

REPORT OF THE  
UNIVERSITY TEACHERS' WORKSHOP  
held at Bangalore;  
from 25th May to 5th June 1962

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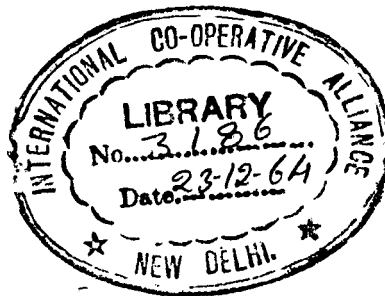
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REPORT

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held at Bangalore, from 25th May 1962 to 5th June 1962



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INTERNATIONAL COOPERATIVE ALLIANCE

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(England)

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REPORT OF THE UNIVERSITY TEACHERS' WORKSHOP HELD AT BANGALORE  
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A Workshop of University Teachers was organised by the ICA Education Centre at Bangalore from May 25 to June 5, 1962. About 25 participants from various Universities of India participated in the Seminar. The programme of the Workshop mainly dealt with the various aspects of teaching of Cooperation, such as place of Cooperation in academic teaching, review of syllabi, review of cooperative literature and production problems, teaching methods, and research areas in Cooperation. A few talks were also arranged with a view to provide the participants with information on latest developments in the field of Cooperative policy and programmes. The participants visited two rural credit societies, a marketing society at Mandya, Bangalore City Consumers' Cooperative Society and the Apex Cooperative Bank and the Apex Marketing Society.

The Workshop was inaugurated by Mr. Mangaldas Pakwasa, Ag. Governor of the Mysore State. Mr. B. Mathsson, Director of the ICA Education Centre, and Mr. V. Murthy, President of the Mysore State Cooperative Union welcomed the participants.

A list of participants is appended hereto.

Academic Teaching of Cooperation - Background

The subject of Cooperation is usually taught in the Commerce, Arts and Agriculture faculties of the Universities. There are considerable variations both in emphasis and content of Cooperation in the syllabi from University to University in these faculties but by and large it could be stated that this subject has found more favour with the commerce faculties than the arts and agriculture faculties. Out of 38 Universities for which information was available (1) for 1960-61, 31 Universities had commerce faculties. (2)

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1 : There were 44 Universities in India in the academic session 1960-61.

2. Cooperation is also taught in 13 Rural Institutes located in various parts of India which have been established to provide higher education to the rural youth in their own environment and prepare them for community development and rural services. The diplomas awarded by these Institutes are regarded as equivalent to degrees of the Universities. The diploma courses comprise, among other subjects, three papers on Cooperation and practical training. A two-year post-graduate diploma course in Cooperation has also been introduced in two Rural Institutes.

In addition, several Cooperative Training Centres, established by the combined effort of the Reserve Bank of India and the Government of India, are engaged in in-service training of employees of Cooperative Departments and Cooperative Institutions. The National Cooperative College and Research Institute, Poona, imparts short training to senior officers of the Cooperative Departments and Cooperative Institutions and will henceforward also conduct research studies. There are 13 Cooperative Training Centres in the different States for training the intermediate personnel and 66 Cooperative Training Schools for junior level personnel. The Central Committee for Cooperative training which was jointly established by the Reserve Bank of India and the Government of India in 1953

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In commerce faculties of 21 Universities the subject of Cooperation is included in the syllabi as an optional paper. In the commerce faculties of six Universities viz. located at Bombay, Gujarat, Anand, Baroda, Andhra and Kerala, there are two or three papers on the subject which is taught in a fairly intensive manner.

In Andhra University a post-graduate diploma in Cooperation has been instituted for which students holding B.A. and B.Com. degrees are admitted while in Baroda University there are one year under-graduate and post-graduate diploma courses in Cooperation. Both these Universities have established departments of Cooperation with specialised staff.

In the arts faculties of most of the Universities the subject is taught as part of economics courses and some topics on Cooperation, are included in the syllabus on Indian economic problems. In a few Universities there are one or two papers on Cooperation at the M.A. level.

In agriculture faculties, although professional training is imparted, the emphasis is placed to a large extent on severely technical aspects of agricultural science such as plant breeding, horticulture, plant pathology etc. A few topics on Cooperation are included in a paper on agricultural economics. The limited attention given to Cooperation may perhaps be because Cooperatives is regarded more as a part of social studies than a professional course for agricultural students. (3)

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was incharge of formulating training programmes for the senior, intermediate and junior personnel, coordinating the activities of the various training centres, and was directly administering the training centres for the senior and the intermediate personnel. The junior training schools were run by the State Governments. Cooperative training work has been transferred during 1962 to the National and State Cooperative Unions which have now undertaken to run the various training centres. A Committee for Cooperative Training has been constituted by the National Cooperative Union of India to be in overall charge of directing, formulating and coordinating of the training programmes of the various training centres, and operating the National College.

3 : Government of India, Ministry of Community Development, Panchayati Raj and Cooperation : Report of the Study Team on Cooperative Training - Vol.II pp.

