

SECOND CONFERENCE OF  
STATE COOPERATIVE  
DEVELOPMENT OFFICERS

New Delhi, India, 12th-17th Feb,  
1962.

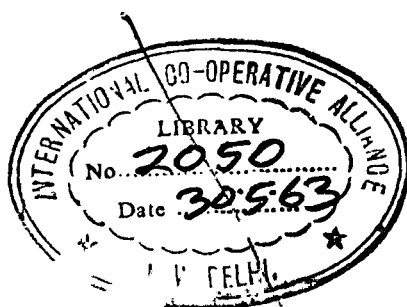
I.C.A. Education Centre,  
6, Canning Road New Delhi-1

SECOND CONFERENCE

of

STATE COOPERATIVE DEVELOPMENT OFFICERS

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Report of  
the Second Conference of  
State Cooperative Development Officers at New Delhi, India  
(12th - 17th February 1962)

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A one-week conference of State Cooperative Development Officers was organised from the 12th to the 17th February 1962 by the ICA Education Centre in collaboration with the National Cooperative Union of India (NCUI). In addition to the Cooperative Development Officers, the Conference was attended by staff of the National Union, a few Executive Officers of the State Unions and one Cooperative Instructor. A list of participants and a copy of the programme are appended hereto.

Mr. Nils Thedin, Dy. Secretary of the Swedish Cooperative Union and Wholesale Society, who was then in India, acted as the Resource Person. Mr. B. Mathsson Director, ICA Education Centre and Capt. H. S. Lather, the then Joint Secretary of the National Union welcomed the delegates.

Cooperative Education in India - Background :

A broad distinction is made in India between Cooperative Education and Cooperative Training. The term Cooperative education is applied to educational activities, directed to ordinary members, managing committee members and office-bearers of cooperative societies, referred to as non-official personnel, while by cooperative training is understood the training programmes for employed personnel in the cooperative movement and the Government Cooperative Departments. Although Cooperative Training Centres existed in some States and cooperative education was carried on in some areas by the State Cooperative Unions and Cooperation Departments, a major step was taken in developing, in a coordinated and integrated way, cooperative training and education in 1953 when the Central Committee for Cooperative Training was jointly constituted by the Reserve Bank and the Government of India. The Central Committee invited the then All-India Cooperative Union (now N.C.U.I) to draw up a scheme of Cooperative Education for the non-official personnel. Accordingly, a Pilot scheme of Cooperative Education was started in 1956 in six districts in four States which was later extended to all the States. The scheme provides for organisation of training courses for members, managing committee members and office-bearers of cooperative societies by the Cooperative Instructor appointed at the district level. The duration of courses is three days for the members, one week for managing committee members and six weeks for office-bearers. While the members' courses are organised in the village, the other two courses are organised at a central place for a group of villages.

The Study Team on Cooperative Training, constituted by the Government of India in 1960 has suggested a revised pattern, under which a combined course for ordinary members and managing committee members will be organised for three to four days. This course will be continued for a further period of another three to four days specially for committee members and office-bearers. All these classes will be held in the village itself. In addition to the training given by the district instructors, selected office-bearers may be given training for seven to ten days at the Junior Officers' Cooperative Training Schools. It is also envisaged that the district instructors should organise intensive training courses of about a month for the honorary and paid

Secretaries of Cooperative Societies. The Study Team has also suggested that as an experimental method, in a few areas where the normal staff of Supervisors of Central Cooperative Banks and extension Officers are in a position to take care of ordinary members' education, the instructors should hold classes only for Committee Members and Office-bearers.

The National Cooperative Union of India is in over-all charge of planning and coordinating the education programme. It conducts a Cooperative Training Centre for training the district instructors in the techniques of Cooperative Education, and produces education material. The Cooperative Unions at the State level implement the Scheme through Instructors appointed at the district level. The work of the Instructors is supervised, and coordinated by the Cooperative Development Officer specially employed by the State Union for Cooperative Education Work. <sup>1</sup>

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1 : In regard to Cooperative Training, the personnel of cooperative departments and institutions are classified into three categories viz. i) Junior, ii) Intermediate, and iii) Senior. The Senior personnel include cooperative department officers in charge of direction and control, and key executives of cooperative institutions at the State, divisional and district levels. The Junior category includes personnel at the lowest cadres, such as junior auditors, supervisors, clerks etc., while the Intermediate personnel are those which fall in between the Senior and Junior categories.

Training of senior personnel is conducted on an all-India basis at the Cooperative Training College, Poona. For training of intermediate personnel, five regional cooperative training centres were established. In addition, eight Training Centres were established for Cooperative Extension Officers, which are now regarded equivalent to Regional Training Centres. There are 66 Cooperative Training Schools for Junior Personnel in the different States.

The Central Committee for Cooperative Training was in charge of planning, organising and coordinating all cooperative training arrangements. While the Senior Officers' and intermediate Officers' Training Centres were directly administered by the Central Committee, the State Governments were conducting the Junior Cooperative Training Schools. The Study Team on Cooperative Training examined the question of planning and administration of the training arrangements and its report was later considered by the Conference of the State Ministers of Cooperation held at New Delhi in October 1961. In the light of the recommendations made by the Conference, the Government of India took the following decisions.

i) The Junior and Intermediate Cooperative Training Centres should be transferred to the State Cooperative Unions who should run them through Special Committees, appointed with the approval of the State Governments.

