points of time it was important to find out the level of achievement motivation in relation to year of VRMC formation. It was found that VRMCs belonging to first batch followed by fourth and fifth batches were high in the level of achievement motivation when compared to those belonging to second and sixth batches. However, one could hardly find any difference in achievement motivation between office bearers, link workers and general VRMC members. (Table 2.9 and 2.10)

To conclude, it was found that men, Sikhs and respondents belonging to scheduled castes and backward classes and those coming from the labour class and those with rural uneducated background had high levels of achievement motivation. This indicates that hereditary and background characteristics have lost their meaning in the present time. Perhaps it can be attributed to the constitution of VRMCs that respondents belonging to different sections of society raised their level of achievement motivation after going through training organized by HCFP, in leadership, etc. Therefore, in the following discussion we would examine the role of training in the functioning of VRMCs.

Table No. 2.7 Achievement motivation by sources of motivation to join VRMC

Achievement Motivation	Project officials	Village community	Friends	Members of caste group	Relations	Total
Low	27	60	5	8	0	100
	16.9%	22.6%	17.9%	15.1%	.0%	18.7%
Medium	94	141	5	26	9	275
	58.8%	53.2%	17.9%	49.1%	28.0%	51.5%
High	39	64	18	19	19	159
	24.4%	24.2%	64.3%	35.8%	72.0%	29.8%
Total	160	265	28	53	28	534
	100%	100%	100%	100%	100%	100%

Table No. 2.8 Achievement motivation by area

Achievement Motivation	Area					Total
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	
Low	26	22	29	14	9	100
	23.2%	22.9%	32.2%	11.3%	8.0%	18.7%
Medium	72	52	54	36	61	275
	64.3%	54.2%	60.0%	29.0%	54.5%	51.5%
High	14	22	7	74	42	159
	12.5%	22.9%	7.8%	59.7%	37.5%	29.8%
Total	112	96	90	124	112	534
	100%	100%	100%	100%	100%	100%

Table No. 2.9 Achievement motivation by year of VRMC formation

Achievement Motivation	Year of VRMC Formation						Total
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	
Low	14	13	14	17	16	26	100
	12.8%	20.0%	14.7%	18.7%	20.5%	27.1%	18.7%
Medium	52	45	55	40	37	46	275
	47.7%	69.2%	57.9%	44.0%	47.4%	47.9%	51.5%
High	43	7	26	34	25	24	159
	39.4%	10.8%	27.4%	37.4%	32.1%	25.0%	29.8%
Total	109	65	95	91	78	96	534
	100%	100%	100%	100%	100%	100%	100%

Table No. 2.10 Achievement motivation by office bearers

Achievement Motivation	Designation			Total
	Office Bearers	Link Workers	Members	
Low	23	19	58	100
	18.4%	20.9%	18.2%	18.7%
Medium	64	46	165	275
	51.2%	50.5%	51.9%	51.5%
High	38	26	95	159
	30.4%	28.6%	29.9%	29.8%
Total	125	91	318	534
	100%	100%	100%	100%

Chapter III

Correlates of Involvement

After having examined the concept of achievement motivation in the preceding chapter, this chapter would focus on the concept of involvement and its relationship with background characteristics of the villagers and organizational characteristics of the VRMCs. It was assumed that high level of involvement of respondents in the VRMCs would make it an effective organization.

Theoretical Perspective of the Concept of Involvement

Structural functionalists like Durkheim (1947, 1951), Merton (1949) and Parsons (1937) viewed commitment or involvement as the bondage of man to society through social relations. Merton extended Durkheim's concept of altruistic, anomic and egoistic suicides, highlighting the relevance of the normative aspect of the social structure. Similar to Merton's conformity was Parsons' equilibrated condition of an interactive system, which he portrayed by establishing perfect integration at one extreme and the absence of structured complementarity of the interaction process or the breakdown of the normative order at the other extreme. They assumed unity between values of an individual and a society.

In organizational studies the human relations approach of Elton Mayo and associates was based on the investigations at the Hawthorne works of the Western Electric Company in Chicago between 1927 and 1932. The investigations were based on experiments known as the Relay Assembly Test Room and The Bank Wiring Observation Room and indicated that when lighting, rest breaks and incentives were either increased or decreased for controlled or test group, productivity always increased. Etzioni (1964) concluded that the workers were producing far less than they were physically capable of; they were following a social norm enforced by their co-workers,

which defined the proper amount of production. Thus artificial restrictions of output could be contrasted with natural output of workers. Ultimately, it was found that productivity was due to formation of informal groups and their emerged social norms. In other words, productivity was the result of group cohesiveness, increase in level of satisfaction among workers, identification with managerial work and emergence of leadership for setting and enforcing group norms and their belongingness and identification with the group. In brief, the human relations approach emphasized the relevance of friendship, social grouping, emotional communication and participation in the functioning of different organizations.

Mayo recognized the importance of the group, whereas Hardin (1968) seems to reject the significance of collective solidarity, which he called “the tragedy of the commons”. Ostrom (1990), on the other hand, asserted the need to recognize empirical evidence of the success of environmental accomplishments in governance of common pool resources. She emphasized that people can create successful institutions for collective governance that could benefit them all.

Scholars like Carey (1967) criticized Elton Mayo’s Hawthorne studies on the ground of too much focus on methodology, whereas Miller and Form (1964) stated that the Mayo group did not recognize conflict in industrial organization methods such as collective bargaining and the emergence of trade unions as mechanisms of regulating conflicts. Like critics of the Mayo group of Hawthorne Studies, scholars like Hegel (1951) recognized conflict in the very nature of man and he stated that self-alienation was inherent in the subject–object relationship, which was a precondition of knowing the world, whereas Marx (1864) found that alienation was no longer inherent in man’s being in the world, but rather his being in a particular historical capitalist world – an alienation world. In fact conditions of capitalism were responsible for bringing alienation among workers. Scholars like Etzioni (1969) merged the concepts of commitment

and alienation in one variable, i.e. involvement. Also in the context of industrial organizations and cooperatives it was found that cohesiveness and conflict exist simultaneously.

Singh (1996) in the study of cooperatives in India seemed to support Mayo's human approach which emerged in response to classical management theory of increased efficiency at the individual level. "It is also true that when an individual can fulfil both the urges (an urge to survive and an urge to prosper) independently and competitively and when he cannot, he tends to cooperate with others to fulfil these urges." This study has used the concept of involvement by treating commitment, cohesiveness and alienation and conflict as its extreme poles. Therefore, higher commitment would indicate their high involvement and higher alienation low degree of involvement in the VRMCs. In the following section we would examine the relationship.

Background characteristics and Involvement

It seems the VRMCs could generate a spirit of participation among members. This section examines the role of background variables such as age, sex, religion, caste, educational and occupation background with involvement of the respondents in the VRMCs. Men were relatively more involved than women in the activities of VRMCs (Table No. 3.1). In terms of age, respondents belonging to age groups of 41-50 and above 51 years were more involved than respondents belonging to relatively younger groups, i.e. below 30 years and of 31-40 years. Perhaps relatively older people were more mature, resulting in higher involvement in the activities of VRMCs (Table No. 3.2). While correlating involvement with religion, caste and occupational background of respondents it was found that 19 per cent of Hindus, followed by 16 per cent of Sikhs and 5 per cent of Muslims, 21 per cent of Jats, 19 per cent of Brahmins and 18 per cent of those belonging to Scheduled Castes and Backward Classes, observed high degree of involvement. 30 per cent of those who had service as their occupation in

past, like retired defence personnel who mainly belonged to Jat community, took keen interest in the activities of the VRMCs. Also 20 per cent of those who were doing labour jobs and 19 per cent who were practising farming as their occupation had high degree of involvement in the activities of VRMCs. Although very small in number, 28.6 per cent of those who were post graduates were highly involved in the activities of VRMCs. Nevertheless, 22.6 per cent of those who had education up to primary level, 21 per cent who were matriculates also had high degree of involvement in the activities of VRMCs. Thus education was not a factor in raising one's involvement. In other words, one could be involved in the activities of the VRMC without being highly qualified.

Table 3.1 Involvement by sex

Level of Involvement	Sex		Total
	Men	Women	
Low	74	40	114
	19.9%	24.5%	21.3%
Medium	222	100	322
	59.8%	61.3%	60.3%
High	75	23	98
	20.2%	14.1%	18.4%
Total	371	163	534
	100%	100%	100%

Table 3.2 Involvement by age

Level of Involvement	Age				Total
	Below 30 yrs	31-40 yrs	41-50 yrs	Above 51 yrs	
Low	32	32	17	33	114
	24.8%	22.9%	13.4%	23.9%	21.3%
Medium	78	86	81	77	322
	60.5%	61.4%	63.8%	55.8%	60.3%
High	19	22	29	28	98
	14.7%	15.7%	22.8%	20.3%	18.4%
Total	129	140	127	138	534
	100%	100%	100%	100%	100%

Table 3.3 Involvement by religion

Level of Involvement	Religion			Total
	Hindus	Sikhs	Muslims	
Low	110	2	2	114
	22.2%	10.5%	10.0%	21.3%
Medium	291	14	17	322
	58.8%	73.7%	85.0%	60.3%
High	94	3	1	98
	19.0%	15.8%	5.0%	18.4%
Total	495	19	20	534
	100%	100%	100%	100%

Table 3.4 Involvement by caste

Level of Involvement	Caste						Total
	Brahmin	Khatri	Vashyas	Jat	Rajput	SC-BC	
Low	15	6	5	30	14	44	114
	31.3%	33.3%	21.7%	17.0%	32.6%	19.5%	21.3%
Medium	24	9	15	109	24	141	322
	50.0%	50.0%	65.2%	61.9%	55.8%	62.4%	60.3%
High	9	3	3	37	5	41	98
	18.8%	16.7%	13.0%	21.0%	11.6%	18.1%	18.4%
Total	48	18	23	176	43	226	534
	100%	100%	100%	100%	100%	100%	100%

Table 3.5 Involvement by education

Level of Involvement	Education							Total
	Illiterate	Primary	Middle	Matric	Plus two	Graduates	PG	
Low	26	12	20	37	10	7	2	114
	20.2%	19.4%	27.4%	20.4%	20.8%	21.2%	28.6%	21.3%
Medium	82	36	43	106	29	23	3	322
	62.8%	58.1%	58.9%	58.6%	60.4%	69.7%	42.9%	60.3%
High	22	14	10	38	9	3	2	98
	17.1%	22.6%	13.7%	21.0%	18.8%	9.1%	28.6%	18.4%
Total	130	62	73	181	48	33	7	534
	100%	100%	100%	100%	100%	100%	100%	100%

Table 3.6 Involvement by occupation

Level of Involvement	Occupation					Total
	Farming	Business	Service	Labour	Housewife	
Low	51	7	9	8	39	114
	18.5%	35.0%	19.6%	14.8%	28.1%	21.3%
Medium	171	11	23	35	82	322
	62.2%	55.0%	50.0%	64.8%	59.0%	60.3%
High	53	2	14	11	18	98
	19.3%	10.0%	30.4%	20.4%	12.9%	18.4%
Total	275	20	46	54	139	534
	100%	100%	100%	100%	100%	100%

Table No. 3.7 Involvement by sources of motivation to join VRMC

Level of Involvement	Source of motivation to join the VRMC					Total
	Project officials	Village community	Friends	Members of caste group	Relations	
Low	18	70	1	21	4	114
	11.3%	26.4%	3.6%	39.6%	16.0%	21.3%
Medium	105	155	15	27	20	322
	65.6%	58.5%	53.6%	50.9%	72.0%	60.3%
High	37	40	12	5	4	98
	23.1%	15.1%	42.9%	9.4%	12.0%	18.4%
Total	160	265	28	53	28	534
	100%	100%	100%	100%	100%	100%

Regarding sources of motivation to join the VRMC, friends or close associates were the most efficient sources of motivation for villagers –

43% of those motivated by friends had a high involvement. In addition to this, the interaction of villagers with project officials also acted as an efficient source of involvement. Motivation by members of caste group was the least effective motivation source. (Table 3.7)

Table No.3.8 Involvement by area

Level of Involvement	Area					
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	Total
Low	36	45	17	10	6	114
	32.1%	46.9%	18.9%	8.1%	5.4%	21.3%
Medium	57	49	63	82	71	322
	50.9%	51.0%	70.0%	66.1%	63.4%	60.3%
High	19	2	10	32	35	98
	17.0%	2.1%	11.1%	25.8%	31.3%	18.4%
Total	112	96	90	124	112	534
	100%	100%	100%	100%	100%	100%

Table No. 3.9 Involvement by year of VRMC formation

Level of Involvement	Year of VRMC Formation						Total
	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	
Low	12	17	15	21	23	26	114
	11.0%	26.2%	15.8%	23.1%	29.5%	27.1%	21.3
Medium	66	34	66	50	50	56	322
	60.6%	52.3%	69.5%	54.9%	64.1%	58.3%	60.3
High	31	14	14	20	5	14	98
	28.4%	21.5%	14.7%	22.0%	6.4%	14.6%	18.4
Total	109	65	95	91	78	96	534
	100%	100%	100%	100%	100%	100%	100%

Table No. 3.10 Involvement by designation

Level of Involvement	Designation			Total
	Office Bearers	Link Workers	Members	
Low	28	24	62	114
	22.4%	26.4%	19.5%	21.3%
Medium	74	49	199	322
	59.2%	53.8%	62.6%	60.3%
High	23	18	57	98
	18.4%	19.8%	17.9%	18.4%
Total	125	91	318	534
	100%	100%	100%	100%

Organizational characteristics and involvement

Since VRMCs were established in different parts of Haryana by generating initiative and spirit of participation amongst villagers; therefore, it was considered important to examine the role of organizational variables such as performance of VRMCs in different divisions and in different batches. It was found that 31.3 per cent of respondents in Jatusana division followed by 25.8 per cent in Bhiwani and 17 per cent in Ambala showed high level of involvement, whereas involvement of respondents in Kurukshetra division was the lowest (Table 3.10). This might be attributed to the fact that Jatusana division of Haryana is less developed; especially women never get the opportunity to move outside home. Perhaps earlier development strategies adopted 'top – down' approach which did not involve rural folk in general and women in particular in development endeavours. In fact, VRMCs provided opportunities to people belonging to areas which were less developed to fully participate in their own development. Women who were under 'Purdha' showed full interest in the activities of the VRMCs. Thus, given the opportunity, women showed full interest in village development through the medium of the VRMCs. They also showed interest in generating a spirit of participation in fellow women in their respective villages. However, in Kurukshetra division participation of women was in name only and they could not encourage fellow women to engage in the activities of the VRMCs. Efforts should be made to find reasons for the same.