### Place of Cooperation in Academic Teaching

It was recognised that the main objectives of University Education are three-fold : (i) to provide leadership in all walks of life, (ii) to train professional people and technicians in important fields in the life of the country, and (iii) to train research workers, and to expand the frontiers of knowledge in the various academic disciplines through the researches of the University teachers themselves. In the early stages, Universities all over the world were based on the liberal aims of education, which, in the words of Cardinal Newman, were to give "a man a clear conscious view of his own opinions and judgements, a truth in developing them, an eloquence in expressing them and a force in urging them, It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical and to discard what is irrelevant. It prepares him to fill any post with credit and to master any subject with facility". University education was thus so fashioned as to result in the creation of men, who, because of their vision, intelligence and breadth of outlook, would become the initiators of social and economic progress as also progress in the world of ideas. The tradition of Brahminical learning in India, which was weighted in favour of literary and philosophical study, as well as the glamour of the modern administrative civilians, who were brought up in the liberal tradition and were occupying leading positions in the governmental hierarchy reinforced the liberal education attitudes of the University authorities and University-educated men in India. The acceptance of the second objective by the Universities viz. providing professional and technical training has been rather slow and it has come about, in the case of many technical subjects after prolonged struggle on the part of scientists and technicians all the world over. The courses in engineering, medicine and law are the oldest but new occupational-type courses, such as in architecture, nursing, home science etc., have been added, as industrialisation progressed and the need for various kinds of personnel was felt.

The Cooperative Movement would deserve a place in academic teaching in the Universities on several grounds. Firstly the Cooperative Movement has a distinct ideology, which envisages control over economic institutions by the user-members and distribution of the surplus in proportion to the utilisation of the services by members. The role of capital as a productive agent is recognised but it is no longer the arbiter of economic destiny of people. The returns to capital are limited to a fixed quantum. While it is true that Cooperation is not a militant ideology and does not aim at usurpation of political power, its distinctive appeal lies on its emphasis on the worth of the individual, on equality of one man with the other, and its trust that ordinary men can, through combined economic power, take their fate into their own hands and fashion a better social and economic life for themselves. From modest beginnings of a small shop on Tode Lane, in Rochdale in U.K., the Cooperative Movement is now a world-wide movement spread over 53 countries and comprising 174.4 million members.

Secondly, the Cooperative Movement in India is on its way to becoming an important segment of the social and economic system of the country. Introduced purely as a credit movement, Cooperation has ramified in many fields of economic activity which include, among the important fields, cooperative marketing, cooperative processing, industrial cooperatives, cooperative dairying, consumers' cooperation and fisheries cooperatives. In so far as service cooperatives are concerned, the Movement has now within its compass almost the entire rural India.

The accelerated pace of the Movement during the last ten years has been no less due to conscious governmental policy and planning. Cooperation has been regarded as one of the vital means of achieving economic progress. The Government of India has stated that the character of economic development in India with its emphasis on social change, provides a great deal of scope for the organization of cooperative activity, and has declared that the building up of a cooperative sector as part of the scheme of planned development is one of the central aims of national policy.

The requirements of leadership and personnel for the cooperative movement of the size and diversity as in India are immense. The Government and the Reserve Bank of India have built up a network of cooperative training centres to provide basic training to the employees of the cooperative departments and institutions. The Rural Institutes have also introduced Cooperation courses which give fairly intensive training. These developments are of comparatively recent origin and it is not possible to evaluate their results. It is needless to emphasise, however, that the contribution which the Universities could make to the teaching of cooperation would be significant in view of the possibilities for them to build up specialised departments and the availability of qualified teaching staff in allied subjects. The growth of knowledge in the subject would also take place on account of the research work in the Universities and the Movement would stand to gain through a dispassionate analysis of its problems. One of the fundamental problems of the cooperative movement in India is lack of dynamic leadership. Although the Movement is about 60 years old, by and large it has not attracted men of outstanding abilities. If the Universities recognise the significance of the cooperative movement and introduce courses in cooperation, as also undertake researches in the subject, it is bound to create a reservoir of knowledgeable men out of whose ranks leadership for the cooperative movement might emerge.

Thirdly, as indicated earlier, the Universities and technical colleges are training ground for the future leaders of the nation. It is important that this elite-key men in politics and government, parliamentarians, lawyers, economists, educators, physicians, engineers and agronomists - should acquire knowledge of the cooperative movement, and its aims and achievements which will at least enable them to recognise Cooperation when they come across it, and to deal with it with due regard to its distinctive nature, and which will give them the ability to think and build not merely in terms of government department or limited company but also in terms of Cooperation. (4)

The Workshop felt that the objectives of academic teaching of cooperation may be summarised as follows :

- a. to develop in the students an understanding of the cooperative movement and capacity for its critical appraisal;
- b. to develop in the students faculties of thinking, a questioning mind, capacity for critical analysis and a sound judgement;
- c. to train students for leadership positions for cooperative institutions, cooperative departments, the movement and rural development work as a whole;

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4. The University Grants Commission has recommended :

1. the introduction of a one-year or two-year diploma course in Cooperation in a few selected Universities and,
2. an optional grouping for courses in commerce, economics and agriculture both at the under-graduate and post-graduate levels.