In States, where the State Governments consider that the State Cooperative Unions will not be in a position to take over the Intermediate Training Centres, such Centres may for the present be run by the organization to be set up at the national level.

(continued in page No.3)

At present almost all the districts are covered by the Education Programme and there are in all 503/instructors in the country. The figures of members, managing committee members and office bearers trained under the Scheme are given below.

<u>Year</u> <u>(April - March)</u>	<u>Members</u> <u>-----</u>	<u>Managing Com-</u> <u>mittee members</u>	<u>Office-</u> <u>bearers</u>	<u>Non-members</u> <u>-----</u>
1957 - 58	31,111	6,267	1,141	18,950
1958 - 59	39,700	8,926	1,967	15,034
1959 - 60	1,45,696	30,202	9,060	68,485
1960 - 61	3,10,645	56,515	16,370	95,888
1961 - 62	3,91,504	66,701	20,337	1,50,904

Problem Areas :

A panel discussion was organised to review the cooperative education activities. Discussions are summarised below.

Judged by numbers alone, the results of the education programme are impressive. However, cooperative education results cannot be judged by statistics of the trained people alone, since the ultimate test of cooperative

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ii) The organisation at the national level shall be the National Cooperative Union of India which will appoint a Special Committee with the approval of the Government of India, to be in charge of the training programme. Accordingly, a National Committee for Cooperative Training, which will have full autonomy, has been constituted. The Committee has the following functions:

- a) To run the Central institute for training of senior personnel of departments and cooperative institutions on All-India basis;
- b) to arrange for specialised courses in various subjects at intermediate training centres on an inter-State basis;
- c) to arrange for research at the central institution and at intermediate and other cooperative training institutions, universities etc. and coordinate the programme of research;
- d) to run intermediate training centres in States where they are not handed over to State Cooperative Unions as proposed in (ii) above.
- e) to be incharge of overall coordination of the entire programme of training and education including member education and in particular to prescribe the syllabus, methods of examination, conduct of examinations and to ensure that the standards of training and education are maintained.

education is the improvement brought about in the functioning of cooperative societies and the progress of the Cooperative Movement. What counts in cooperative education is quality - the improvement brought about in members' consciousness, and the quality of leadership available at various levels. Such an approach demands continuous education for all categories of personnel. Under the present arrangement, persons trained once will not get an opportunity of attending a course until after ten or more years, depending upon the density of cooperative societies in different districts. It was realised that one instructor for each district was not adequate and already in some districts in a few States, two instructors have been appointed. Further, the Study Team on Cooperative Training has recommended that the number of instructors should be raised to four per district in the course of next two or three years.

The value of training courses for member education is indeed great but it is not possible to reach millions of members and large number of committee members through training courses alone. Other educational approaches should be developed if effectiveness of cooperative education work is to be increased.

Lack of follow-up programme was regarded as a lacuna and it was suggested that the district cooperative union and the central cooperative bank should direct their attention to develop suitable programmes for the purpose. An organization at the block level, it was suggested by some members, would facilitate the implementation of follow-up programme.

The question of institutional framework and the building up of strong district and State cooperative unions was raised at this stage. It was pointed out that the functional and administrative relationship between the Unions at the various levels should be properly defined. Sometimes the instructions issued to the District Instructor by the district unions and the C.D.O. are of conflicting nature.

Other problems mentioned at the Panel discussion were the delay in the sanction and disbursement of funds by the State Governments, over-ambitious character of targets of persons to be trained, frequent transfers of Instructors from one district to another, their rapid turnover with the consequent loss of trained persons, absence of opportunities for promotion to the instructors and the CDOs, and inadequate travelling allowance given to some CDOs for supervision work.

#### Functions of the CDO :

The Panel also raised the question of the workload of the CDO and the nature of his duties which was discussed in detail by a Special Committee of the Conference and at the plenary session. It was felt that it was difficult to define the duties of the CDO in a uniform way for all the State Unions and that they would vary from State to State, depending upon the strength of the Unions. In States like Maharashtra where the Union is well-developed, the CDO may be concerned with only education work. But in other State Unions, such as Jammu & Kashmir, West Bengal etc., it was inevitable that the CDO should help, in view of paucity of funds and personnel, in carrying out certain administrative tasks and in performing activities calculated to strengthen the Unions. However, care should be taken to see that cooperative education does not become a secondary occupation for the CDO, or else the district instructors would be functioning without much technical guidance and help.

In regard to the Education Programme, the CDO should supervise, coordinate and guide the work of the District Instructors, arrange for the supply of educational material and audio-visual aids to them, and provide technical guidance regarding educational methods and techniques. He should consolidate periodic reports of the instructors and keep the National Union informed of the progress of the education scheme. The CDO may organise periodic meetings and seminars with groups of Instructors for reviewing experiences, problems and approaches to be adopted. Help should be given to the Instructors in preparing their lesson plans and in evaluating the test-work done by the office-bearer trainees.