The involvement of villagers was highest in the first village batch as 28.4 per cent of villagers belonging to this batch had high level of involvement, followed by 22 per cent in fourth and 21.5 per cent in second batch respectively, compared to 6.4 per cent and 14.6 per cent belonging to fifth and sixth batches respectively. This clearly showed that involvement of villagers in relatively older batches was higher than that of more recent batches. (Table 3.9) Perhaps older batches could establish themselves in

terms of setting their group norms in Elton Mayo's terms. Also villagers belonging to these batches could attract fellow villagers in the activities of the VRMCs. This is more true in case of women members. But villagers working at different levels within VRMCs, i.e. link workers, office bearers and ordinary members, did not differ in terms of their level of involvement.

Irrespective of the batch to which the VRMCs belonged, all of them expressed the view that support of the project should continue in one way or the other. To sustain the interest in the activities of the VRMCs the support should not be withdrawn immediately.

Table No. 3.11 Involvement by main activity of the VRMC

Main activities of the VRMC	Involvement level			Total
	Low	Medium	High	
Community Participation	45	290	60	395
	39.5%	90.1%	61.2%	73.9%
Management of Natural Resources	60	26	33	119
	52.6%	8%	33.7%	22.2%
Representing needs of villagers	9	6	5	20
	7.9%	1.9%	5.1%	3.9%
Total	114	322	98	534
	100%	100%	100%	100%

The involvement level of VRMC members was also cross-tabulated against the stated main activity of the VRMC. A high involvement level was mainly found in VRMCs emphasizing community participation. Perhaps the lesser involvement of members in managerial and representational activities might be attributed to the fact that VRMCs are organizations not existing at a formal level like industrial or trade organizations. It is interesting to note that when the involvement level is low, the VRMC is most often not going beyond its original purpose of managing natural resources (see further Chapter V).

Chapter IV

Causes and Consequences of Training

Training has assumed importance with the stress on human resource development. The significance of training for transforming human beings into human resources has been realised both at the individual and organization levels. In the terminology of Blau and Scott (1963), organizations like mutual benefit associations, business concerns, service organizations and common weal organizations belonging to public, private and corporate sectors made special efforts for imparting manpower training to highly qualified professionals, technocrats, executives and managers. At individual level some training programmes were organized for imparting training in self employment and entrepreneurship, adult education and in extension services. But there was hardly any link or coordination between training at individual and organizational levels. It seemed that the organizational level training was organized for executives, whereas individual level training included adult learners, farmers, extension workers etc. The Haryana Community Forestry Project made special efforts for imparting training to villagers belonging to different sections, e.g. women and underprivileged sections of society. Further, they were made to constitute organizations/committees at the village level. In this way, training organized by HCFP assumed unique significance, which made individual learners/trainees constitute their organizations. Therefore, this chapter would focus on training imparted to villagers under community forestry.

Training development activities were undertaken with a view to improve overall effectiveness of the organizations. Scholars like McCourt and Sola (1999), Reilly (1987), Turner (1989), Hulme (1990) and Healy (2001) critically examined the role of training in bringing about organizational change and devolvement in the context of civil service and public sector organizations. The business organizations endeavoured to

identify needs through performance appraisals and by organizing training programmes with the help of different types of training institutes.

However, training in Indian organizations remained almost absent till the sixties. The need for training was felt in the seventies; as a result, training programmes were organized which remained limited to the level of executives only. Also it was presumed that the trained executives and managers would help percolate the benefit of training to junior staff, which would improve the overall effectiveness of organizations. Some attempts were made for workers' training within industry but that remained limited. In general, hardly any attempt was made for imparting training to downtrodden sections of society which included illiterate masses belonging to both rural and urban areas.

The primary objective of social forestry is to meet the needs of fuel and fodder of poor villagers and to ensure the benefit of plantation to the poorest section of society. Thus it is aimed at discouraging deforestation and promoting plantation activities by encouraging equitable distribution and giving justice to rural people by catering to their needs. Scholars like Gadgil and Guha (1993) questioned the relevance of social forestry. The former called it an attempt at commercialization of forests by government bodies in the name of social forestry and the latter said the behaviour and attitude of rural people would be a major limitation for promoting participation approach. The HCFP imparted training to modify behaviour and attitude of rural people by discouraging commercialization and by promoting community participation for plantation and forestation. In the following chapter the focus would be on training imparted to villagers under HCFP.

Training was considered to be an important component of the Haryana Community Forestry Project (HCFP) with the objective to develop capacity of villagers in terms of knowledge, attitude and participation for the functioning of organizations like Village Resource Management Committees (VRMCs). Different training programmes were organised: 416 villagers of

the villages sampled for this study attended/participated in Microplanning and Microproject Formulation, 112 in Link Workers' Induction Training, 343 in Participatory Monitoring & Evaluation, 362 in VRMC Management, 282 in Money Management, 351 in Leadership and Communication Skills, 252 in Management and Protection of Plantations. Courses were organized by the staff of the HCFP by arranging experts for conducting these training programmes in different divisions at different points of time. Special efforts were made for organizing refresher courses at village and at the level of cluster of villages which were attended by 513 and 277 villagers respectively. Some efforts were made to organize courses in gender related issues, in which Link Workers participated. In a final round of refresher training, courses in institutional capacity improvement had been attended by 282 villagers.

To find out how far these programmes could generate skill in management of natural environment and monitoring of plantation, micro planning, recording of minutes and handling of cash book etc, the villagers were asked to express their opinion. 68 per cent and 39 per cent of respondents respectively expressed to have acquired high degree of skill in management of natural environment and monitoring of plantation, whereas relatively few respondents – 32 per cent, 25.8 per cent and 24.7 per cent respectively – obtained high degree of skill in microplanning, recording minutes and in managing cash book. Training in natural environment and monitoring of plantations was organized and attended by relatively more villagers than specialized training for handling of cash book and recording of minutes, which was given only to office bearers involved in such tasks.

Table No. 4.1 Training Programmes in Sampled Villages

Training Courses	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	Total
Microplanning	111	118	114	110	73	416
VRMC Management	80	84	63	76	59	362
LW Induction	26	22	21	23	20	112
Participatory M&E	9	97	77	91	69	343
Leadership	82	81	68	69	51	351
Money Management	61	62	60	55	44	282
VRMC refresher course, village level	134	82	109	102	86	513
Refresher course, cluster level	68	46	57	59	47	277
Institutional Capacity Improvement	79	71	31	80	21	282
Management & Protection of Plantation	74	45	61	33	39	252
Refresher Course for Link Workers	17	13	16	13	12	71
Special Trg for LWs involving women	13	8	11	11	12	55
Capacity Improvement. Trg. of LWs on Gender	3	9	8	9	04	33
Computer Literacy	1	2	1	4	02	10
Total	758	740	697	735	539	3359

It seemed important to examine the impact of training in different regions and in different VRMCs formed at different points of time. In terms of different regions, 78.6 per cent of respondents in Jatusana, 76 per cent in Kurukshetra, 75.6 in Hisar observed high degree of impact of training on natural environment and resource management. Regarding the impact of training in monitoring plantation 52.7 per cent in Jatusana, 41.1 per cent in Hisar and 41.9 per cent in Bhiwani acknowledged to have acquired high degree of skill in this regard. In terms of microplanning skills 50.9 per cent in Jatusana followed by 40.3 per cent in Bhiwani and 10.4 per cent in Kurukshetra observed high degree of impact of training. In management of

cash book 43.8 per cent in Jatusana, 29.8 per cent in Bhiwani and 21.4 per cent in Ambala acquired high degree of skill, whereas in recording of minutes 38.4 per cent in Jatusana, 36.3 per cent in Bhiwani and 20.5 per cent in Ambala obtained high degree of skill as a result of training. The impact of training was generally highest in Jatusana and lowest in Kurukshetra. But in management of natural environment and resources Kurukshetra recorded almost the same impact as Jatusana. Regarding inter-batch variations, the fourth village batch scored highest in natural environment and resource management, monitoring plantations, microplanning, cash book and recording of minutes. In terms of recording of minutes, cash book and microplanning even the first batch could retain the impact of training. Perhaps fifth and sixth batches need to pick up to attain maturity in terms of the impact of training and to retain and sustain the same impact of training as in the oldest VRMCs. It should be noted that institutional capacity improvement training and training in management and protection of plantations for the fifth and sixth village batches had not yet been done at the time of conducting this study. (Tables No. 4.2 to 4.11)

This chapter aims at assessing the impact of training in terms of knowledge and skill realized by the villagers in terms of raising their level of achievement motivation and in promoting involvement and participatory spirit among villagers. In other words, the question was how much they were enthused to participate in the activities of VRMCs. In present times, more emphasis is laid on skills that could develop as a result of training. The stimulatory aspect of training was assessed in terms of three elements of knowledge i.e. declarative, procedural and strategic and in terms of its application. Scholars like James and Mayo distinguished between cognitive learning and development of a skill. Training, in the true sense of the word, implies practising of new skills. The trainer's functions included the provision of stimulation and motivation to participants to enable them to acquire certain kinds of knowledge to practice certain skills (Lynton and

Parkeek, 2000). The training programmes of adult education, while highlighting features of training methodology, included participatory dimension.

The training programmes of the VRMCs had a special focus on motivation and in generating the urge to learn, which might result in attitudinal change and would encourage villagers to develop interest in learning about the activities of the VRMCs. The participatory dimension focused on sharing of skills with fellow trainees during training and with members of the VRMCs after training. Therefore, this dimension was assessed in terms of finding out how much the members of the VRMCs were enthused in terms of mutual learning and in sharing their skill with fellow members of VRMCs and with villagers as well.

The data showed that the impact of training in terms of stimulatory and participatory dimensions among villagers was high; as 86 per cent and about 88 per cent respectively perceived it as high or medium and only 14 per cent and about 12 per cent respectively perceived its low degree of effect (Tables 4.12, 4.13 and following). This is obviously an excellent outcome.