- d. to meet personnel needs of cooperative institutions and departments by imparting technical competence, and
- e. to equip the students so as to enable them to motivate people for formation of cooperative societies and cooperative action i.e. to training the students for cooperative extension work.

Where students have already gone through a basic course in Cooperation as provided in B.Com courses in Andhra University, the objectives of post-graduate training in cooperation would be to provide advanced training and specialisation in a selected field of cooperative activity, and in imparting to the student a theoretical and practical knowledge of research methodology.

In the discussion on the question viz. whether cooperation could be introduced as a separate discipline in University study, the working groups had different opinions. One group felt that on principle there could be no objection to regarding cooperation as an academic discipline, and that it was feasible to work out a suitable grouping of papers on cooperation and other allied subjects for an honours course in cooperation. The other two groups felt that in view of lack of adequate literature and the present stage of development of the subject, Cooperation could not be treated as a separate academic discipline.

In practical terms, there was, however, general agreement about the place of cooperation in the various courses. Keeping in view the objective of orientating the future leaders of the country regarding cooperation, whatever profession they may take, it was suggested that cooperation should form part of "general education papers" in all faculties, and particularly in arts, commerce and agriculture faculties. Secondly, in B.A. (with Economics or Sociology) s. B.Com and B.(Agri)/courses, the curricula should give greater weightage to cooperation. Cooperation could also be introduced as one of the elective or special subjects at the B.A. and B.Com. level, particularly in honours courses in order to impart advanced knowledge of the subject to those who want to study it. It was suggested that elective cooperation subject/should include the papers : /should (i) principles and practice of cooperation and (ii) history of cooperative movement in India and abroad with special reference to U.K., Germany, and Scandinavia , (iii) cooperative law and administration.

In regard to practical training, it was suggested that where cooperation course offers one or more papers, the range and depth of practical training would have to be much greater. Where cooperation forms only a part of a paper, observation visits to a few cooperatives may suffice.

Thirdly, it was felt that specialisation in cooperation at the degree level may create employment difficulties in terms of reduction of alternative opportunities and hence, degree courses should be somewhat broad-based. Specialisation in cooperation could therefore, be best introduced at the post-graduate level by instituting post-graduate diploma courses in cooperation. For the post-graduate diploma students all the three elective subjects mentioned earlier for degree courses should be compulsory and the topics suggested should have advanced and intensive treatment. Besides the papers compulsory to all, there should be one or two remedial papers e.g. a graduate in economics may be given additional paper in accountancy and a graduate in agriculture may be given additional papers in economic theory and accountancy. Some of the following subjects

may be included as allied subjects:

- i. Rural Economics
- ii. Sociology and Rural Sociology
- iii. Economic Planning
- iv. Banking
- v. Methodology of Social Research
- vi. Accounting and Auditing
- vii. Community Development and Panchayati Raj Institutions (local administration)
- viii. Statistics

At the post-graduate diploma level preparation of a paper based on project study of a cooperative problem or some cooperatives should be an integral part of the curricula.

It was also pointed out that students of some Universities who had acquired post-graduate diplomas in cooperation had difficulties in getting employment in either the cooperative departments or institutions. Stipulations that these students will have preferential treatment in recruitment policies of State Governments had not been of much help. It was suggested that the cooperative department of the Government of India should study the demand for cooperatively trained people and should try to coordinate the institution of additional cooperation courses in the Universities and that the recruitment policies of the State Governments, Reserve Bank of India, State Bank of India, apex cooperative institutions etc. should give due weightage to the post-graduate diploma.

It was felt that training provided in the post-graduate courses in some Universities was of the same nature as that provided in the regional cooperative training centres. A question was raised by several participants that, when the Universities turn out adequate number of properly trained students, would it be necessary for the regional training centres to continue. As more Universities start providing basic training courses in cooperation, these training centres should gradually shift the emphasis in their training programmes from basic cooperation courses to much more practical and job-oriented training and refresher courses and seminars.

The question of teacher-training was discussed in the context of introduction of cooperation diploma courses in the Universities. At present teachers of cooperation are usually those who possess post-graduate degrees in economics or commerce, and have teaching or research experience. It was suggested that cooperation should be regarded as a separate department for purposes of academic administration and that these departments should also provide facilities for research and extension work. In order to strengthen the teaching of cooperation, the following steps were suggested :

1. the Universities might secure the services of Deputy Registrars from cooperative departments, having appropriate academic qualifications, as in Andhra and Annamalai Universities.
2. those teaching the subject of cooperation at present might be given field experience through institution of research fellowships for specified periods.



3. Teachers of the subject should associate themselves with the movement through membership in cooperative societies, and participation in seminars and conferences of the movement. Also special training seminars of teachers could be arranged.
4. Some of the activities in the University campus should be organised on a cooperative basis such as cooperative canteen, cooperative stores, hostel cooperatives etc., and it should be the responsibility of cooperation teachers to promote and develop such societies.

### Review of Cooperative Literature

The subject was discussed from the point of view of uptodateness of the relevant literature, availability of material on cooperative movements abroad, gaps in the existing material, and production aspects.