The CDO should engage himself in education work at the State level and should organise Seminars for the board directors and office-bearers of the district cooperative federations.

An important function of the CDO is to help in the constitution of ad-hoc committees in the districts where Unions do not exist. He should further endeavour, in collaboration with the cooperative leadership, for setting up and strengthening the district unions. The development and maintenance of adequate communication between the NCUI and the State Union on the one hand and between the State Union and the district instructors on the other is a major task for the CDOs.

Where Education Sub-Committees are constituted, the CDOs should be integrally linked with them, preferably by asking them to be conveners. It would also be desirable to associate the CDO with a selection committee constituted at the State level for making the appointments of district instructors.

#### Cooperative Education and Economic Development :

Introducing the above subject on the basis of his Swedish experiences, Mr. Nils Thedin observed that in the early stages of the Swedish Cooperative Movement a number of agricultural and consumers' cooperative societies had failed. Many factors were responsible but a fundamental reason for the failures was lack of cooperative education and training. Any effort to improve social and economic conditions of members takes long before significant results can be achieved. But it was found that members in the early stages had high expectations and wanted results quickly. They lacked knowledge about economic affairs, foresight, and cooperative solidarity. When the private trader undercut the cooperative societies in order to break them, members fell in the trap and bought goods from him. Secondly the early societies started with inadequate capital and the best they could do was to run shops on primitive lines selling only a few commodities. The account keeping was primitive and faulty and hence it was difficult for the management committee to know the correct financial position. Thirdly, the workers were in the habit of buying goods on credit from the trader and were indebted to them. As a consequence, they were not free to buy from another trader if the quality of goods supplied was bad or the price charged high. They were sometimes even unable to move to another place for a job on account of the credit slavery. The consumers' societies were started in order to free the members from the bondage of the traders and to improve their living standards, but in many cases the members continued to buy from the cooperative society also on credit with the result that the society had to buy in turn on credit from the wholesale suppliers. When, on account of unemployment, a significant proportion of members could not repay their dues, the society went bankrupt. The early failures of cooperative

societies which were the result of ignorance of members regarding cooperative principles and practices, deficiencies in purchasing policies and management practices in regard to sound stock control etc., showed that sound cooperative development cannot be achieved without adequate cooperative education and training. The Swedish Cooperative Congress held in 1903, therefore, decided to step up its cooperative education and training facilities.

Obviously the goal of cooperative education and training is to achieve strong cooperative societies which are able to improve members' social and economic conditions and to meet with success any attacks of the private traders to crush them. Enlightened members and competent leaders are two pre-requisites for the successful functioning of cooperative societies. In the Swedish Movement membership education is considered of basic importance, and special efforts are made to train an elite of members who are the potential sources of leadership. Also the cooperative organisation should be equal in efficiency to the best of the competing business organisations and hence training of the staff in cooperative principles and methods, and in technical aspects of the business they are engaged in, is essential. Finally, the Movement cannot confine its educational activities to its own ranks. Since it operates within an existing socio-economic framework, it has to direct its attention to the general public as well. It must constantly enlarge the number of its sympathisers and create a favourable atmosphere for its growth. These are broadly the main audiences to be reached by the Movement.

The educational policy of the Swedish Consumers' Movement is directed firstly, at providing factual orientation to members, elected officials, and employees in current cooperative problems with a view to achieving rational decision-making in parliamentary meetings of the societies and of the Swedish Cooperative Union and Wholesale Society (K.F.).

So far as member education is concerned, the first campaign of the Swedish Cooperative Union was to abolish credit buying in order to put the economy of member households and cooperative societies on a sound footing. Recently an investigation in the economy of local societies had revealed the need to eliminate many small shops and a change in the structure of cooperative movement had become necessary in order to meet effectively the increased competition of private enterprise. The Union therefore started study circle courses, explaining the problems of small shops and approaches to their solution, especially for members in localities where the shops will have to be closed down.

The other objectives of educational policy of the Swedish Movement are to train elite members for elected offices in the Movement, to impart to those already elected to offices additional knowledge and to disseminate reliable consumer information to members. Approaches to train an elite of members and office-bearers are discussed later in the section on study circles.

The working groups were of the opinion that among the audiences listed by the Speaker, special emphasis should be placed on membership education for raising members' consciousness and creating a corps of competent leaders. In India external factors were sometimes responsible for the emergence of cooperative societies, as in the case of consumers' societies during the war period.



But when these external stimulus and state support disappeared, cooperative societies collapsed as they did not build up internal strength through cooperative education of members and committee members. Heavy overdues in agricultural credit societies in most States was listed as a major problem to the solution of which cooperative education activities should be directed.