Table No. 4.2 Training Effect on Natural Environment And Resources Management by Area

Natural Environment And Resource Management	Area					Total
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	
Low	2	3	2	1	1	9
	1.8%	3.1%	2.2%	0.8%	0.9%	1.7%
Medium	45	20	20	53	23	161
	40.2%	20.8%	22.2%	42.7%	20.5%	30.1%
High	65	73	68	70	88	364
	58.0%	76.1%	75.6%	56.5%	78.6%	68.2%
Total	112	96	90	124	112	534
	100%	100%	100%	100%	100%	100%

Table No. 4.3 Training Effect on Microplanning Skills by Area

Micro Planning	Area					Total
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	
Low	9	42	6	1	10	68
	8%	43.8%	6.7%	.8%	8.9%	12.8%
Medium	69	44	64	73	45	295
	61.6%	45.8%	71.1%	58.9%	40.2%	55.2%
High	34	10	20	50	57	171
	30.4%	10.4%	22.2%	40.3%	50.9%	32.0%
Total	112	96	90	124	112	534
	100%	100%	100%	100%	100%	100%

Table No. 4.4 Training Effect on Skills in Recording Minutes by Area

Skill in Recording Minutes	Area					Total
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	
Low	17	63.5	33	9	10	130
	15.2%	53.1%	36.7%	7.3%	8.9%	24.3%
Medium	72	19	52	70	59	272
	64.3%	19.8%	57.8%	56.4%	52.7%	51%
High	23	16	5	45	43	132
	20.5%	16.7%	5.5%	36.3%	38.4%	24.7%
Total	112	96	90	124	112	534
	100%	100%	100%	100%	100%	100%

Table No. 4.5 Training Effect on Managing Cash Book by Area

Managing Cash Book	Area					Total
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	
Low	26	68	34	12	12	152
	23.2%	70.8%	37.8%	9.7%	10.7%	28.5
Medium	62	14	42	75	51	244
	55.4%	14.6%	46.7%	60.5%	45.5%	45.7%
High	24	14	14	37	49	138
	21.4%	14.6%	15.5%	29.8%	43.8%	25.8%
Total	112	96	90	124	112	534
	100%	100%	100%	100%	100%	100%

Table No. 4.6 Training Effect on Skills in Monitoring Plantations by Area

Skills in Monitoring plantation	Area					Total
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	
Low	6	32	5	3	2	48
	5.4%	33.4%	5.6%	2.4%	1.8%	9%
Medium	65	44	48	69	51	277
	58.0%	45.8%	53.3%	55.6%	45.5%	51.9%
High	41	20	37	52	59	209
	36.6%	20.8%	41.1%	42%	52.7%	39.1%
Total	112	96	90	124	112	534
	100%	100%	100%	100%	100%	100%

Table No. 4.7 Training Effect on Natural Environment and Resource Management by Year of VRMC Formation

Natural Environment and Resource Management	Year of VRMC Formation						Total
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	
Low	1	1	1	2	2	2	9
	.9%	1.5%	1.1%	2.2%	2.6%	2.1%	1.7%
Medium	33	23	32	15	32	26	161
	30.3%	35.4%	33.6%	16.5%	41.0%	27.1%	30.1%
High	75	41	62	74	44	68	364
	68.8%	63.1%	65.3%	81.3%	56.4%	70.8%	68.2%
Total	109	65	95	91	78	96	534
	100%	100%	100%	100%	100%	100%	100%

Table No. 4.8 Training Effect on Microplanning Skills by Year of Formation

Microplanning	Year of VRMC Formation						Total
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	
Low	5	7	14	7	20	15	68
	4.6%	10.7%	14.7%	7.6%	25.7%	15.6%	12.8%
Medium	59	43	53	42	42	56	295
	54.1%	66.2%	55.8%	46.2%	53.8%	58.3%	55.2%
High	45	15	28	42	16	25	171
	41.3%	23.1%	29.5%	46.2%	20.5%	26.0%	32.0%
Total	109	65	95	91	78	96	534
	100%	100%	100%	100%	100%	100%	100%

Table No. 4.9 Training Effect on Skills in Recording Minutes by Year of VRMC Formation

Skills in Recording Minutes	Year of VRMC Formation						Total
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	
Low	21	17	14	22	22	34	130
	19.3%	26.2%	14.7%	24.1%	28.2%	35.4%	13.7%
Medium	51	40	58	39	41	43	272
	46.8%	61.5%	61.1%	42.9%	52.6%	44.8%	50.9%
High	37	8	23	30	15	19	132
	33.9%	12.3%	24.2%	33.0%	19.2%	19.8%	24.7%
Total	109	65	95	91	78	96	534
	100%	100%	100%	100%	100%	100%	100%

Table No. 4.10 Training Effect on Managing Cash Book by Year of Formation

Managing Cash Book	Year of VRMC Formation						Total
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	
Low	26	22	18	22	33	31	152
	23.8%	33.9%	19%	24.1%	42.3%	32.3%	28.5%
Medium	44	34	50	35	30	51	244
	40.4%	52.3%	52.6%	38.5%	38.5%	53.1%	45.7%
High	39	9	27	34	15	14	138
	35.8%	13.8%	28.4%	37.4%	19.2%	14.6%	25.8%
Total	109	65	95	91	78	96	534
	100%	100%	100%	100%	100%	100%	100%

Table No. 4.11 Training Effect on Skills in Monitoring Plantations by Year of Formation

Skills in Monitoring Plantations	Year of VRMC Formation						Total
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	
Low	3	1	5	9	13	17	48
	2.7%	1.5%	5.3%	9.9%	16.7%	17.6%	9%
Medium	55	41	55	33	44	49	277
	50.5%	63.1%	57.9%	36.3%	56.4%	51.0%	51.9%
High	51	23	35	49	21	30	209
	46.8%	35.4%	36.8%	53.8%	26.9%	31.4%	39.1%
Total	109	65	95	91	78	96	534
	100%	100%	100%	100%	100%	100%	100%

Background Variables

Both the dimensions of training, i.e. stimulatory and participatory, were correlated with background characteristics of respondents and organization characteristics of the VRMCs. In the following discussion, both stimulatory and participatory dimensions of training were correlated with variables like sex, age, religion, caste, education and occupation.

While examining the relationship between sex and training one could find that men scored relatively higher than women in terms of stimulatory and participatory dimensions of training. But both men and women took keen interest as and when training programmes were organized. In Jatusana region women in particular expressed the view that they were motivated by training and they further shared their experiences of training with other women and encouraged them to participate in the activities related to the development of their respective villages. Some of them also expressed the desire to acquire the role of the trainer in the project. Thus training could leave impact both in terms of stimulatory and participatory dimensions. (Tables 4.12 and 4.13)

Table 4.12 Stimulatory Training by Sex

Stimulatory Training Effect	Sex		Total
	Males	Females	
Low	41	34	75
	11.1%	20.9%	14.0%
Medium	178	79	257
	48.0%	48.5%	48.1%
High	152	50	202
	41.0%	30.7%	37.8%
Total	371	163	534
	100%	100%	100%

Table No. 4.13 Participatory Training by Sex

Participatory Training Effect	Sex		Total
	Males	Females	
Low	43	19	62
	11.6%	11.7%	11.6%
Medium	164	87	251
	44.2%	53.4%	47.0%
High	164	57	221
	44.2%	35.0%	41.4%
Total	371	163	534
	100%	100%	100%

Table 4.14 Stimulatory Training by Age

Stimulatory Training Effect	Age				Total
	Below 30 yrs	31-40 yrs	41-50 yrs	Above 51 yrs	
Low	13	24	20	18	75
	10.1%	17.1%	15.7%	13.0%	14.0%
Medium	67	70	57	63	257
	51.9%	50.0%	44.9%	45.7%	48.1%
High	49	46	50	57	202
	38.0%	32.9%	39.4%	41.3%	37.8%
Total	129	140	127	138	534
	100%	100%	100%	100%	100%

Table No. 4.15 Participatory Training by Age

Participatory Training Effect	Age				Total
	Below 30 yrs	31-40 yrs	41-50 yrs	Above 51 yrs	
Low	8	19	16	19	62
	6.2%	13.6%	12.6%	13.8%	11.6%
Medium	68	62	57	64	251
	52.7%	44.3%	44.9%	46.4%	47.0%
High	53	59	54	55	221
	41.1%	42.1%	42.5%	39.9%	41.4%
Total	129	140	127	138	534
	100%	100%	100%	100%	100%

The relationship of training in terms of stimulatory and participatory dimensions with various age categories reflected that villagers belonging to different age groups were equally keen in terms of responsiveness to training (Tables 4.14 and 4.15).

Regarding the relationship between training and religion it was found that 52.6 per cent of Sikhs compared to 38 per cent of Hindus and 10 per cent of Muslims perceived high degree of effectiveness in terms of stimulatory dimension of training. However, hardly any difference was found among Sikhs and Hindus in terms of participatory dimension of training, whereas perception of Muslims in terms of this dimension was much lower than that of Hindus and Sikhs. This might be attributed to their concentration in two villages of Yamunanagar in Kurukshetra division of Haryana where training had less impact. (Tables 4.16 and 4.17)

Table 4.16 Stimulatory Training by Religion

Stimulatory Training Effect	Religion			Total
	Hindu	Sikh	Muslim	
Low	66	1	8	75
	13.3%	5.3%	40.0%	14.0%
Medium	239	8	10	257
	48.3%	42.1%	50.0%	48.1%
High	190	10	2	202
	38.4%	52.6%	10.0%	37.8%
Total	495	19	20	534
	1.0%	100%	100%	100%

Table No. 4.17 Participatory Training by Religion

Participatory Training Effect	Religion			Total
	Hindu	Sikh	Muslim	
Low	57	3	2	62
	11.5%	15.8%	10.0%	11.6%
Medium	231	8	12	251
	46.7%	42.1%	60.0%	47.0%
High	207	8	6	221
	41.8%	42.1%	30.0%	41.4%
Total	495	19	20	534
	100%	100%	100%	100%

Table 4.18 Stimulatory Training by Caste

Stimulatory Training Effect	Caste						Total
	Brahmins	Khatri	Vashyas	Jats	Rajputs	SCs-BCs	
Low	7	0	2	15	10	41	75
	14.6%	.0%	8.7%	8.5%	23.3%	18.1%	14.0%
Medium	31	11	7	85	18	105	257
	64.6%	61.1%	30.4%	48.3%	41.9%	46.5%	48.1%
High	10	7	14	76	15	80	202
	20.8%	38.9%	60.9%	43.2%	34.9%	35.4%	37.8%
Total	48	18	23	176	43	226	534
	100%	100%	100%	100%	100%	100%	100%

Table No. 4.19 Participatory Training by Caste

Participatory Training Effect	Caste						Total
	Brahmin	Khatri	Vashyas	Jat	Rajput	SC-BC	
Low	11	2	4	14	12	19	62
	22.9%	11.1%	17.4%	8.0%	27.9%	8.4%	11.6%
Medium	26	9	7	84	15	110	251
	54.2%	50.0%	30.4%	47.7%	34.9%	48.7%	47.0%
High	11	7	12	78	16	97	221
	22.9%	38.9%	52.2%	44.3%	37.2%	42.9%	41.4%
Total	48	18	23	176	43	226	534
	100%	100%	100%	100%	100%	100%	100%

The very purpose of constitution of VRMC was to bring different sections of society together. Data showed that a rather equal proportion of villagers belonging to different sections/castes, such as 43.2 per cent of Jats, 34.9 per cent of Rajputs, about 39 of Khatri and 35 per cent of scheduled castes and backward classes, perceived high degree of effectiveness in terms of stimulatory training. Interestingly, it was found that the proportion of villagers belonging to scheduled castes and backward classes was high in terms of promoting participation among fellow villagers when compared to Brahmins, Rajputs and Khatri. (Tables 4.18 and 4.19)

After having examined the relationship of background characteristics with training it seemed important to crosstabulate training effect with the source of motivation for joining the VRMC. It was found that the stimulatory training effect was highest, 57 per cent and 48 per cent of respondents respectively, when they were influenced by friends and project officials in joining the VRMC. It was interesting to observe that friends and project officials had a more effective influence, as compared to relatives, caste members and the village community as a whole. Further it was observed that in terms of participatory dimensions friends and relatives could have more impact than project officials. In this way, the purpose of training was served as it brought people together. But whether or not project officials of HCFP can exit and leave people to manage the VRMCs at their own needs further probe. (Tables 4.20 and 4.21)

Table No. 4.20 Stimulatory Training by sources of motivation to join VRMC

Stimulatory Training Effect	Sources of motivation to join the VRMC					
	Project officials	Village community	Friends	Members of caste group	Relations	Total
Low	13	45	1	15	1	75
	8.1%	17.0%	3.6%	28.3%	3.6%	14.0%
Medium	70	141	11	18	17	257
	43.8%	53.2%	39.3%	34.0%	60.7%	48.1%
High	77	79	16	20	10	202
	48.1%	29.8%	57.1%	37.7%	35.7%	37.8%
Total	160	265	28	53	28	534
	100%	100%	100%	100%	100%	100%

Table No. 4.21 Participatory Training by sources of motivation to join VRMC

Participatory Training Effect	Sources of motivation to join the VRMC					
	Project officials	Village community	Friends	Members of caste group	Relations	Total
Low	14	36	0	10	2	62
	8.8%	13.6%	.0%	18.9%	7.1%	11.6%
Medium	70	140	7	26	8	251
	43.8%	52.8%	25.0%	49.1%	28.5%	47.0%
High	76	89	21	17	18	221
	47.5%	33.6%	75.0%	32.1%	64.8%	41.4%
Total	160	265	28	53	228	534
	100%	100%	100%	100%	100%	100%