### Text Books

A text-book was prescribed and obligatory reading in terms of the syllabus, presented a factual description of the subject, and although it discussed the pros and cons of an issue, it did not generally present a point of view. However, in practice the subjective element can never be completely absent, since the latter would show itself, for instance, in the varying emphasis given by the author to the various aspects of a problem. The writer of a text-book would need to keep certain considerations in view, such as level of students' knowledge of the medium of instruction, division of the subject matter into proper chapters, clarity of expression, and last but not the least, the level of understanding of the audience. As regards the scope of cooperative text-books, it was felt that a cooperation text-book cannot merely content itself by outlining cooperative principles and organization. When the techniques of cooperation are applied to various social and economic spheres, the movement obviously has to deal with varied types of social and economic problems.. In any sphere of cooperative activity, these social and economic problems are as important as the technique of cooperation and the structure of cooperative organization. A text-book on cooperative marketing of agricultural produce, for instance, has to deal not only with the organizational structure of cooperative marketing, but will also have to deal with, to a large extent, problems of agricultural marketing as such. Knowledge of economic and sociological problems, therefore, is essential for a student of cooperation. Different areas of economics and sociology contain a large body of knowledge and analytical details which could be easily utilised by teachers of cooperation. Books both in political science and sociology have discussed the problems of concentration of power in an organization, causes which create this situation, and the ways in which internal checks would help to hold the various opposing groups in a state of healthy tension with each other thus maintaining democracy. In prescribing text-books to students, therefore, teachers should take a broader view and not confine their suggestions to books dealing strictly with the cooperative movement.

### Cooperative Movement in Foreign Countries

Syllabi of cooperation courses in Indian Universities require the students to know about consumer cooperation in U.K., and Sweden; Cooperative credit in Germany, Italy, France, Sweden, Australia, U.K., and sometimes in the U.S.A.; producers cooperation and cooperative marketing in Denmark, USA and Canada; cooperative farming in Israel, Russia, China, Yugoslavia,

/in Czechoslovakia etc; industrial cooperatives in Japan, China, U.K. and France and certain other forms of cooperation/particular countries. In regard to the study of foreign cooperative movements, it was agreed, that cooperative practices found effective in foreign countries could not always be adopted in a student's own country on account of the differences in economic and social conditions, and hence careful analysis of the movements in foreign countries should be made with a view to finding out possibilities of utilising foreign experiences.

/and The cooperative credit movement in India is modelled on the Raiffeisen system of cooperative credit and banking in Germany. The Raiffeisen system is century old and during this long period it has undergone a number of modifications in some of the original principles and pattern of credit organization. However teachers in our Universities usually rely upon the Nicholson's report on land/agricultural banks, on J.R.Cahills's excellent report on "agricultural credit and agricultural cooperation in Germany" or on C.R.Fay's "Cooperation at home and abroad". Excellent though these books are from the point of view of wealth of material, analysis, in treatment and explanation, they are pretty old and hence their value for teaching purposes is considerably reduced. Lack of upto date material is thus felt in regard to cooperative credit in Germany, the farm credit system in America and some other foreign movements. In regard to land mortgage credit the teachers rely on Belshaw's "the provision of credit with special reference to agriculture". This book is of some help with regard to England's agricultural land mortgage cooperatives. However, so far as agricultural credit systems in France and Sweden are concerned, practically nothing is available by way of reference material to the teacher.

In regard to farming societies, in Russia, China, Yugoslavia, Czechoslovakia and Israel etc. it was felt that it was rather difficult to know about the correct position or the recent developments in China, Russia and several East European countries. Since the report of the Indian Delegation on Cooperative Farming in China came out, considerable shifts in policy have taken place in that country. In Yugoslavia reports available show that a preference has been manifesting there towards the traditional individual farming. It was felt that syllabus on cooperative farming was drawn up long time back and stood in need of considerable revision. Books and reports on the subject should be carefully selected so as to ensure an upto date, correct and balanced understanding. Other areas in respect of which literature on cooperative activities abroad are either not available or not adequate include (i) industrial cooperation in Japan, China, England and France, (ii) housing cooperation in Scandinavia and (iii) labour and construction cooperatives in Italy. It was felt that/comparative study of /a consumer cooperation in UK and Scandinavian countries incorporating developments in regard to the parliamentary organization, management structure, relationship between the primary and wholesale, and cooperative education and training would be of considerable value to the students of cooperation.

#### Translation of Foreign Material

In regard to the availability and use of foreign literature, it was pointed out by various participants that literature in most of the foreign countries such as Germany, Scandinavian countries, Switzerland, France, Italy etc. was usually available only in their languages and very little in English. Translation of such material was therefore necessary. In translating material from foreign books it was essential that originality should not be lost and the material should as far as possible be adapted to Indian conditions. Adaptation of foreign literature therefore called a thorough knowledge of not only the foreign movement but also the Indian Movement. Reports of the study teams sent by the Government of India to foreign countries contained useful material on foreign movements

which could be utilised with advantage by the teachers. It was also suggested by the Workshop that the ICA Regional Office and Education Centre with its world wide contacts should help the Universities in securing cooperative literature. It was indicated that the teachers when requesting for literature should as far as possible make a detailed statement of their requirements. The ICA could then approach the concerned cooperative movement abroad to obtain the required literature, or summary translations.