#### Institutional Framework:

The responsibility for cooperative education rests on the primary societies and their cooperative unions at the various levels. In order to ensure that cooperative education programmes are formulated in regard to the needs of the members and the movement and are adapted to changing situation, the development of adequate channels of communication among the various tiers of cooperative structure and a two-way flow of information are most essential. The deficiencies in India in this regard are due to the fact that the Unions at various levels are not fully representative, and only a small proportion of societies in their area of operations are members. Also no means are developed to call for regularly the information even from member societies. Educational programmes, as a result, are likely to become didactic and ideological rather than oriented to current development problems of the Movement. Paucity of funds is another handicap. The involvement of members and primary societies in the education programme which is of basic importance is non-existent.

A Committee of the Conference, appointed to outline the type of information required for education work and the methods of obtaining it, dealt with the question of building up of a proper parliamentary structure. The basis of cooperative education work has to be local and the primary society should be made responsible for member education. In order to achieve this, it is essential that a member of the managing committee in a primary society could be charged with the cooperative education work. He may be called the Education Secretary. A Conference of Education Secretaries at the taluk level or the C.D.block may be annually organised to discuss the nature of cooperative education programmes, the duration of courses, the education material etc. and indicate the types of educational activities required for their societies. Delegates may be selected at this Conference to represent at a similar district level conference. Education Secretaries, and Instructors already working in the area should be among the delegates. The functions of the District Education Conference would be similar to the one held at Taluk or the block level. Similar Annual Education Conference at the State and national levels should be held each year. These conferences would provide valuable information and experiences as also would be forums to discuss and adapt education programme at each level to the changing needs.

It was suggested that Cooperative Education Committees should be constituted at the district, State and national levels. One of the functions of the Education Conferences should be to elect such Education Committees. The Educational Personnel viz. the Instructors and the CDOs, are the persons qualified to be on these committees and healthy traditions could be established by the Conferences by electing them to the Education Committees along with some laymen.

A parliamentary structure outlined above would involve the cooperative movement and the education personnel in the formulation of education programmes

every year and it would help in the upward transmission of experiences and problems felt by personnel at lower levels. The Conference would also offer opportunities to the Cooperative Unions at the higher tiers to transmit technical knowledge and explain the education programmes for the current year to Education personnel participating in the Conferences.

Information for Educational Programmes :

Before other specific methods of securing inter-flow of information is discussed, it may be useful to indicate below the type of information required for cooperative unions and the Education Personnel for planning the education programmes, production of educational material and use in teaching by the instructors.

- 1) Information regarding number and types of cooperative societies, number of members and managing committee members by types of societies, geographical distribution of societies, accessibility of the villages and mode of communication available;
- 2) Broad information concerning socio-economic conditions in different community development blocks;
- 3) Information as to who are the village functionaries, village leaders, and headquarters of the village level workers;
- 4) Activities of the different types of societies and their audit classification;
- 5) Information concerning the organizational, operational and financial problems of cooperative societies of different types;
- 6) Copies of Audit and inspection reports or main information contained therein;
- 7) Cases of failures and successful societies and the factors responsible;
- 8) Nature of educational material required by the Instructor, and the usefulness or otherwise of the material already supplied;
- 9) The Instructor should supply information in the form of periodic reports regarding the educational activities carried on by him, the approaches adopted, problems experienced and the results of such educational activities ;
- 10) Information concerning the educational and publicity material issued by the various rural development agencies as also their activities in the field of adult education.

As regards the method of obtaining such information, the Conference felt that collection of such information need not be considered a specialized research job; Methods devised should be economical and such as would ensure in a regular flow of information from the primary societies upwards. The following methods were suggested.

- 1) The annual reports and statements of accounts should be sent by the cooperative societies to their respective Unions every year as a normal routine procedure. Generally the bye-laws of the Unions provide for supply of annual reports by member societies. As effective integration between the Unions and their member societies is brought about, and as the former are made more representative, this method will provide the unions with considerable information.
- 2) Cooperative Departments and Cooperative Banks should be requested to send to the Unions copies of inspection and audit reports of the cooperative societies.
- 3) Information on specific issues could be collected by use of proformas, but these should be as simple and brief as possible at the present stage. The National Cooperative Union may help in devising suitable proformas.
- 4) The Unions and Education Personnel should make use of statistics and annual reports published by Cooperative Departments and the Reserve Bank of India, and books and research reports issued by the Universities, Reserve Bank of India and other agencies.
- 5) The journals issued by the State Cooperative Unions discuss cooperative development problems, new trends etc. in various spheres of cooperative activity. These journals should be made available to education personnel and, in turn, the latter should be encouraged to contribute articles.

The cooperative educator issued by the National Union should be developed as a specialised periodical for information, debates and discussions of educational matters. Similar periodicals may be brought out at the State level also.

#### Techniques of Cooperative Education :

The subject was introduced by Mr. Nils Thedin who said that the methods of Cooperative Education and techniques have to be considered with regard to the audience in view and the purpose of specific schemes of cooperative education.