Table 4.22 Stimulatory Training by Education

Stimulatory Training Effect	Education							Total
	Illiterate	Primary	Middle	Matric	Plus two	Graduate	PG	
Low	19	12	14	22	5	3	0	75
	14.7%	19.4%	19.2%	12.2%	10.4%	9.1%	.0%	14.0%
Medium	64	32	36	87	26	10	2	257
	49.6%	51.6%	49.3%	48.1%	54.2%	30.3%	28.6%	48.1%
High	47	18	23	72	17	20	5	202
	46.6%	29.0%	31.5%	39.8%	35.4%	60.6%	71.4%	37.8%
Total	130	62	73	181	48	33	7	534
	100%	100%	100%	100%	100%	100%	100%	100%

Table No. 4.23 Participatory Training by Education

Participatory Training Effect	Education							Total
	Illiterate	Primary	Middle	Matric	Plus two	Graduate	PG	
Low	15	9	14	20	2	2	0	62
	11.6%	14.5%	19.2%	11.0%	4.2%	6.1%	.0%	11.6%
Medium	61	29	33	83	26	14	5	251
	47.3%	46.8%	45.2%	45.9%	54.2%	42.4%	71.4%	47.0%
High	54	24	26	78	20	17	2	221
	41.9%	38.7%	35.6%	43.1%	41.7%	51.5%	28.6%	41.4%
Total	130	62	73	181	48	33	7	534
	100%	100%	100%	100%	100%	100%	100%	100%

Irrespective of educational background both the educated and the uneducated showed interest in terms of receiving training. However, those who were highly qualified, although more receptive in terms the stimulatory dimension of training, did not take the same interest in encouraging their fellow villagers in participation in the activities of the VRMCs; the participatory training effect was high for 28 per cent of postgraduates compared to 42 per cent of illiterates (Table 4.22 and 4.23)

While examining the relationship between one's occupation and level of training effect it was found that those who practiced business as their occupation were neither very receptive to stimulatory training, nor did they show much interest in its participatory dimension. Respondents belonging to other occupations were much more receptive to training and they shared their experience with their fellow villagers. Many villagers expressed that such programmes should continue. They enjoyed going on study tours organized for the purpose of visiting other areas where VRMCs were functioning. Although they could not identify the exact contents of training, they enjoyed interacting with other villagers belonging to their divisions and to other divisions of Haryana. (Tables 4.24 and 4.25)

Table 4.24 Stimulatory Training by Occupation

Stimulatory Training Effect	Occupation					Total
	Farming	Business	Service	Labour	Housewife	
Low	23	5	4	10	33	75
	8.4%	25.0%	8.7%	18.5%	23.7%	14.0%
Medium	130	12	16	26	73	257
	47.3%	60.0%	34.8%	48.1%	52.5%	48.1%
High	122	3	26	18	33	202
	44.4%	15.0%	56.5%	33.3%	23.7%	37.8%
Total	275	20	46	54	139	534
	100%	100%	100%	100%	100%	100%

Table No. 4.25 Participatory Training by Occupation

Participatory Training Effect	Occupation					Total
	Farming	Business	Service	Labour	Housewife	
Low	25	6	6	6	19	62
	9.1%	30.0%	13.0%	11.1%	13.7%	11.6%
Medium	122	9	18	22	80	251
	44.4%	45.0%	39.1%	40.7%	57.6%	47.0%
High	128	5	22	26	40	221
	46.5%	25.0%	47.8%	48.1%	28.8%	41.4%
Total	275	20	46	54	139	534
	100%	100%	100%	100%	100%	100%

Table No. 4.26 Stimulatory Training by Designation

Stimulatory Training Effect	Designation			Total
	Office Bearers	Link Workers	Members	
Low	17	15	43	75
	13.6%	16.5%	13.5%	14.0%
Medium	63	52	142	257
	50.4%	57.1%	44.7%	48.1%
High	45	24	133	202
	36.0%	26.4%	41.8%	37.8%
Total	125	91	318	534
	100%	100%	100%	100%

Table No. 4.27 Participatory Training by Designation

Participatory Training Effect	Designation			Total
	Office Bearers	Link Workers	Members	
Low	16	9	37	62
	12.8%	9.9%	11.6%	11.6%
Medium	53	51	147	251
	42.4%	56.0%	46.2%	47.0%
High	56	31	134	221
	44.8%	34.1%	42.1%	41.4%
Total	125	91	318	534
	100%	100%	100%	100%

Table No. 4.28 Stimulatory Training by Area

Stimulatory Training Effect	Area					Total
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	
Low	13	38	14	7	3	75
	11.6%	39.6%	15.6%	5.6%	2.7%	14.0%
Medium	56	41	52	59	49	257
	50.0%	42.7%	57.8%	47.6%	43.8%	48.1%
High	43	17	24	58	60	202
	38.4%	17.7%	26.7%	46.8%	53.6%	37.8%
Total	112	96	90	124	112	534
	100%	100%	100%	100%	100%	100%

Table No. 4.29 Participatory Training by Area

Participatory Training Effect	Area					Total
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	
Low	20	32	0	2	8	62
	17.9%	33.3%	.0%	1.6%	7.1%	11.6%
Medium	57	41	61	48	44	251
	50.9%	42.7%	67.8%	38.7%	39.3%	47.0%
High	35	23	29	74	60	221
	31.3%	24.0%	32.2%	59.7%	53.6%	41.4%
Total	112	96	90	124	112	534
	100%	100%	100%	100%	100%	100%

Organizational Variables

Having examined the relationship of background variables with stimulatory and participatory dimensions of training it was found important to correlate these dimensions with variables like designation, age of VRMC (year of formation) and area or spatial coverage of VRMCs. While examining the relationship of designation with stimulatory and participatory dimension of training it was found that office bearers and general members seemed to influence more than link workers. (Tables 4.26 and 4.27) The impact of training was the highest in terms of stimulatory dimension in Jatusana region and in terms of participatory dimension in Bhiwani region. In Kurukshetra training could not make much impact. (Tables 4.28 and 4.29)

Both in terms of stimulatory and participatory aspects of training data show that the fourth batch was the most effective, but training has yet to make its full impact in the fifth and sixth batches (which had not yet received the full training package at the time of conducting the study). However, the first, second and third batches had retained a reasonably good impact of training. To sustain the impact of training villagers expressed that such support should continue. (Tables 4.30 and 4.31)

Table No. 4.30 Stimulatory Training by Year of VRMC Formation

Stimulatory Training Effect	Year of VRMC Formation						Total
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	
Low	8	16	9	12	17	13	75
	7.3%	24.6%	9.5%	13.2%	21.8%	13.5%	14.0%
Medium	51	29	49	31	42	55	257
	46.8%	44.6%	51.6%	34.1%	53.8%	57.3%	48.1%
High	50	20	37	48	19	28	202
	45.9%	30.8%	38.9%	52.7%	24.4%	29.2%	37.8%
Total	109	65	95	91	78	96	534
	100%	100%	100%	100%	100%	100%	100%

Table No. 4.31 Participatory Training by Year of VRMC Formation

Participatory Training Effect	Year of VRMC Formation						Total
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	
Low	4	7	9	5	16	21	62
	3.7%	10.8%	9.5%	5.5%	20.5%	21.9%	11.6%
Medium	49	35	49	36	35	47	251
	45.0%	53.8%	51.6%	39.6%	44.9%	49.0%	47.0%
High	56	23	37	50	27	28	221
	51.4%	35.4%	38.9%	54.9%	34.6%	29.2%	41.4%
Total	109	65	95	91	78	96	534
	100%	100%	100%	100%	100%	100%	100%

Table No. 4.32 Stimulatory Training by Achievement Motivation

Achievement Motivation	Stimulatory Training			Total
	Low	Medium	High	
Low	32	60	8	100
	42.7%	23.3%	4.0%	18.7%
Medium	33	143	99	275
	44.0%	55.6%	49.0%	51.5%
High	10	54	95	159
	13.3%	21.0%	47.0%	29.8%
Total	75	257	202	534
	100%	100%	100%	100%

Table No. 4.33 Participatory Training by Achievement Motivation

Achievement Motivation	Participatory Training			Total
	Low	Medium	High	
Low	24	68	8	100
	38.7%	27.1%	3.6%	18.7%
Medium	33	137	105	275
	53.2%	54.6%	47.5%	51.5%
High	5	46	108	159
	8.1%	18.3%	48.9%	29.8%
Total	62	251	221	534
	100%	100%	100%	100%

Interrelationship of Training with Achievement Motivation and Involvement Level

Having examined the level of achievement motivation and involvement among members of VRMCs in the previous chapters and of training dimensions in terms of stimulatory and participatory aspects in this chapter, it was considered important to correlate these variables with dimensions of training to find out whether training could raise achievement motivation and involvement among villagers. McClelland and Winter (1969) examined the relationship of achievement motivation with training, for which they conducted experiment in Kakinada in South India in the year 1969. They concluded after the experiment that motivation could be raised with training. It seemed they included both the dimensions of training for raising achievement motivation. As indicated change in motives would occur in inter-personal environment where an individual would be supported by others. Scholars like Champion (1975), Morse and Reimer (1956) and Coch and French (1948) supported that individual – interpersonal approach was employee-centred and would result in involvement of employees. In the context of the present study we would find out how training would be instrumental in raising involvement of villagers.

To find out how training could motivate and inspire respondents the relationship of training was examined with achievement motivation and involvement. 96 per cent of respondents who were ranked high in terms of both stimulatory and participatory training dimensions had either high or medium level of achievement motivation. (Tables 4.32 and 4.33)

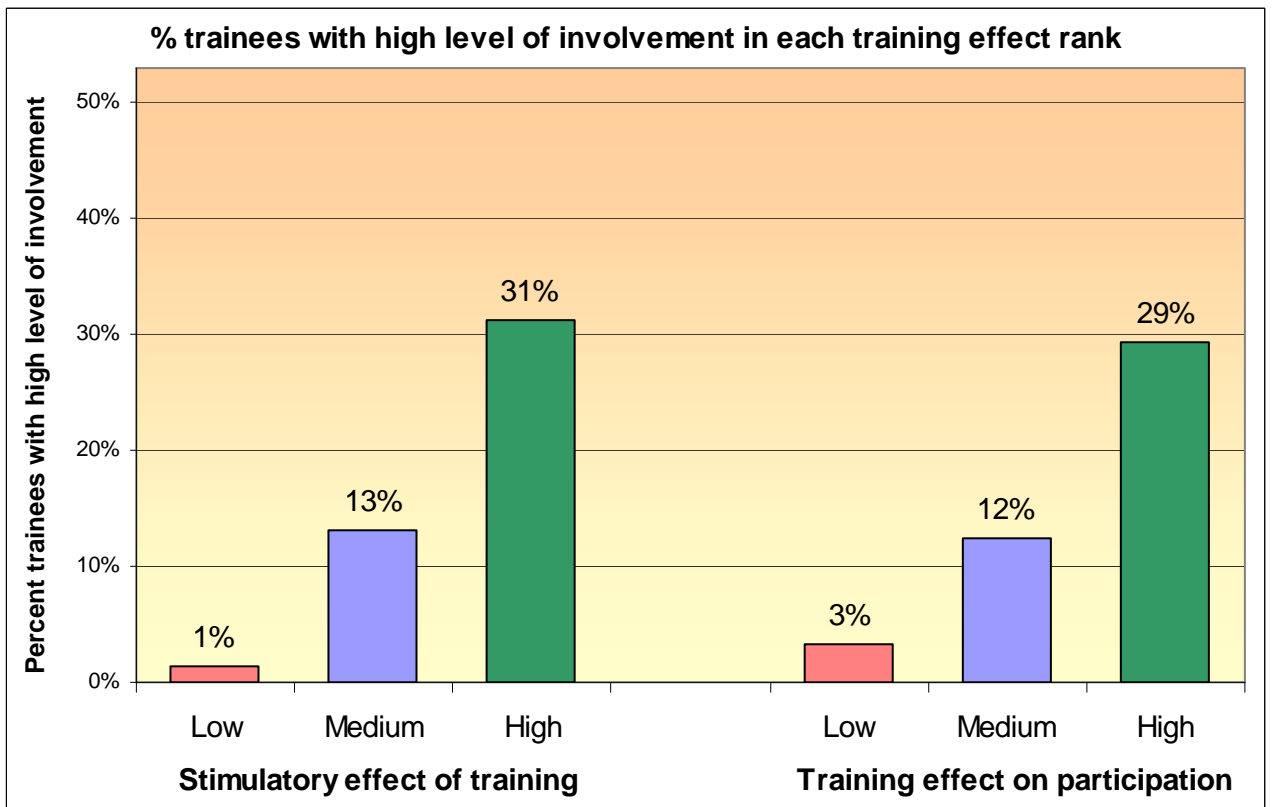
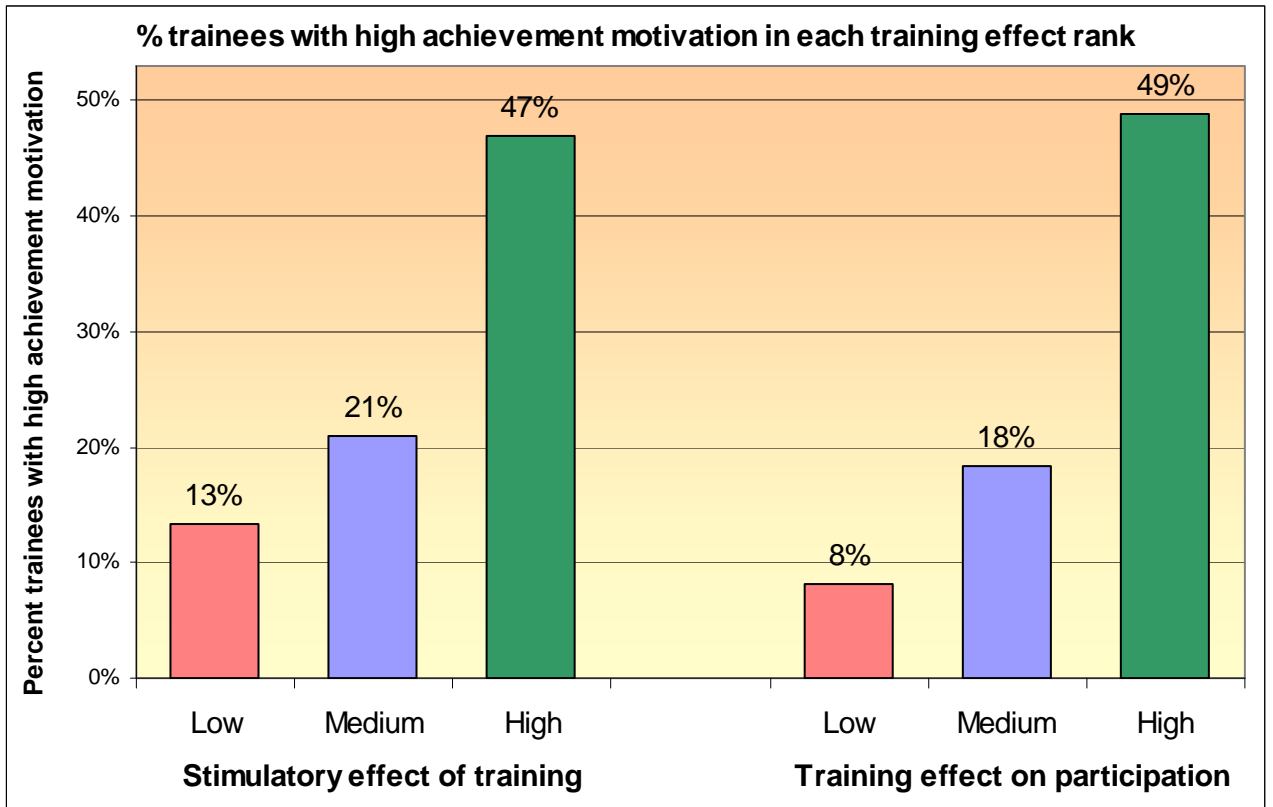
Table No. 4.34 Stimulatory Training by Involvement