### Literature on Indian Movement

Although some books were already available for use of students of cooperation, there were practically no text books on the subject which conformed to prescribed syllabus in the Universities. It was felt that the existing literature on cooperation was generally a good attempt at compilation of available information and considerable data was pressed into the publications, but a fairly large number of books suffered from lack of unity, cogency of treatment and analysis of the matter presented.

The following areas were indicated by the Workshop wherein the need for literature was specifically felt.

i. History of Cooperative Credit in India : During the last half century the cooperative credit structure has gone through a number of important changes. There had been, for instance, rethinking of the basic principles of organization, structure, function and management of agricultural credit cooperatives. Land mortgage banking has also made notable progress in some States of India. Numerous committees and commissions have investigated into the subject of agricultural credit, the last of which viz. the Rural Credit Survey Committee Report initiated far-reaching developments in the cooperative credit movement. All **this** material, found in different sources, could be utilised for the purpose of bringing out an authentic well-documented text-book on cooperative credit in India.

ii. The second gap in the cooperative literature is in the field of cooperative marketing. It would be of great advantage if some book on cooperative marketing is brought out which treats the subject in the larger setting of rural economic and social structure and discusses developments in the field of regulated markets, storage and warehousing, and the inter-relationship between credit, marketing, processing, and consumer cooperation.

iii. The third area is in the sphere of cooperative farming on which a large volume of material, both theoretical and ideological, has come out. It was felt that some of this current literature was of propagandist value and the teachers should be careful in their use so as to not to give the students an overdrawn picture.

iv. A publication on industrial cooperation dealing with, among other things, developments which have taken place on account of the activities of the various boards specially created for promoting small-scale and cottage industries, would be of considerable help.

v. Other subjects on which material is required relate to the administrative set-up of the cooperative departments and its functioning, role of cooperation in social and economic development.

In cooperative literature in India, there is lack of emphasis on the sociological aspects. There are questions like group cohesion, loyalty, leadership etc. which can only be understood through sociological studies.

### Government Reports

Nicholson and Maclagan Committee Reports have been reprinted by the Reserve Bank of India. Similarly, it would be extremely useful if publications like important reports of the Provincial Banking Enquiry Committees, the Indian Central Banking Enquiry Committee, parts on cooperation in the report of the Royal Commission on Agriculture in India, the report of the Agricultural Finance (Godgil Committee), some important reports of the Registrars' Conferences, etc. which are now not available could be reprinted by the Reserve Bank of India or the Ministry of Cooperation.

The review of the cooperative movement and the statistical statement brought out by the Reserve Bank of India as also the reports of various cooperative departments of the State Governments were useful source of material for teaching purposes. The value of these reports could be considerably increased by reducing the time lag between the collection of data and the publication of reports. It was felt that there was lack of uniformity in presentation in the reports of cooperative departments as between different States and sometimes from year to year within the same State.

As regards the uptodateness of text-books, it was felt that in a developing subject like cooperation no text book was likely to remain up-to-date for more than a year or two. There was therefore a standing need for periodically revising all the text books; so far as current developments were concerned, the teacher should place considerable reliance on the journals brought out by the cooperative movements and the cooperative departments.

### Production of Cooperative Material

It was felt that small amount of literature on the subject of cooperation was due to lack of practical knowledge on the part of academic men and inability of people in the field to write and express well. A collaborative effort therefore between the field people and the University men would help in bringing about the right type of literature. National agencies like the National Cooperative Union of India or the Central Ministry of Cooperation could constitute a small board of editors to deal with questions of production of text-books and cooperative literature. They could commission people on an adhoc basis to prepare publications. Another way in which literature could be rapidly produced is by joint authorship by academic people. The lack of analytical literature on cooperative movement largely stem from the fact that comparatively not adequate research work was being done in the subject. Suitable text-books with critical and analytical approach can be brought out only when adequate volume of research reports and papers are available to the writers.

It was suggested that an "article service" could be started by the ICA Education Centre, with the help of University teachers. A small committee of University teachers could be constituted to decide on priority of subjects, to indicate journals from which articles could be selected, and in making the final selection of articles to be included in "article service". A preliminary selection might be done by suitable distribution of work among the different University teachers who could be assigned specific fields and commissioned to do the job. The articles selected could then be mimeographed and reproduced

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in a journal or newsletter brought out by the ICA. In order for the University teachers to be able to do this and also for teaching purposes, it was felt that a well-stocked periodical library was essential.

Another important source of material was dissertations prepared by University students in fulfilment of requirements of master's and doctorate degrees. These dissertations however were not available to the teachers and the students since many of them remained unpublished. Copies of dissertations however are invariably placed in the University libraries for reference purposes.