#### The General Public and Mass Media:

So far as the general public is concerned, the speaker suggested that the aim is to create favourable atmosphere for the efficient functioning and growth of the movement by enlarging the number of sympathisers and interesting more people in cooperative work. In Sweden the level of literacy is 100% and almost everybody reads the newspapers. The general press, therefore, is an important vehicle

of communication. The Cooperative Union and Wholesale Society (K.F) in Sweden had a Press Secretary who feeds the general press with cooperative information, news and articles. Often advertisements for the cooperative idea and commodities are also inserted. The Radio is another means of mass communication and the Swedish Cooperative Union is represented on the board of the Swedish Radio Corporation. The Radio facilities are utilised by the Cooperative Movement to conduct discussions on economics of cooperative problems and the contribution the Cooperative Movement makes to the social and economic life of the country. The K.F. has a film production unit to produce cooperative films. A film "Without Boundaries" produced at the time of the International Cooperative Congress held at Stockholm in 1957 deserves mention among the many films produced by the Union. The film was used for educating the Swedish Cooperators about their obligations to their fellow cooperators in developing countries. Finally, the Union and the bigger primary societies have appointed Public Relations Officers to maintain working relations with the various popular movements such as the labour unions, Women's Organisations, Youth Movement etc. There is no cooperative Youth Movement in Sweden, but practical collaboration exists between the Cooperative Movement and the General Youth Movement. For instance, the Union gives technical assistance to youth in setting up and running the camp cooperatives.

#### General Body Meeting :

The annual general body meeting of the members is an excellent forum for informing members about the situation of the cooperative society, its progress and problems. There the annual report and the financial position are discussed and the broad policy of the society is defined. The Conference felt that the annual general meetings of cooperative societies in India are usually not well attended and hence special attention should be paid to make them attractive by arranging exhibition of Films, social and cultural programmes, refreshments etc. Guest lecturers may be invited to speak on the current problems of the cooperative societies in the area and to discuss them in relation with the movement as a whole. The annual report and the balance sheet should be presented in as simple forms as possible.

It may also be noted that the primary societies are usually not aware of the educational significance of the general body meetings. The Cooperative Unions should help the societies in the planning and conduct of general meetings, prepare model programmes for the meetings and supply them with posters, films, educational material and a list of lecturers. A guide book may be prepared indicating the types of recreational, entertainment and educational activities that can be undertaken by the societies and the facilities available for the purpose.

#### Cooperative Press :

In a literate population, magazines and books exert a powerful influence on the thinking and opinions of the people. The Swedish Cooperative Movement has made special efforts to develop the cooperative publishing activities and the technical level of its publications are among the highest in the country. In Sweden the Cooperative Union brings out a weekly 'Vi' for members which publishes not only articles of cooperative interest, but also material of general interest and specially for house-wives and children, such as children's comics, short stories, paintings etc. The "Vi" is a leading cultural organ in Sweden and is one of the most widely read periodicals. Specialised periodicals are

published for various categories such as board directors, managers, accountants etc. The cooperative movement also owns a Book Publishing House, which pays special attention to books on Cooperation, social economics and home economics but in addition also issues novels, essays, travel books, children's books etc. The book publishing activities of the Swedish Movement have now assumed such an important place in the country that it attracts prominent writers and it is regarded a matter of prestige to get the books published by the Cooperative Book Publishing House. It may be mentioned that the Cooperative Book Publishing House has done valuable work in discovering young writers and bringing them to the fore.

### Study Circles :

The Speaker outlined the technique of study circles used in Sweden for imparting factual knowledge to members, in creating a corps of knowledgeable and active members who provide the pool of future leaders and in providing further training to board members and employees.

The study circle is a small group of 10 to 15 persons who decide to follow a particular course of study. They use study material prepared and supplied to them by teachers of the Central Cooperative Union and Wholesale Society. The members read this material at home and hold discussions at group meetings on the questions listed in the material. Meetings are held once a week or fortnight according to the convenience of members. One of the members of the group functions as a leader and guides and regulates discussions. The group reports are sent to K.F. teachers who return them back with their comments and supplementary questions. The study material and the correspondence between groups and K.F. teachers are an essential aid to group study.

The three important components of a study circle programme are the local organisational work for forming study circles, the production of study material by the Central Organisation and the close contact it maintains with local societies and study groups, and the study circle leader. The organisational work is carried on by the local societies at members' meetings where interested members, office-bearers and store managers are invited. The audience is informed about the new study material for the year and the subjects which the society wants to emphasize because of its current problems. Those who have participated in this meeting then carry on propaganda personally to their friends and colleagues, who interest them in joining the study groups. The larger societies in most cases employ special propaganda assistance but the overwhelming majority of societies have no specially employed persons for the purpose and propaganda is carried on by the office-bearers, group leaders, managers and members of the women's guilds.

The Study material is produced by about 10 teachers in the Adult Education Division of the Swedish Cooperative Union and Wholesale Society. The study material on each course is divided into sections the number of which roughly corresponds with the number of times a group is expected to meet. At the end of each section, questions are posed on which study circles hold discussions and prepare group reports. These reports are sent to the KF teacher who returns them back with his comments and supplementary questions in order to draw attention to points that may have been overlooked. The teacher's comments help the groups determine whether they are on the right track in their studies.

The role of the leader is a crucial one for the successful functioning of study circles, since there is no teacher present in the groups. In order to equip leaders to discharge their functions effectively, the KF arranges one week seminars to train them in the subject matter of the course and the technique of handling discussions.