Involvement Level	Stimulatory Training			Total
	Low	Medium	High	
Low	39	50	25	114
	52.0%	19.5%	12.4%	21.3%
Medium	35	173	114	322
	46.7%	67.3%	56.4%	60.3%
High	1	34	63	98
	1.3%	13.2%	31.2%	18.4%
Total	75	257	202	534
	100%	100%	100%	100%

Table No. 4.35 Participatory Training by Involvement

Involvement Level	Participatory Training			Total
	Low	Medium	High	
Low	38	56	20	114
	61.3%	22.3%	9.0%	21.3%
Medium	22	164	136	322
	35.5%	65.3%	61.5%	60.3%
High	2	31	65	98
	3.2%	12.4%	29.4%	18.4%
Total	62	251	221	534
	100%	100%	100%	100%

Likewise it was found that 88 per cent of those who had a high receptivity regarding the stimulatory training dimension and 91 per cent of those with high receptivity to the participatory training dimension had either high or medium level of involvement (Tables 4.34 and 4.35). There is a clear correlation between high sense of achievement motivation and high level of VRMC involvement on the one hand and high receptivity for both the stimulatory and participatory dimensions of training on the other hand.



To impart knowledge and skill relating to stimulatory dimension and to inculcate values relating to participatory dimension different types of training programmes were organized (Table No. 4.1). Also efforts were made to find the impact of training in terms of different aspects. Still it was considered important to find out which type of training our respondents considered most important for them.

All members considered training relating to community participation was most important. One-third of members considered training relating to leadership attributes was important and 5 per cent considered training relating to plantation and Kitchen Gardens was important for them. In terms of training relating to leadership and plantation, third and fourth batches of VRMCs were relatively more interested than others.

To continue training programmes villagers were also asked which type of training should be organized for them in times to come. All of them showed interest to become computer literate. Although many of them were not educated, they expressed the desire that each VRMC should be given a computer, like computers were distributed for a short time to self-help groups in the villages for use in literacy training. More than one-third of respondents expressed the view that training programmes should be organized for promotion of self-help groups, 12.7 per cent wanted training programmes relating to gender dimensions and 5.6 relating to money management. Thus training should continue relating to computers and gender aspects in times to come.

Table No. 4.36 The most important training by year of VRMC formation

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	Total
Leadership Training	27	16	45	37	20	32	177
	24.8%	24.6%	47.4%	40.7%	25.6%	33.3%	33.1%
Plantation Management	4	1	12	3	3	2	25
	2.8%	1.5%	8.4%	3.3%	3.8%	2.15	4.7%
Community Participation	109	65	95	91	78	96	534
	100%	100%	100%	100%	100%	100%	100%
N=	109	65	95	91	78	96	534

Table No. 4.37 Propensity of training by year of VRMC formation

	1999-2000	2000-2001	2001-2002	2002-2003	203-2004	2004-2005	Total
Self help group	30	17	38	34	28	39	186
	27.8%	26.2%	40.4%	37.4%	35.9%	40.6%	34.8%
Gender	4	9	18	9	9	19	68
	3.7%	13.8%	19.15	9.9%	11.5%	19.8%	12.7%
Money Management	1	6	3	4	7	9	30
	0.9%	9.2%	3.2%	4.4%	8.9%	9.4%	5.6%
Adult Education	1	6	3	4	4	8	26
	0.9%	9.2%	3.2%	4.4%	5.1%	8.3%	4.9%
Computers	109	65	95	91	78	96	534
	100%	100%	100%	100%	100%	100%	100%
N=	108	65	95	91	78	96	534

Table No. 4.38 The most important training by area

	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	Total
Leadership Training	28	24	34	48	43	177
	25%	25%	37.8%	38.7%	38.4%	33.1%
Plantation & Kitchen Gardens	1	-	4	9	11	25
	0.9%	0%	4.4%	7.3%	5.4%	4.7%
Community participation	112	96	90	124	112	534
	100%	100%	100%	100%	100%	100%
N =	112	96	90	124	112	534

Table No. 4.39 Propensity of training by area

	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	Total
Self Help Groups	15	49	11	55	56	186
	13.4%	51%	12.2%	45.1%	50%	34.8%
Gender	2	30	3	24	9	68
	1.8%	31.3%	2.7%	19.7%	8.0%	12.7%
Kitchen Gardens	-	28	-	1	1	30
	0%	29.2%	0%	0.8%	0.9%	5.6%
Money Management	-	24	-	-	-	26
	0%	25%	0%	0.8%	0.9%	4.9%
Computers	112	96	90	124	112	534
	100%	100%	100%	100%	100%	100%
N=	112	96	90	124	112	534

Further, respondents were asked to rate the impact of training in terms of different issues. Communication skill was rated highest, followed by enhancement of collective spirit and change in attitude. Respondents rated ability to resolve conflict and self-confidence at the same level (rank IV). Awareness related to gender issues and generation of motivation in others for involvement in the development of the village received lower rank by the respondents. (Table 4.40)

The significant positive relationship of ability to resolve conflict with communication skill (.27) and with importance of leadership (.20) and

significant inverse relationship with spirit of team building (-.22), motivation and involvement (-.27) and awareness of gender issues (-.26) is indicative of the fact that communication skill could develop leadership attributes and ability to solve conflict. But this did not generate awareness relating to gender and spirit of team building. Also, change in attitude could generate feeling of belongingness, but this might not result in spirit of team building in generating motivation and involvement among villagers. Thus the negative/inverse relationship of almost all dimensions with awareness of gender issues is clearly indicative of the fact that communication skill, ability to resolve conflict, change in attitude and spirit of team building could not result in generating awareness of gender issues to the desired level. Therefore, there is need to work on gender issues. (Table 4.41)

Table No. 4.40 Training attributes (the lower the mean score, the higher the rank)

Training Attributes	Ambala		Kurukshetra		Hisar		Bhiwani		Jatusana		Total	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Communication Skill	6.16	VI	6.09	VI	5.14	IV	3.94	I	4.67	I	5.15	I
Enhancement of collective spirit	5.91	V	6.72	X	4.96	II	5.17	IV	5.41	IV	5.62	II
Change in attitude	4.94	III	6.65	IX	6.60	IX	4.76	II	6.12	VII	5.73	III
Ability to resolve conflict	6.97	X	6.28	VII	5.86	VII	5.23	V	4.91	II	5.82	IV
Increased sense of self-confidence	7.49	XI	5.33	IV	5.11	III	5.51	VI	5.48	V	5.82	IV
Environment awareness	5.16	IV	8.71	XI	4.90	I	4.86	III	6.47	VIII	5.96	V
Importance of leadership	6.94	IX	6.29	VIII	5.67	VI	5.54	VII	5.46	III	5.97	VI
Feeling of belongingness	4.92	II	4.85	III	8.61	XI	5.70	VIII	6.74	IX	6.09	VII
Spirit of team building	4.91	I	4.48	I	7.74	X	6.98	IX	7.38	X	6.31	VIII
Creation of involvement in others	6.20	VII	4.84	II	5.93	VIII	9.33	XI	5.60	VI	6.51	IX
Awareness of gender issues	6.40	VIII	5.75	V	5.48	V	8.98	X	7.75	XI	7.01	X

Table No. 4.41 Inter-correlation of training attributes

	Communi- cation skill	Ability to resolve conflict	Importance of leadership	Increased sense of self- confidence	Enhancement of collective spirit	Environment awareness	Change in attitude	Feeling of belonging- ness	Spirit of team building	Motivation and involvement	Awareness of gender issues
Communication skill	-										
Ability to resolve conflict	.268**	-									
Importance of leadership	.024	.205**	-								
Increased sense of self- confidence	.014	-.073	.039	-							
Enhancement of collective spirit	-.083	-.107*	-.196**	.081	-						
Environment awareness	-.088*	-.147**	-.137**	-.169**	.020	-					
Change in attitude	-.005	-.102*	-.136**	-.264**	-.147**	.154**	-				
Feeling of belongingness	-.117**	-.127**	-.148**	-.194**	-.183**	-.103*	.140**	-			
Spirit of team building	-.223**	-.262**	-.188**	-.147**	-.204**	-.155**	-.125**	.075	-		
Motivation and involvement	-.267**	-.184**	-.131**	-.147**	-.096*	-.193**	-.278**	-.238**	.182**	-	
Awareness of gender issues	-.258**	-.157**	-.081	-.043	-.089*	-.242**	-.242**	-.143**	-.065	.141**	-

* Correlation significant at 0.05 level

** Correlation significant at 0.01 level

Chapter V

Effectiveness of Village Resource Management Committees

Organizations either emerge in an evolutionary process or they are deliberately constructed for the achievement of goals. The rational goal model of Max Weber considered organizations as instruments to fulfil certain goals of individuals and groups. In fact, certain individuals and groups set up organizations, framed their objectives or goals, formulated norms to regulate their working. This model which is based on Weber's ideal type of bureaucracy is applied in the context of the VRMCs. This chapter intends examining VRMCs in an organizational framework.

Scholars like Eldridge and Crombie (1974) and Silverman (1978) differentiated organizations on the basis of goals, functions, systems of authority regulation, structure and technologies. The organizations are also classified on the basis of spatial background of members, i.e. whether they operate at local, regional, national or global levels. Blau and Scott gave typologies on the criterion of 'Cuibono' – who shall benefit – and accordingly categorized four types of organizations. First mutual benefit associations included professional associations, trade association and union clubs, second business associations – industrial organization, banks service organizations – hospitals, schools and commonweal of organization – police, military and fire departments. Fox(1952) classified organizations as minor, major and medial type. Similarly organizations are classified as voluntary on the basis of indicators such as part-time participation, honorary service, non-profit, non-government making etc. Some scholars like Rose and Rose (1968) found difficulty in making distinction between voluntarism and involuntarism, whereas others like Palsi (1968) and Stinchcombe (1973) opined that voluntarism could be understood in terms of nature of membership and activities of organization. Therefore, before applying Weber's rational goal model for examining VRMCs we would focus upon

the composition and nature of membership of respondents and accordingly identify what type of organization VRMCs are.