It was noted that the inter-university board in India brings out every year a list of Phd./D.Litt./D.Sc. dissertations either in progress or completed and approved for the degrees. Sometimes such documentation in regard to research work is also done by the Indian Society of Agricultural Economics. It was suggested that the ICA should bring out an annotated bibliography of the various dissertations submitted by the post-graduate students. Such information would be helpful in avoiding duplication of research work and in providing useful source material to the research workers. After such a bibliography was brought out by the ICA it would be quite easy to provide a regular information service regarding research work done in the field of cooperation. A small committee comprising three University teachers (i) Dr.S.B.Rangnekar, Panjab University, (ii) Dr.K.N.Naik, MS University of Baroda/(iii) Dr.P.R.Baichwal, Bombay University, was constituted in order to draw up the necessary questionnaire for the purpose.

#### Teaching Methods

The choice of teaching methods would be governed by the (i) objectives of teaching (ii) the ability of the teachers, (iii) the level of the students, and (iv) the examination system. The last three viz. teaching, learning and examination constitute a unity of functions which should contribute to the total purpose of education. The objectives of higher education in cooperation are to develop among the students an understanding of the Cooperative Movement, to develop faculties of thinking and an inquiring mind, capacity for critical analysis, judgement and leadership qualities, and in addition, to develop professional skills and technical competence among students.

The second important constituent in the educational system is the teacher. The teacher's knowledge of the subject - his studies for keeping abreast of the growing knowledge in the subject, and his own research activities, and familiarity with various teaching methods, play an important part in the teaching process. It may also be stated that generally speaking, teachers at the University level are not required to possess knowledge of teaching methods although it is most vital.

The third important factor is the student himself. It needs to be recognised that all students do not have the aptitude and ability for higher studies and hence careful selection is most vital. If it is assumed that the present examinations give a rough measure of student's capabilities - it would be seen later that the present examination system is far from satisfactory - a high failure rate to the extent of 50% at the B.A., B.Sc., and B.Com. levels indicates tremendous national waste of resources and human energy. The best efforts of a teacher would be of little avail if the material available to him is of poor quality.

The teaching methods and the examination system are closely interdependent. Examination, truly speaking, means evaluating the progress of the student and should be such as contributes to the total objectives of education. The present examination practices suffer from a number of serious draw-backs and have a very deleterious effect on the teaching process. In the present system, examination

is an annual ritual of setting up a question paper to which students are expected to provide essay-type answers. It is directed mainly at testing memory and does not satisfactorily measure the critical power and intellectual development of the students. Further, the crucial examination for the students generally is the final annual examination and the mid-term and end-of-session examinations do not enter into the final evaluation of the students. It is no wonder then that in the present teaching and learning process, there is an overwhelming emphasis on cramming the minds of the students with information and not on developing the faculties of thinking and critical analysis. There are a plethora of guide books and guaranteed success books available in the market to help the students to pass the examinations. Even professional guess makers exist to suggest likely questions to be asked at the ensuing examinations.

### Lectures

The above factors combined together are responsible for an overwhelming emphasis placed on the lecture as the main teaching method. The traditional lecture method has its advantages and will have a place in any educational system. It could be used to present in a systematic form knowledge available in various sources, particularly the journals, and help students understand various view points on a particular problem and situation, and their implications. The teacher can open up new vistas of thought among his students by his wide-ranging knowledge and stimulate them to think and search for more knowledge by well-directed reading. However, under the Indian system the analytical and critical expression of the teacher is under heavy pressure, firstly, from students who demand that the teacher dictate them notes on various topics for their future use, and secondly, from college authorities to show a satisfactory rate of passing students. The lectures then obviously have to be aimed at helping the students to cross their examination and tend to be more informative than analytical. Excepting a handful of students who may do extensive reading, the majority of students are content to depend on lecture notes and guides. Most of their time is devoted to memorising and filling up their minds with information and facts rather than to self-study devoted to proper assimilation of information and analysis of problems. The lecture method, hence, in the form in which it is used and unsupplemented by other methods, suffers from very serious limitations. It is a one-way traffic and does not involve the students directly in the learning process. The lecture can at best guide the student and if the student's study remains limited to lecture notes and guides, the knowledge acquired by him would be superficial. The mind of the student in the sense of developing analytical faculties cannot be trained through lectures alone.

The lecture could be made more effective by turning it into a continuous discussion between the students and the teacher. After giving a short exposition, say, of ten or 15 minutes, the teacher could pose leading questions and involve students in carrying the discussion further. Irrelevant questions could be left out politely while any useful points suggested by students could be taken up and expounded further. Alternatively, the teacher can use the last ten to fifteen minutes of the lecture period for a discussion and also for ascertaining the extent to which students have grasped the subject. Secondly, the teacher may circulate the synopsis of his lecture and give references for further reading. Thirdly the lecture could be made more interesting by use of various teaching aids and demonstration material like the black board, maps, charts etc.

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### Tutorial Work

The second category of teaching methods are those which place greater emphasis on students' own work. The tutorial method which has acquired great reputation in Cambridge and Oxford Universities places main responsibility of learning on the student himself and provides for effective guidance by the teacher. Although there are some variations in the system between Cambridge and Oxford and the methods of its implementation, in broad terms, the tutorial system comprises in the student's meeting their tutor alone or in pairs once a week. In some other Universities in the U.K. 5 to 6 students meet the teacher in a group. The tutorial is usually of one hour per week for each student. In most cases, the lecturer himself functions as a tutor and no separate tutors are appointed. The student is given a task to study, suggested relevant books to read, and he is asked to prepare, on the basis of his study, a written essay. The essay is then discussed in the weekly meeting with the teacher who discusses it in such a manner that it stimulates and provokes argument and discussion.