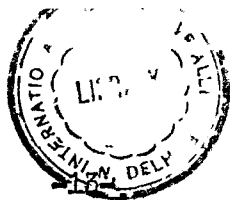
#### Cooperative Evening Classes :

As cooperative societies are becoming bigger and the management of their operations more complex, the KF has introduced cooperative evening classes based on the study circle approach. The evening classes are formed with about 10 participants who receive the group study material from the Adult Education Division. The material is about twice the size of that which the ordinary study circles are expected to cover during one study session. The pace of studies in the evening classes is thus twice as high as in the study groups. Another difference is that each individual participant in the evening class works out his personal reply to the questions listed in the study material. The evening classes, therefore, demand considerably more of the participants than do the study groups. The evening classes demand the talent for individual study, interest and ability to collaborate with others as well as to solve problems independently. Each evening class has a leader who directs the general discussions and maintains contact between the participants and the Adult Education Division. The correspondence teaching in the evening classes is supplemented by teacher training at two-week courses for the participants. This course is organised in different parts of the country so that the participants are in a position to attend.

The study circle method has been found to be economical inasmuch as the Swedish Cooperative Union is able to reach a large number of members, about 40,000, by employing relatively few teachers at the Central level. Study circles provide intensive education to members based on critical study of the material. This develops the faculties of thinking among members, who learn to define the problems of their cooperatives and to work out solutions. It has been observed that those who participate in the study circles form a corps of enlightened members who influence decision-making at the parliamentary meetings of the cooperative societies. They also form a pool out of which emerge the leaders for cooperative societies and the movement. The study circle programme is oriented to educating the members in the current developmental problems of the cooperative societies and the movement as a whole, with the result that the movement is able to adopt a dynamic policy of development. Another achievement of the study circles is the spread of reliable consumer information amongst the members which has led to an economic improvement of the members' households. Nearly 60% of the participants are women who have been attracted by the courses provided in subjects of their interest such as house-hold management, health problems nutrition etc.

The consensus of opinion at the Conference was that the study circle method could be of considerable use in member education programme in India. However, its application should be carefully thought out with regard to problems of widespread illiteracy, selection and training of leaders for the study circles and local organisation work. Obviously the National Cooperative Union of India is the agency which should formulate a programme for study circle activity and produce study literature. In view of the large size of the various States, the State Cooperative Unions may be better fitted to take care of the organisation work and correspondence assistance to the study circles. The Conference took note of an experimental programme of study circles which the ICA Education Centre was planning for the various countries of South East Asia in collaboration with the National Unions.

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The Education Centre is at present engaged in the preparation of study material on the subjects of Cooperative Credit, Cooperative Marketing, Consumer Cooperation and Cooperative Management. It was suggested that the National and State Cooperative Unions should collaborate with the Education Centre in this project and the study material produced by the Centre could be used with advantage for the study circles started in India.

#### Audio-Visual Aids :

The importance of audio-visual aids in cooperative education work and some considerations in the designing and use of these were explained by Mr. R. Blake of the U.S. Government Agency for International Development. A demonstration in preparation of some simple aids, which can be locally produced by the instructor, was also given. The Speaker said that the audio-visual material cannot take the place of the teacher and that these are meant to make the communication of ideas more effective than is possible in straight-forward lectures. Also no one single aid could be sufficient, and the instructor should be provided with a kit containing several types of aids so that one medium would reinforce the impact created by the other.

The groups discussed the question of production and utilisation of audio-visuals for the Indian Cooperative Education Programme. At present production of cooperative films is undertaken by the Reserve Bank of India and the Publicity Departments of the Government of India and the State Governments, and some foreign aid missions have cooperative films available with them.

The National Cooperative Union of India has produced one film entitled "Together we prosper" and other aids like the flannel graphs, posters and flip books. A few State Unions have also made a modest contribution in the field.

The Conference was of the opinion that the production of audio-visual aids is inadequate, and not all instructors are supplied with these. A special effort needs to be made by the NCUI and State Unions to organise a coordinated programme of production and distribution of audio-visual material. Pooling of resources would help in the production of multi-media kits which, used together, would give maximum results. Production at a Centralised level would also help in bringing down the per unit cost of the audio-visual aid. The problem of different languages could be met, as for instance in the case of posters, by leaving some blank space for printing in the regional languages. It was also suggested that the training at present provided to the instructors in the techniques of audio-visual aids should be further strengthened, with a view to equipping them to produce the simple aids locally. The instructor should also be provided with the equipment necessary for the purpose.