The process of formation of Village Resource Management Committees was initiated by Haryana Community Forestry Project since 1999-2000; about 50 VRMCs were added each year, with a total of around 330. As the earliest VRMCs were formed seven years back, six batches of VRMCs have emerged; the oldest VRMCs were seven years old and the youngest ones two years old.

Each VRMC includes residents of a village and gives representation to all sections of the society, especially adhering to the rule of one-third women, one-third Scheduled Castes and landless households in the executive body. It was constituted in a general village meeting (gram sabha), which elected its executive body with four office bearers and other executive members. The executive body consists of 9-15 members and is also a sub-committee of the village Panchayat.

Since the focus of this study was on the committees set up by the HCFP we would examine their role in this context. Also the process of emergence of the VRMC and the role of HCFP in its emergence, the social profile of their members and their reasons and motivation for joining the VRMC were examined in this chapter.

It seemed important to examine the role of HCFP in the constitution of VRMCs, which could have been possible by interviewing foresters and officials of the Forest Department. However, since the stakeholders were involved in constitution of the VRMCs right from the beginning, rather than interviewing officials the villagers were asked to describe the role of HCFP officials in the constitution of the VRMCs, as it was considered that villagers could perceive the role of officials in a better manner. Such a phenomenological approach was supported by scholars like Silverman (1968) and Pastha (1969), who highlighted that members of an organization could provide a real picture of the organization. Therefore,

assessment was made in terms of their subjective opinion. The members expressed that in the selection of project villages, the project officials called for meetings, in their words: “organized our gatherings and we were asked to identify common problems faced by us in our respective villages. In this way the very idea of constitution of VRMC was initiated in a particular village. The needs which were identified by us ranged from sewerage system, construction of public toilets, cleaning of villages, construction of roads, purchase of fans and construction of boundary wall for government schools etc. The HCFP officials suggested to us that they could distribute a sum of Rs.10-12,000 per village for the solution of such problems, for which we were asked to constitute a committee/organization of villagers which should cover all sections of society. The strategy followed in an indirect manner brought us together and we started discussing these problems which we earlier felt but never discussed and never thought about their solution as well. This effort proved instrumental for the constitution of VRMCs. Once VRMCs were constituted we were asked to identify the role of HCFP in their constitution right from their inception.”

61 per cent villagers expressed that HCFP was instrumental in financial support at the time of VRMC formation. Initially in their villages financial assistance of Rs. 30,000 was kept in the form of a fixed deposit in a bank. In fact, members of VRMCs which included both ordinary members and office bearers were very possessive about this money and none of the VRMCs spent the amount which was kept in fixed deposits.

94 per cent said that HCFP enabled VRMCs to establish Chetna Kendras. Some of the VRMCs could arrange furniture in the premises of Chetna Kendras for holding meetings of the VRMCs and other gatherings of village. Almost all villagers acknowledged that officials like forest guards visited them regularly, whereas senior officials and trainers visited them occasionally especially when some training programmes were organized for them. 41 per cent identified assistance regarding plantation and 11 per cent

perceived that some villagers could work as labourers and get employment, engaged for the purpose of plantation at the time of formation of VRMC.

Interestingly, it was found that the role of the HCFP officials was viewed differently with the passage of time. At the intermediate stage, when all plantations were raised, 91 per cent of villagers perceived plantation assistance to be the most important project contribution. At present, they feel that HCFP is contributing more in terms of overall development of their villages and less in terms of plantations. 60 per cent identified that HCFP at the present stage contributes towards the overall development of the village, while the proportion of villagers who perceive plantation assistance to be the major project contribution has fallen to 41 per cent. When villagers were further prodded to describe what they meant by overall development they said that not only did their specific problems, which were distinct in case of each village, bring them together, but they also started discussing about the overall development of their respective villages and they were generally involved in this. Women, in particular, indicated that VRMCs provided them a platform to move from the internal world of the home to the external world of gathering of villagers in the form of VRMCs, where they could participate along with men for the development of their respective villages.

Table No. 5.1 Role of HCFP in the constitution/functioning of VRMCs

Initial stage (formation)	Area					Total
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	
Financial assistance	95	59	47	41	84	326
	84.8%	61.4%	52.2%	33.0%	75.0%	61.0%
Plantation assistance	34	55	33	78	20	220
	30.3%	57.3%	36.6%	62.9%	17.8%	41.2%
Employment	3	4	16	21	14	58
	26.8%	4.1%	17.7%	16.9%	12.5%	10.8%
N=	112	96	90	124	112	534

Intermediate stage (plantation)	Area					Total
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	
Development of village	51	23	34	47	48	203
	45.5%	23.9%	37.9%	42.8%	42.9%	38%
Plantation assistance	104	79	75	118	109	485
	92.8%	82.3%	83.3%	95.1%	97.3%	90.8%
Employment	9	2	4	20	24	59
	8.0%	20.8%	4.4%	16.1%	21.4%	11.0%
Specific issues	17	23	4	39	30	113
	15.1%	23.9%	4.4%	31.4%	26.8%	21.1%
N=	112	96	90	124	112	534

Existing stage	Area					Total
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	
General development of village	69	81	49	82	52	333
	61.6%	84.3%	54.4%	66.1%	46.4%	60.3%
Specific issues	16	2	33	20	25	96
	32.6%	2.0%	36.6%	16.1%	22.3%	17.9%
Plantation assistance	49	33	38	64	33	217
	43.7%	34.3%	42.2%	41.6%	29.4%	40.6%
N=	112	96	90	124	112	534

Table No. 5.2 Sources of income of VRMCs

Sources of income	Area					Total
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	
Membership fee	89	94	88	124	107	502
	79.4%	97.9%	97.7%	100%	95.5%	94.0%
Voluntary contributions	59	11	22	81	45	218
	52.7%	11.4%	24.4%	65.3%	40.2%	40.8%
Donations	8	8	16	20	15	67
	7.1%	8.3%	17.7%	16.1%	13.4%	12.5%
Income from intermediate products from CPR	8	3	3	4	34	52
	7.1%	3.1%	3.3%	3.2%	30.3%	9.7%
Grants from project	85	81	16	32	40	254
	75.9%	84.3%	17.7%	25.8%	35.7%	47.5%
Felling of trees	3	17	1	21	48	90
	2.7%	17.7%	2.2%	16.9%	42.8%	17.0%
Any other source	2	26	1	2	14	44
	1.8%	27.1%	1.1%	1.6%	12.5%	8.2%
N=	112	96	90	124	112	534

As indicated in the preceding discussion effectiveness of VRMCs would be examined by following Weber's goal model. Therefore, our study examined the effectiveness of VRMCs in terms of their objectives or goals, activities undertaken and issues discussed for their achievement. Almost all the respondents claimed that the VRMCs came into being for the plantation and their maintenance which served the purpose of preserving natural environment and they understood that inception of VRMCs was for this purpose only. In the process of conducting meetings and in interacting with members and non-members the villagers started perceiving the VRMC as a body which could solve different problems. Scholars like Etizoni (1964) indicated that when means used for the achievement of goals become more important than goals, such a situation would result into the phenomenon of the displacement of goals, which would ultimately adversely affect the effectiveness of the concerned organization. In the context of the present study, the means used (participation of members in VRMCs) not only enabled them to achieve goals but also generated unity and awareness among

villagers which enabled them to visualize overall development of their village. 81 per cent of our respondents considered that VRMCs could contribute towards the overall development of their villages, whereas 79 per cent found VRMCs appropriate for promoting community participation in general and 20 per cent thought it could solve village specific problems such as provision of tubewells for raising water level and constructions of other things relating to public utility services of their respective villagers. Most members emphasized that they sought membership of VRMCs because they developed interest in community participation. Regarding the issues discussed in the executive body meetings, it was found that in addition to plantation, villagers discussed the overall development of their villages, which includes both specific and general issues. Discussions on such development issues are now much more important than discussions on plantation issues (Tables 5.3 and 5.4)

Table No. 5.3 Objectives of the Village Resource Management Committee

Objectives	Area					
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	Total
Plantation and its Maintenance	109	96	90	124	112	531
	97.3%	100%	100%	100%	100%	99.4%
Specific village related issues	4	8	10	50	38	110
	3.6	8.3%	11.1%	40.3%	33.9%	20.6%
Community Participation	108	88	80	74	74	424
	96.4%	91.7%	88.9%	59.7%	66.1%	79.4%
Overall development of the village	95	94	70	75	99	433
	84.8%	97.9%	77.8%	60.5%	88.4%	81.1%
Employment to villagers	29	30	24	27	36	146
	25.9%	31.3%	26.7%	21.8%	32.1%	27.3%

Table No. 5.4 Issues Discussed in Executive Body Meetings

Issues	Area					Total
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	
Plantation and its maintenance	43	15	41	42	60	201
	38.4%	15.6%	45.6%	33.9%	53.6%	37.6%
Specific issues	69	81	49	82	52	333
	61.6%	84.4%	54.4%	66.1%	46.4%	62.4%
Overall village development	96	94	57	104	87	438
	85.7%	97.9%	63.3%	83.9%	77.7%	82.0%

Interestingly, out of all the activities undertaken by VRMCs the activities relating to community participation dominated the most as indicated by 66 per cent of respondents. To strengthen the feeling of community participation, further about 8 per cent indicated formation of group norms was the real requirement, whereas others indicated that whatever they mutually decide as members of village community informally they adhere to and as such group norms were not needed at the formal level. Only 22 per cent still perceive the VRMC to exist primarily for the purpose of management of natural resources. Only 3 per cent indicated VRMCs existed primarily for the purpose of representing the interest of its members to outside organizations. (Table 5.5)

The VRMCs could generate a spirit of participation among villagers, which could contribute to the overall development of villages. Thus it could be concluded that the very constitution of VRMCs, and their subsequent training, generated a spirit of participation among villagers and made them think in terms of their development. Thus, they started perceiving VRMCs as instruments that could contribute to the overall development of villages. The holistic approach adopted by HCFP, encouraging linkages and involving VRMCs in planning, implementation and monitoring, has built their capacities and changed attitudes and mindsets. At the same time, a sense of ownership of natural resources, which is generally missing in the society, has been generated.

Table No. 5.5 Activities of the Village Resource Management Committees

Most important VRMC activity	Area					
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	Total
Community Participation	71	48	47	114	70	350
	63.4%	50.0%	52.2%	94.2%	63.1%	66.0%
Formation of Group Norms	8	20	4	3	10	45
	7.1%	20.8%	4.4%	2.5%	9.0%	8.5%
Management of Resources	28	27	38	3	23	119
	25.0%	28.1%	42.2%	2.5%	20.7%	22.5%
Representation of needs of villagers to other organizations	5	1	1	1	8	16
	4.5%	1.0%	1.1%	.8%	7.2%	3.0%

Table No. 5.6 Perceived VRMC effectiveness by age

Effectiveness of VRMC	Age				Total
	Below 30 yrs	31-40 yrs	41-50 yrs	above 51 yrs	
Low	26	23	30	18	97
	20.2%	16.4%	23.6%	13.0%	18.2%
Medium	48	50	36	55	189
	37.2%	35.7%	28.3%	39.9%	35.4%
High	55	67	61	65	248
	42.6%	47.9%	48.0%	47.1%	46.4%
Total	129	140	127	138	534
	100%	100%	100%	100%	100%

Table No. 5.7 Perceived VRMC effectiveness by sex

Effectiveness of VRMC	Sex		Total
	Males	Females	
Low	64	33	97
	17.3%	20.2%	18.2%
Medium	141	48	189
	38.0%	29.4%	35.4%
High	166	82	248
	44.7%	50.3%	46.4%
Total	371	163	534
	100%	100%	100%

Table No. 5.8 Perceived VRMC effectiveness by religion

Effectiveness of VRMC	Religion			Total
	Hindu	Sikh	Muslim	
Low	91	3	3	97
	18.4%	15.8%	15.0%	18.2%
Medium	176	6	7	189
	35.6%	31.6%	35.0%	35.4%
High	228	10	10	248
	46.1%	52.6%	50.0%	46.4%
Total	495	19	20	534
	100%	100%	100%	100%

Perceived VRMC Effectiveness and Background variables

Having examined effectiveness of VRMCs in terms of goals, activities and issues discussed in executive body, this section would correlate members' perceived VRMC effectiveness with their socio-economic or background characteristics and organizational characteristics of VRMCs.