The tutorial is an extremely informal system, takes place in the teacher's study and is highly personal in the sense that the students are encouraged to argue and not merely to listen, and in the sense that the teacher's primary concern is with each student's individual work and problems. Complete discretion is left to the teacher in the matter of assigning tasks which may be close to the examination system or more wide-ranging. An abler pupil is given a freer rein since the emphasis is not on what is taught, within limits, but how well it is taught from the point of view of training the pupil's mind. The system has the following advantages :

1. The student has to work regularly throughout the year.
2. He is assigned reading so that his knowledge grows and becomes wide-ranging.
3. In preparing a paper, he collects facts, assimilates and analyses them. This develops in the student faculties of independent study and thinking, and capacity for critical analysis as also facility in expressing ideas.
4. The student has to discuss and defend his arguments with the teacher. This develops in the student power of expression and confidence for handling discussions.
5. His work is guided by the teacher so that his reading is not haphazard but on well-determined lines. The student receives individual attention.

### Group Discussion Methods

The liberal arts colleges and universities in the USA place greater reliance on group discussions than on the formal lecture as a method of instruction. The students are placed in discussion groups, each of which consists of ten to fifteen. A few days before the day of discussion the teacher suggests reading assignments to his class and the students are expected to read the suggested material before coming to the group discussion. Then discussion is held among the students with the help of the teacher. Although the group discussion achieves some of the advantages of the tutorial method, the training given is not as thorough and rigorous as in the tutorials.



### Seminars

The term "seminar" is used for the written work done by post-graduate students and discussions thereon. They are required to make a study of a particular aspect of a problem and prepare a paper which is then read before a group of students and a teacher. The paper is discussed and the writer is asked questions, criticised and required to explain his views in the light of the comments and observations of the participants.

### Project Method : Case Studies and Research

In physical sciences, the student acquires practical knowledge by carrying on experiments in the laboratory. In social sciences the laboratory is the society or organizations where the student must go and study life situations in order to acquire first hand knowledge. This applies to the cooperative movement also. Case studies and research could be an important tool of practical training since it would give to the students an insight into the problems of the cooperatives and train them in methods of collecting relevant information having a bearing on the problem, methods of analysis of the information collected, and arriving at approaches to deal with these problems. From the point of view of training the students' minds, developing critical faculties in them as also the ability to deal with actual life situations, the case study method is likely to be of great value.

For the post-graduate diploma students such case studies or research work may be for a period of four to six months and the student may be asked to prepare a report thereon.

The consensus of opinion in the group was that while the lecture method cannot be entirely dispensed with under the present conditions, it should be supplemented by other methods such as tutorials and group discussions in order to involve the students in the process of learning and to establish a two-way communication between the teacher and the taught. The number of teachers would have to be enlarged if individual attention was to be given to students in the tutorials, and the student-teacher ratio would thus have to be much more manageable than at present. The libraries in the Universities would have to be strengthened so that sufficient number of copies of important text-books and reference material were available. In order to facilitate holding of students-teacher discussions or group discussions, accommodation for the purpose would also have to be provided.

The present system of examination was not conducive to adoption of new teaching methods. It was suggested that adequate weightage should be given to the internal assessment comprising cumulative records based on the tutorial work of each student. Unless tutorial method was integrated into the evaluation system, it would be difficult to make the tutorial system effective.

### Practical Training

Practical training should be directed at (i) familiarising the students with the working of cooperative societies and understanding their problems, and (ii) at training the students in the methods of collecting data relevant to the particular problem and analysing the data so that they would be in a position to deal with actual problems when they start working in the cooperative movement.

### Observation Tours

This is the usual method adopted by various training centres for practical training. The trainees are taken to visit various primary and secondary cooperative institutions. Observation tours familiarise the students with the organization, activities, etc. of cooperatives and give them an opportunity to discuss problems with the leaders and officers of cooperative societies. Secondly, in the course of their tours, the students can also collect bye-laws, annual reports and get the models of various kinds of records used in cooperative societies. They could also to a certain extent familiarise themselves with the actual procedures used. Observation tours, however, to be fruitful should be properly planned. The trainees should be given broad features of the societies to be visited and they should formulate points on which information is to be collected. Secondly, the batch of trainees to be taken into an institution should not be overly large. Thirdly, a trained guide or a lecturer should accompany the trainees so that the programme is conducted on proper lines. The guide should also conduct the discussion of the students with the officers and leaders of the society.

However, observation tours have important limitations. They are too hurried and give only a superficial view to the students since not much time can be spent at each society. A detailed study of the methods of organization or problems of the cooperatives is not possible. Quite often there is a great emphasis on procedural matters which, although useful, might restrict the scope of inquiries of the student and lead him to develop a narrow view of things.