#### Course Content :

The content of the Cooperative Educational programmes should be thought out with reference to the audience to be educated. In the initial stages, that is, before the organisation of cooperative societies and in their very early years, the education programme is naturally weighted in favour of cooperative ideology and the potential capacity of the Movement to secure economic and social benefits for members. However, once the Societies start functioning, the emphasis must shift to operational methods, problems of the society and the movement, and approaches to resolve them. So far as the members are concerned, the course content would emphasize the loyalty aspect, and the ownership of the society by the members. Their orientation in current problems of the society would be necessary

in order to achieve rational decision-making and securing members' support to the developmental effort of the society. The training of managing committee members and office-bearers should be such as would enable them to perform their tasks efficiently. They should be given knowledge about the economics of the activity in which the society is engaged, the cooperative's problems and goals ahead, financial aspects of the society, committee work and parliamentary procedures, techniques of exercising control over the operations of the Society, presentation of annual reports and accounts to members' meetings, and orientation in need and methods for cooperative education of members. The syllabi, which may have been drawn up, should be understood to give a broad indication of what should be taught and the emphasis in actual teaching should be varied in accordance with the problems of the local cooperative and the needs of the groups. The content of cooperative education should thus be flexible, and should be determined by the instructor keeping in view the problems of the cooperative society from which committee members and office-bearers are drawn and the level of understanding of the trainees. A rigid adherence to the prescribed syllabi would defeat the purpose of cooperative education, and is likely to be felt as academic and dull by the trainees. It was suggested that there should be no rigid compartmentalisation of training given to the members, committee members and office-bearers. Intensive training exclusively provided to office-bearers may help to perpetuate them in their positions, which certainly is not the intention of cooperative education. Hence training available to the Committee members and office-bearers should be open to those ordinary members who are anxious to have it, since the latter would then provide a source of future leadership.

#### Intensive Agricultural District Programme :

A Panel Discussion was organised in order to inform the GDCs about the significance of Intensive Agricultural District Programme and its various features including the role of cooperative institutions. The members of the Panel were Mr. Arthur Weber, and Dr. Harold Miles of the Ford Foundation, Dr. A.C. Felder, Representative of the U.S. Cooperative League in India, Mr. J.S. Chauhan, Ministry of Food and Agriculture, and Dr. S.K. Saxena, ICA Regional Office. A brief summary of the discussions is presented below.

India is engaged in a planned development of her economy. Agriculture, being the major occupation of the people and contributing nearly 50% to the national income, requires speedy development. Yields per acre in India are among the lowest in the world and given adequate resources and technical know-how, farm production could be increased manifold.

The Ford Foundation Team on Agricultural Production which visited the country in 1959 recommended that an integrated and well-coordinated effort in selected promising areas will yield rapid increases in food production. A few improved practices can be effective if adopted singly but full production potential can be realised only if known improvements are adopted in effective combinations and are backed up by dissemination of technical know-how, adequate timely supplies and credit and marketing arrangements. The Intensive Agricultural District Programme which has been developed on the basis of these considerations, is outlined below. It may be noted that although the programme emphasizes foodgrains production, all aspects of agricultural and animal husbandry development are included.

1. The farmer is the focal point of all effort under the programme. He will be assisted to develop a Farm Plan indicating the improvements which can be effected on the farm, the inputs necessary, and the expected increase in production.



The Farm Plan and the Village Production Plan are the basic means to achieve increased production.

2. Adequate and timely supplies of production requisities such as seeds, fertilisers, implements, pesticides etc. will be supplied through Service Cooperatives.

3. Adequate and timely supply of credit will be available to the farmers to purchase the supplies available. The requirements of supplies and credit will be based on the production plans formulated for the participating farmers. Credit will be made available by the Reserve Bank of India through cooperative societies.

Agricultural credit is normally available only to credit-worthy farmers. In the selected districts, credit will be given on the basis of production potential as reflected in the farm plan and the use of credit will be supervised to ensure that it is spent for production purposes.

4. Marketing arrangements will be provided to the cultivators through marketing cooperatives so that the farmers can get full value for their surplus produce. Credit should be linked with marketing in order to secure repayment of loans advanced by the service cooperatives.

5. Intensive education of farmers in improved agricultural techniques will be carried on through such media as scientific demonstrations etc.

6. Transport arrangements will be augmented and strengthened in order to ensure mobility of staff and supplies.

7. The number of godowns will be increased from one to ten per block, on an average, in order to provide supplies and marketing facilities within bullock cart distance.

8. Finally, the analysis and evaluation of the programme is an integral part.

The unique feature of the Intensive Agricultural District Programme is that all the essential elements for realising full production potential are combined into one integrated compact programme, and that full coordination is to be achieved among the various developmental agencies at the different levels viz. the national, state, district and the block.

Additional agricultural, cooperation and other technical staff are provided at the district and block level. The number of village level workers is also increased by ten for each district. Efforts will be made to strengthen the village institutions such as Cooperatives and Panchayats, in order that they can shoulder heavy responsibilities expected of them.

The programme was introduced in 1960 in 100 blocks in the following seven districts in the first instance, which have the maximum irrigation facilities and the minimum natural hazards. Subsequently, it has been extended to one district in each State.

<u>District</u>		<u>State</u>
1) West Godavari	-	Andhra Pradesh
2) Shahabad	-	Bihar
3) Ludhiana	-	Punjab
4) Aligarh	-	Uttar Pradesh
5) Pali	-	Rajasthan
6) Raipur	-	Madhya Pradesh
7) Tanjore	-	Madras

The total production of foodgrains in the seven selected districts in the base year 1958-59 was about 21 lakh tons, and it is hoped that an increase in production to the tune of 40 to 60 % will be achieved at the end of the fifth year of the programme.