While correlating effectiveness with variables like age, sex, religion, caste, education and occupation it was found that villagers belonging to different age categories did not differ in terms of their perceived effectiveness (Table 5.6). However, villagers who were less than 30 years were a bit lower in their perception. Women's perception was higher than that of men and this was also supported by the perception of housewives when effectiveness was correlated with occupation. (Table 5.7)

Table No. 5.9 Perceived VRMC effectiveness by caste

Effectiveness of VRMC	Caste						Total
	Brahmin	Khatri	Vashyas	Jat	Rajput	SC-BC	
Low	9	6	4	28	8	42	97
	18.8%	33.3%	17.4%	15.9%	18.6%	18.6%	18.2%
Medium	14	5	10	57	18	85	189
	29.2%	27.8%	43.5%	32.4%	41.9%	37.6%	35.4%
High	25	7	9	91	17	99	248
	52.1%	38.9%	39.1%	51.7%	39.5%	43.8%	46.4%
Total	48	18	23	176	43	226	534
	100%	100%	100%	100%	100%	100%	100%

Table No. 5.10 Perceived VRMC effectiveness by education

Effectiveness of VRMC	Education							Total
	Illiterate	Primary	Middle	Matric	Plus two	Graduate	PG	
Low	13	16	15	43	4	6	0	97
	10.1%	25.8%	20.5%	23.9%	8.3%	17.6%	.0%	18.2%
Medium	51	23	19	55	25	14	2	189
	39.5%	37.1%	26.0%	30.6%	52.1%	41.2%	28.6%	35.4%
High	65	23	39	82	19	14	5	248
	50.4%	37.1%	53.4%	45.6%	39.6%	41.2%	71.4%	46.4%
Total	129	62	73	180	48	34	7	534
	100%	100%	100%	100%	100%	100%	100%	100%

While examining the relationship of perceived VRMC effectiveness with religion it was found that villagers belonging to different religions did not differ in terms of perceived effectiveness. In terms of caste, Brahmins perceived a high degree of effectiveness, followed by Jats and villagers belonging to Scheduled Castes and Backward Classes.

Table no. 5.11 Perceived VRMC effectiveness by occupation

Effectiveness of VRMC	Occupation					Total
	Farming	Business	Service	Labour	Housewife	
Low	44	7	6	9	31	97
	16.0%	35.0%	13.0%	16.7%	22.3%	18.2%
Medium	106	5	17	21	40	189
	38.5%	25.0%	37.0%	38.9%	28.8%	35.4%
High	125	8	23	24	68	248
	45.5%	40.0%	50.0%	44.4%	48.9%	46.4%
Total	275	20	46	54	139	534
	100%	100%	100%	100%	100%	100%

Table No. 5.12 Perceived VRMC effectiveness by sources of motivation to join VRMC

Effectiveness of VRMC	Project officials	Village community	Friends	Members of caste group	Relations	Total
Low	26	49	5	12	5	97
	16.3%	18.5%	17.9%	22.6%	17.9%	18.2%
Medium	68	82	13	15	11	189
	42.5%	30.9%	46.4%	28.3%	39.2%	35.4%
High	66	134	10	26	18	248
	41.3%	50.6%	35.7%	49.1%	53.6%	46.4%
Total	160	265	28	53	31	534
	100%	100%	100%	100%	100%	100%

Although very small in number, 71 per cent of those who were Post Graduates perceived high effectiveness in VRMCs. It seems educated people could make a difference and could contribute towards effectiveness. However, 50 per cent of those who were not educated also found the VRMC to be highly effective. Irrespective of education the spirit of participation could affect both illiterate and literate.

Table No. 5.13 Perceived VRMC effectiveness by area

Effectiveness of VRMC	Area					Total
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	
Low	26	15	11	19	26	97
	23.2%	15.6%	12.2%	15.3%	23.2%	18.2%
Medium	42	28	28	45	46	189
	37.5%	29.2%	31.1%	36.3%	41.1%	35.4%
High	44	53	51	60	40	248
	39.3%	55.2%	56.7%	48.4%	35.7%	46.4%
Total	112	96	90	124	112	534
	100%	100%	100%	100%	100%	100%

Table No. 5.14 Perceived VRMC effectiveness by designation

Effectiveness of VRMC	Office bearers			Total
	Office Bearers	Link Workers	Ordinary Members	
Low	29	18	50	97
	23.2%	19.8%	15.7%	18.2%
Medium	44	25	120	189
	35.2%	27.5%	37.7%	35.4%
High	52	48	148	248
	41.6%	52.7%	46.5%	46.4%
Total	125	91	318	534
	100%	100%	100%	100%

Having correlated perceived VRMC effectiveness with background characteristics it was important to find out what motivated villagers to join VRMCs. Although 53.6 per cent of respondents who were motivated by relatives, followed by members motivated by the village community (50.6%) and caste group (49.1%), perceived a high degree of effectiveness, in terms of numbers of total respondents the village community must be viewed as an effective source of motivation. 41 per cent of respondents motivated by project officials perceived a high degree of VRMC effectiveness; and those motivated by project staff had the lowest share of low perceived VRMC effectiveness.

Table No. 5.15 Perceived VRMC effectiveness by year of VRMC formation

Effectiveness of VRMC	Year of VRMC Formation						Total
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	
Low	17	17	24	14	14	11	97
	15.6%	26.2%	25.3%	15.4%	17.9%	11.5%	18.2%
Medium	39	27	25	31	34	33	189
	35.8%	41.5%	26.3%	34.1%	43.6%	34.4%	35.4%
High	53	21	46	46	30	52	248
	48.6%	32.3%	48.4%	50.5%	38.5%	54.2%	46.4%
Total	109	65	95	91	78	96	534
	100%	100%	100%	100%	100%	100%	100%

Effectiveness and organizational variables

To correlate effectiveness with organizational variables designation, year of formation, spatial coverage of VRMCs in terms of area, selection of office bearers and existence of conflict were considered to be significant organizational variables. While correlating perceived VRMC effectiveness with one's rank or designation within VRMCs it was found that 52.7 per cent of link workers, followed by 46.5 per cent of ordinary members and 41.6 per cent of office bearers, perceived high degree of effectiveness. This might have two implications, i.e. VRMCs are not victims of elitism; rather ordinary members are involved in the activities of VRMCs.

The VRMCs of sixth batch which were founded in 2004-2005 were perceived as most effective. Although VRMCs of first, third and fourth batches were considered effective in a time-tested sense, the perceived high effectiveness of the youngest VRMCs might be indicative of the fact that VRMCs could sustain interest of members even when they were established at a later stage. The VRMCs of Hisar, followed by Kurukshetra and Bhiwani, were considered most effective, whereas VRMCs of Ambala and Jatusana were perceived as less effective.

While correlating the functioning of VRMCs with effectiveness, it was found that office bearers were chosen unanimously and there was hardly any degree of conflict within VRMCs.

Table No. 5.16 Procedure of selection of office bearers

	Area					Total
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	
Unanimous	107	96	84	119	109	515
	95.5%	100%	93.3%	96.0%	97.3%	96.4%
Elections	5	0	6	5	3	19
	4.5%	.0%	6.7%	4.0%	2.7%	3.6%
Total	112	96	90	124	112	534
	100%	100%	100%	100%	100%	100%

Table No. 5.17 Existence of conflict

Existence of Conflict	Area					Total
	Ambala	Kurukshetra	Hisar	Bhiwani	Jatusana	
No	108	93	87	120	112	520
	96.4%	96.9%	96.7%	96.8%	100%	97.4%
Yes	4	3	3	4	0	14
	3.6%	3.1%	3.3%	3.2%	.0%	2.6%
Total	112	96	90	124	112	534
	100%	100%	100%	100%	100%	100%

Inter-relationship of effectiveness and other variables

One of the major objectives of the present study was to examine the relationship of perceived effectiveness of the VRMC in working towards its goals with variables like members' achievement motivation, level of involvement, stimulatory and participatory training effects. To examine this relationship the following hypotheses were formulated:

- (i) The higher the level of achievement motivation of VRMC members, the higher would be their perception of its effectiveness;
- (ii) The higher the involvement of members in the VRMC, the higher would be their perception of the VRMC's effectiveness;
- (iii) The more the impact of training, both in terms of its stimulatory and participatory dimensions, the higher would be the perception of effectiveness of the VRMC.

Examining the relationship of achievement motivation and involvement with perceived VRMC effectiveness it was found that 48% and 44% of those who were high in terms of achievement motivation and involvement level respectively perceived a high degree of effectiveness of the VRMC. However, this does not corroborate the hypotheses, as more or less the same proportion of respondents with low or medium motivation/ involvement also perceived the VRMC as effective. The only significant correlation is that a higher proportion of those with low achievement motivation or involvement level perceived low VRMC effectiveness.

Similarly, no significant correlation could be found between training impact and perceived VRMC effectiveness, except for those with low receptivity to training who more often considered the VRMC to be not effective. Close to half of the respondents perceived their VRMCs to be highly effective, irrespective of low, medium or high training impact.

Community participation and VRMC effectiveness

This study has clearly shown that respondents as members of VRMCs and the village community have developed interest in the overall development of the village. Although Oakley (1991), while making comparative analysis of participation as means versus end, considered participation as a means as a passive form of participation and as an end as a more active or dynamic process, the study was indicative of the fact that participation is both a means and an end in itself. In fact participatory development as a process would result in participation in development. The distinction between the two made by Oakley might not enable us to understand dynamics of development. Scholars like Pretty (1994) and Pretty et al (1995) gave a typology of participation, ranging from passive participation, participation in information giving, participation by consultation, participation for material incentives, functional participation, interactive participation and self-mobilization. It seems that VRMCs started with passive participation of people, but subsequently generated a feeling of development amongst the members.

Since participation was used as a means to achieve the goal of community participation, which would result in distributive and development concerns, the VRMCs are moving in the direction of self-reliance and self-mobilization, whether or not they were instrumental in bringing about development in the village. We have examined the relationship of perceived effectiveness of VRMCs against the VRMC promoting a spirit of participation, and being involved in village

development or distribution of resources. However, no significant correlation could be found. VRMCs were found to be actively promoting a spirit of participation and to be much involved in village development, irrespective of low, medium or high effectiveness, and likewise to be poor in resource distribution irrespective of perceived VRMC effectiveness.

Chapter VI

Summary and Conclusions

Participatory forest management has led to the emergence of village committees/institutions in most of the states in India. Village Resource Management Committees (VRMCs) were established by the Haryana Community Forestry Project (HCFP) to strengthen the process of community participation and sustainable development of villages in Haryana. The study aimed at examining the extent of involvement, achievement motivation and effectiveness of the VRMCs. The evaluation of training was undertaken in terms of its impact, in terms of stimulatory and participatory dimensions.

The study was conducted in the five Forest Divisions of the project by selecting 58 VRMCs. The selection of villages was made on the basis of overall capacity of VRMCs. All divisions and batches were given fair representation. In all, 534 respondents were interviewed. The data were collected with the help of interview schedule. Scales were constructed for variables like achievement motivation, involvement and training. The operationalization was done and statistical tests were followed. In examining the sociological debate on the concepts of commitment and alienation, it was found that structural functionalists like Durkheim, Merton, Parsons and Etzioni viewed them not as exclusive but as two extreme points of the same continuum, i.e. involvement. The review of literature indicated that commitment was viewed as observance of and conformity to social norms, and their absence as alienation. Thus commitment or alienation was caused by objective conditions of society. In an organizational context the human actions approach of Elton Mayo emphasized the relevance of social dimensions such as friendship, informal grouping and participation in the functioning of different organizations. In view of this discussion, this study examined the level of involvement of villagers in the VRMCs.

It was found that more than 78 per cent of VRMC members had either medium or high level of involvement with their VRMC. Data showed that background variables such as age, sex, religion, caste, etc. were not very significant. However, in terms of age older people were relatively more involved. Sikhs and Hindus showed almost the same level of involvement, whereas Muslims were less involved. Interestingly, respondents belonging to Scheduled Castes and Backward Classes have shown more or less the same involvement level as members of upper castes like Brahmins and Jats. There was hardly any difference between educated and illiterate people in their VRMC involvement.

Friends or close associates and project officials were most efficient, as a source of motivation for seeking membership of VRMCs, in bringing about high involvement levels. The organizational variables such as performance of VRMCs in different divisions and village batches were correlated with involvement. It was found that respondents in Jatusana division depicted higher involvement of respondents when compared to other divisions. Perhaps Jatusana division of Haryana is less developed and as and when opportunities were generated by the establishment of VRMCs, people belonging to this area, especially women, showed their full involvement in the participation and development of their villages.

McClelland related the need for achievement motivation with development and conceptualised it in terms of inner desire for personal accomplishment or personality attributes. 81% of the VRMC members were found to have either medium or high level of achievement motivation. The study examined the relevance of social background in determining achievement motivation and found that the background of the individual has hardly any role in determining achievement motivation level, as respondents from diverse backgrounds possessed high degree of achievement motivation. This might be due to the impact of training, which is assessed in chapter IV.