### Participation in the Work of Cooperatives

On-the-job training is much more useful than observation tours in giving an idea to the student of the organizational set-up, the procedures followed, as also the problems. However, this kind of training demands considerable attention and time from the officer of the society to whom a trainee is attached. The officers should have a sympathetic understanding of the trainee's problems and should appreciate the contribution they are making towards the training of cooperative personnel. Quite often the officers are immersed in their daily tasks and are too busy to give adequate attention and regard the trainee as a needless bother. These attitudes would considerably detract from the value of on-the-job training.

On-the-job training is likely to turn out to be procedural unless adequate care is taken to see that the student comes in touch with the day-to-day problems of the cooperative society and the manner in which these problems are dealt with. In order to achieve this object, they should be attached to senior officers and even associated in the preparation of agenda papers, reports on various problems, and projects, as also the deliberations of the managing committee.

### Project Method

The project method is already outlined earlier.

The group felt that a suitable combination of observation tours, on-the-job training, and project method was necessary to achieve the above objectives. In order to give a broad familiarity to the student about the working of various types of societies, observation tours were necessary. However, it was felt that project method should be employed for developing the students' critical and analytical faculties and for equipping them with research methodology.

They felt that on-the-job training may best be given in the students' own cooperative stores. The students may be allowed to run their cooperative stores and perform day-to-day operations under a teacher's guidance. The group felt that the students should be given training in extension methods also and for this purpose they should be placed in some development block to work the Education Officer for Cooperation,

### Research in Cooperation

The need for field study and research in cooperation arises firstly because cooperation is a socio-economic movement expected to fulfill certain objects, and secondly, because cooperation functions not in a static but in a dynamic society. It is, therefore, essential to find out, situations in which cooperative movement offers a possible solution, to evaluate the performance of the movement in different fields of economic activity, with reference to competing enterprises, and to examine the policies and practices followed by the cooperatives on the touch stone of reality and adjust them to changing circumstances. The Workshop emphasized that in undertaking research in cooperation the terms and concepts used should be rigorously defined. Absence of conceptual clarity often leads to confused thinking and fruitless discussion on many cooperative problems. For instance, by cooperative farming is understood various kinds of farming societies viz. better farming societies, land colonisation societies and joint farming societies. When a study on cooperative farming is undertaken, the research worker should set limits to the variations within which he would confine his study. Secondly, a distinction should be drawn between genuine and non-genuine cooperative societies, both of which are found to function within the framework of the existing cooperative law. A study of cooperative societies of any type should sift out the non-genuine forms of cooperatives in order to ensure that results of his study are not vitiated by an ill-defined sample.

The group felt that while it was not possible to suggest precisely the criteria of genuineness without reference to types of cooperatives, the following were tentatively listed as indicative of genuineness :

- i. Voluntariness of association.  
No elements of compulsion should have been used at the time of formation or in keeping the society together. What constitutes compulsion, however, was yet another subject which must be defined for the sake of rigorous analysis.
- ii. The society should not be a family business.
- iii. Broad homogeneity in economic status of members.  
This condition was of great validity in producers' societies such as cooperative farming and industrial cooperative societies. The combination of large and small land holders in one farming society may be equitable.
- iv. Actual control by beneficiaries of the activities of the society.
- v. Absence of exploitative elements in a cooperative society and the manner in which surplus is disposed of.

An important area of investigation was the input-out ratio in various types of cooperatives and economic efficiency of the latter in comparison with other forms of enterprises. An interesting question which was discussed in this connection was whether economic efficiency should and could to some extent be sacrificed for the non-economic benefits of cooperative action. Such non-economic benefits were in terms of development of citizenship qualities in members, their education in business economics and democratic methods, etc. It is a research job to quantify these non-economic benefits and convert them into economic categories for evaluating the performance of cooperatives. It was felt that cooperative societies might be **in a position**, within limits, to sacrifice economic efficiency in the interest of non-economic benefits but a policy of this nature beyond a certain point would endanger the existence of the society on account of competition from other enterprises. On the other hand, the monetary surplus generated, if the society worked on criteria of strict economic efficiency, could partly be utilised to provide non-monetary benefits to members in the form of educational facilities, cooperative literature, recreational facilities etc

The Workshop agreed that the small size of a cooperative society did not necessarily confer non-economic benefits or generate cooperative spirit. The usual dichotomy into large and small societies, it was felt, did not have much practical significance. What was needed was research work to indicate the guide lines for determining the optimum size of societies on the basis of detailed factual investigations

The other research areas listed by the group were as follows :

1. Sociological factors in success of cooperatives.
2. Place of cooperation in planned economy.
3. Social and economic benefits of cooperative movement in India.
4. Utilisation of loans by the members.
5. Social and economic composition of members of cooperative societies and its effects on their working.
6. Concept of marketing efficiency in relation to cooperatives.
7. Deviation of Indian Cooperative Movement from the orthodox principles of cooperatives and its justification under Indian conditions.
8. Financing of various types of cooperatives.
9. Rationale of costing in the cooperative movement.
10. Examination of the State's policy of loans and subsidies to the cooperatives.
11. Cooperative sugar industry.
12. Study of surplus generating capacity of the cooperative organization.
13. Economics of Scale in specific types of cooperatives.
14. Study of the problems of linking credit with marketing.

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