The discussion, following brief statements made by each panel member, centred on the problem of educating the farmer. The discussions revealed that preparation of the farm plan was a crucial stage but also one of the weak spots in the programme. Often the farm plans prepared for the farmers were not known adequately by those for whom they were meant. So far no approach was made to the CDOs and the Cooperative Instructors by the Administrators of the Intensive Agriculture District Programme (I.A.D.P.). It was suggested that the cooperative education programmes should be integrated with the I.A.D.P. in the districts and at higher levels. At the district, State and National levels, the representatives of the district, State and National Unions should be co-opted on the Coordination Committees. In regard to techniques for farmers' education in the I.A.D.P., particularly the need and methods of farm planning, it was suggested that apart from personal contacts and mass meetings, an approach should be devised which would ensure continuous contact between the farmers and the extension staff. Study groups of farmers could be an effective means for reaching the enterprising farmers with a systematic and intensive educational activity.

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ICA Education Centre,  
6, Canning Road,  
New Delhi. India.

Conference of State Cooperative  
Development Officers in India.  
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Sponsored by the:

(National Cooperative Union of India and  
ICA Education Centre, New Delhi)  
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FEBRUARY, 1962 :

Programme

Monday, 12th :

P.M. 2.30 - 3.30

Inauguration at the Office of the  
National Cooperative Union.

3.45 - 5.00

Introduction to ICA Activities :  
Purpose and Working Methods of the Conference

Tuesday, 13th

A.M. 9.30 - 10.30

Education and Cooperative Development

Introduced by : Mr. Nils Thedin,  
KF, Stockholm.

10.30 - 11.00

Discussions

11.15 - 12.30

Group Discussion

TECHNICAL SESSION I :

P.M. 2.30 - 5.30

Review of Cooperative Education Activities:  
Fact Finding Session.

Wednesday, 14th :

TECHNICAL SESSION II:

A.M. 10.00 - 11.15

Institutional Framework for Cooperative  
Education at various Levels.  
(Role of the Unions, Primaries and Business  
Federation; their inter-relationships)

Introduced by: Mr. C. D. Prasada Rao,  
Director,  
National Cooperative Union of India.

11.30 - 1.00

Group Discussions

Wednesday, 14th (contd.)

P.M. 2.30 - 4.00

TECHNICAL SESSION III:

Techniques of Cooperative Education  
(study circles etc.)  
Introduced by: Mr. Nils Thedin,  
KF, Stockholm.

4.00 - 5.00

Group Discussions.

Thursday, 15th:

A.M. 10-00 - 1.00

Group Discussions on Techniques continued.

TECHNICAL SESSION IV.

P.M. 2-30 - 3.30

Audio-visual Aids.

Introduced by : Mr. R. Blake,  
T.C.M., New Delhi.

3.30 - 5.30

Group Discussions.

Friday, 16th:

TECHNICAL SESSION V:

A.M. 10.00 - 11.00

Course Content for various Audiences.

Introduced by: Dr. S.K. Saxena,  
ICA Education Centre.

11.00 - 1.00

Group Discussions.

TECHNICAL SESSION VI:

P.M. 2.30 - 5.30

Production of Education Material-Panel Discussion

Saturday, 17th:

A.M. 10-00 - 1.00

Follow-up and Evaluation & Final Plenary.

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List of persons participated in the Cooperative Development  
Officers' Conference held at New Delhi from 12th -  
17th February 1962

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Cooperative Development Officers :

1. Mr.K.Ramaswamy (Madras)
2. Mr.S.V.Kadur (Mysore)
3. Mr.B.P.Biswas (West Bengal)
4. Mr.Amba Prasad (Delhi)
5. Mr.Sardara Singh Gill (Punjab)
6. Mr.S.C.S.Chauhan (Himachal Pradesh)
7. Mr.M.M.Prabhakar (Maharashtra)
8. Mr.J.M.Mulani, Executive Officer, (Gujarat.)
9. Mr.P.Bihar Singh Sharma (Manipur)
10. Mr.S.Ahmed (Assam)
11. Mr.B.Kumar (Bihar)
12. Mr.P.C.Rao (Jammu & Kashmir)
13. Mr.G.C.Kala (Rajasthan)
14. Mr.S.K.Tripathi (Uttar Pradesh)
15. Mr.B.Dagg, Additional Cooperation Development Officer, (Madhya Pradesh)
16. Mr.G.K.Mishra (Orissa)

National Cooperative Union of India, New Delhi :

17. Mr.C.D.Prasada Rao, Director.
18. Mr.A.S.Patel
19. Mr.M.R.Kaushal
20. Mr.K.C.Jain

Ministry of Community Development & Cooperation (Department of Cooperation)  
Government of India, New Delhi :

21. Mr.M.P.Bhargava, Additional Cooperative Commissioner.
22. Mr.B.V.Vora, Director (Cooperative Training)
  
23. Mr.D.D.Subramanyam, NCUI, New Delhi
24. Mr.V.Prabhakaran, NCUI, New Delhi