Interestingly, respondents belonging to Scheduled Castes and Backward Classes, respondents belonging to the labour class and uneducated respondents showed achievement motivation levels similar to or higher than upper sections of the society.

Since training is a significant component of HCFP, the impact of training was assessed in terms its stimulatory and participatory dimensions, which was found to be high among VRMC members, with only 14% and 12% respectively recording a low level of receptivity. Both these dimensions of training were correlated with background characteristics of respondents and organizational characteristics of VRMCs. In terms of background characteristics it was found that men were relatively more receptive to the stimulatory and participatory aspects. Regarding religion, Muslims were found to be less receptive. Perhaps they were concentrated in an area where training made less impact. Vaishyas – a caste of business people – were relatively higher in terms of the stimulatory training effect, with less receptivity to the participatory dimension.

For respondents belonging to scheduled castes and backward classes, who were only moderately high in terms of stimulatory training effect, the effectiveness of training was higher in promoting participation among fellow villagers. Interestingly, both the educated and the uneducated took interest in receiving training. But those who were graduates and post-graduates had high impact in terms of stimulatory training effect, with less effect in its participatory aspect, whereas illiterate respondents were equally receptive in terms of both stimulatory and participatory dimension of training. Regarding occupational background villagers involved in farming had an almost equally high level of receptivity for both types of training, whereas those involved in labour occupation showed more effectiveness in the participatory aspect of training.

While relating training with organizational variables, it was found that office bearers and members gained more than link workers in receiving

training. It was also found that Jatusana was effective in terms of stimulatory training dimension and Bhiwani in its participatory dimension, whereas Kurukshetra was low in terms of both dimensions.

The impact of training was most effective in the fourth batch, followed by the first three village batches. Training is yet to make its full impact in the fifth and sixth batches which have as yet not received the full training package devised by the project. To sustain the impact of training in the first, second and third batches, support in terms of training by HCFP should continue.

It was found that a very high proportion (96 per cent) of respondents who had high receptivity in terms of both stimulatory and participatory training dimensions had either high or medium level of achievement motivation. Likewise, around 90 per cent of them had either high or medium level of VRMC involvement. There is a clear correlation between high sense of achievement motivation and high level of VRMC involvement on the one hand and high receptivity for training on the other hand.

One third of respondents expressed the view that training related to leadership had a most important impact, while all of them opined that training in community participation was the most important for them. While correlating different attributes of training it was found that communication skill was rated high and awareness related to gender issues rated lowest. The interrelationship of different attributes indicated that communication skill could develop leadership attributes but not awareness related to gender issues. Therefore, training should lay more emphasis on gender issues.

Effectiveness of an organization is generally viewed in terms of what an organization intends to achieve and the means it chooses for the same. The research models such as rational goal model, system resource model, managerial process model and structural-functional model examine effectiveness of an organization. The present study evaluated effectiveness in

terms of rational goal model and assessed perceived effectiveness of the VRMCs in terms of their goal achievement. Since VRMCs were constituted with the assistance of HCFP, members were asked to describe this assistance. 61% emphasized financial assistance at the initial stage, 90% highlighted assistance regarding plantation at the intermediate stage and 60% mentioned that HCFP assistance was at the current stage mainly ongoing in terms of overall development of their villages.

The effectiveness of VRMCs was assessed in terms of goal achievement, activities undertaken and issues discussed in their meetings. The members emphasized VRMC as an institution appropriate to work towards community participation, overall village development and also solving specific problems related to the village. Activities relating to community participation were most common, as expressed by two thirds of the VRMC members, while only one fifth of them now consider the VRMC to exist primarily for its original purpose of managing natural resources. The VRMCs have clearly transcended their original goals.

While correlating perceived effectiveness of the VRMC with background and organizational characteristics, it was found that members below 30 years had a relatively low estimation of the VRMC's effectiveness. Interestingly, women and housewives had a high perception of effectiveness of the VRMC. 50% of women perceived high degree of VRMC effectiveness, compared to 45% of men. In terms of religion there was no significant difference. Caste-wise, Brahmins had a high estimation of VRMC effectiveness, followed by Jats and villagers belonging to Scheduled Castes and Backward Classes. The illiterate did not differ from the educated in terms of perceived VRMC effectiveness – 50% of those with no education perceived a high degree of VRMC effectiveness.

When members were asked who motivated them to join the VRMC, it was found that relatives, the village community as a whole, caste group members and project officials were efficient sources of motivation.

The correlation of effectiveness with organization variables indicated that ordinary members perceived higher VRMC effectiveness than office bearers. This seems to indicate that VRMCs are not victims of elitism. This was also supported by lack of conflict in VRMCs.

Almost all the members were well aware of the fact that the VRMCs came into being with the objective of undertaking and managing plantations. In addition to this they also acknowledge that VRMCs developed an interest in community participation, and all of them showed interest in the overall development of the village. VRMCs had cordial relationship with panchayat and other bodies in villages. Therefore, it could be concluded that VRMCs not only brought different sections of society together, but also generated a spirit of participatory development in them, taking people in the direction of self-reliant rural communities. The holistic approach adopted by HCFP in training and otherwise developing the VRMCs has built their capacities, changed attitudes and mindsets and brought about a sense of ownership.

VILLAGES SAMPLED FOR THE STUDY
INTERVIEW SCHEDULE

1. Name: _____
2. Age: _____
3. Sex: _____
4. Religion: _____
5. Caste: _____
6. Education: _____
7. Occupation: _____
8. When was the VRMC founded? _____
9. Describe the role of Haryana Community Forest Project in the functioning of VRMC
 - i. Initial stage _____
 - ii. Intermediate stage _____
 - iii. Existing stage (at present) _____
10. Since when have you been the member of VRMC? _____
11. Who motivated you to seek membership of VRMC?

(a) Project officials (b) Village Community (c) Friends

12. What inspired you to seek its membership?
 - a) Interest for participation
 - b) Development of village
 - c) Political links.
 - d) Attractive Project
13. What is the procedure for choosing office bearers of the VRMC?

Elections/Consent
- 13.a If elections, is there any emergence of conflict?
14. How long is the tenure for VRMC executives?
15. What are issues discussed if the executive body meetings?

16. What are the main activities of the VRMC? (in order of priority)
- i. Community Participation
 - ii. Formulation and implementation of group norms and sanctions
 - iii. Management of Resources
 - iv. Representation of the needs of villagers to Government and non government organizations
17. Do you think activities undertaken by the VRMC serve its objectives?
To a great extent/to some extent/not at all
18. What are the sources of income of VRMC?
(In order of priority)
- i. Membership fee _____
 - ii. Voluntary contributions _____
 - iii. Donation if any _____
 - iv. Income from intermediate products from CPR
 - v. Grants from project
 - vi. Felling of trees
 - vii. Any other source
19. What is the procedure for maintenance and utilization of funds?

- 20.a Who maintains and keeps the cash book of VRMC?
21. How do you communicate with village community? (in order of priority)
- (a) By conducting meetings of villagers
 - (b) By approaching Panchayat members
 - (c) By visiting villagers regularly
 - (d) By meeting villagers as and when they need
22. Discuss the relationship of VRMC with the following bodies:
- i. Village Panchayat -----

- ii. Self-help groups -----
 - iii. Any other group working in the village -----
23. How could VRMC ensure the participation of different sections of villagers?
(in order of priority)
- (a) By generating the spirit of participation
 - (b) By generating a feeling of involvement in the development of village
 - (c) By proper distribution of resources.

SCALES

ACHIEVEMENT MOTIVATION

- 1.1 I am doing my job in the VRMC because it gives me a great sense of encouragement.
(Strongly Agree) (Agree) (Neutral) (Disagree) (Strongly Disagree)
- 1.2 My job is responsible and challenging that it fulfils many of my ambitions.
(SA) (A) (N) (DA) (SDA)
- 1.3 I take interest in taking new ventures.
(SA) (A) (N) (DA) (SDA)
- 1.4 I would like to initiate improvement in tackling unusual problems.
(SA) (A) (N) (DA) (SDA)
- 1.5 I take great interest in taking up challenging job even if others suggest me not to do so.
(SA) (A) (N) (DA) (SDA)
- 1.6 One should employ all available means for the achievement of goals.
Always/Often/Sometimes/Rarely/Never
- 1.7. I am interested to take up a path even if I am uncertain and I have to discover and explore my way.
(SA) (A) (N) (DA) (SDA)
- 1.8 I would struggle hard even if I am not sure of its consequences.
(SA) (A) (N) (DA) (SDA)
- 1.9 Think, plan and organize before taking up any task.
(SA) (A) (N) (DA) (SDA)
- 1.10 I will strictly follow instructions in the work undertaken.
(SA) (A) (N) (DA) (SDA)
- 1.11 I will not mind if I am haphazard and unsystematic in my ways.
(SA) (A) (N) (DA) (SDA)
- 1.12 I like to find out how successful people plan their ways.
(SA) (A) (N) (DA) (SDA)
- 1.13I will carefully calculate pros and cons of any work I may take up.
(SA) (A) (N) (DA) (SDA)

INVOLVEMENT

- 2.1 I get a great sense of intrinsic satisfaction in the activities of the VRMC.
Always/Often/Sometimes/Rarely/Never
- 2.2 Planting, growing and grooming plants gives me the feeling of grooming my own children.
(SA) (A) (N) (DA) (SDA)
- 2.3 I keep on thinking all the time how to get away from membership of the VRMC
(SA) (A) (N) (DA) (SDA)
- 2.4 Most of my real interests are centred in doing something for the upliftment of the village..
(SA) (A) (N) (DA) (SDA)
- 2.5 If there had not been VRMC we could have thought of a better way to develop our village.
(SA) (A) (N) (DA) (SDA)
- 2.6 At work I feel at home while away from work I feel homeless.
Always/Often/Sometimes/Rarely/Never
- 2.7 There is lot of problems in the working of the Committee that I will be glad to quit its membership.
(SA) (A) (N) (DA) (SDA)
- 2.8 I rate the interest of my Committee above my personal interest.
Always/Often/Sometimes/Rarely/Never
- 2.9 I all the time keep on thinking to involve my fellow villagers in different aspects of development activities.
Always/Often/Sometimes/Rarely/Never
- 2.10 It will give me immense satisfaction if villagers start taking interest in the growth of our village.
(SA) (A) (N) (DA) (SDA)

TRAINING

- 3.1 Training prepared me to deal with the various aspects to improve natural environment and resource management of our village.
(SA) (A) (N) (DA) (SDA)
- 3.2 I was provided enough training for efficiently handling my assigned work in the VRMC.
(SA) (A) (N) (DA) (SDA)
- 3.3 The project officials arranged competent personnel for various programs for the training.
(SA) (A) (N) (DA) (SDA)
- 3.3 Training made me to accept challenge and to involve my fellow villagers in preserving land to improve natural environment.

- (SA) (A) (N) (DA) (SDA)
- 3.5 I could learn about the ways and means of micro planning.
(SA) (A) (N) (DA) (SDA)
- 3.6 I have developed expertise of recording minutes of meetings.
(SA) (A) (N) (DA) (SDA)
- 3.7 The expertise of managing cash book is a routine matter for me.
(SA) (A) (N) (DA) (SDA)
- 3.8 I have developed the art of passing instructions.
(SA) (A) (N) (DA) (SDA)
- 3.9 Given the opportunity I can independently prepare plan for the development of our village.
Always/Often/Sometimes/Rarely/Never
- 3.10 I have learnt the art of monitoring plantation management.
(SA) (A) (N) (DA) (SDA)
- 3.11 I all the time keep on thinking how to involve my fellow villagers in different aspects of development activities.
Always/Often/Sometimes/Rarely/Never
- 3.12 Training has developed skills in me to convince my fellowmen to join me in my endeavours.
(SA) (A) (N) (DA) (SDA)
- 3.13 Our villagers have developed enough faith in VRMC functioning, so that they take interest in various development activities.
(SA) (A) (N) (DA) (SDA)
- 3.14 Everyone in our village is so excited to preserve and safeguard the natural environment.
(SA) (A) (N) (DA) (SDA)
- 3.15 All villagers have learnt to manage the resources available locally in the village.
(SA) (A) (N) (DA) (SDA)
- 3.16 We do not have to look for assistance for the development of village from any other source outside the village.
Always/Often/Sometimes/Rarely/Never
- 3.17 Which knowledge imparted through training has been of most importance for you?

- 3.18 As a trained person in the village, how would you visualize the contribution of training to the development of the village?

3.19 Rate the most important impact of training from the following (in terms of priority)

1. Communication skill
2. Ability to resolve conflict
3. Importance of leadership
4. Increased sense of self-confidence
5. Enhancement of collective spirit
6. Environment awareness
7. Change in attitude
8. Feeling of belongingness
9. Spirit of team building
10. Generating motivation in others for their involvement in the development of the village
11. Awareness of gender issues

3.20 What would you like to learn more about?

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