

***Adult Psychology***  
**&**  
***Educational Methods***

(Selected Papers)

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**INTERNATIONAL COOPERATIVE ALLIANCE**

REGIONAL OFFICE & EDUCATION CENTRE FOR SOUTH-EAST ASIA

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ADULT PSYCHOLOGY AND EDUCATIONAL METHODS

(Revised)

by

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370:301  
V.27.

1981

INTERNATIONAL COOPERATIVE ALLIANCE  
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## P R E F A C E

In South-East Asia, considerable emphasis is being laid on participative methods and techniques for education and training of cooperative personnel, leaders and members. More attention is also being paid to audio-visual techniques and aids. This has been done with the hope that the learners, most of whom are adults, will be motivated to learn more and faster. They will be applying their newly acquired knowledge, skills and attitudes to their job situations which demand much initiative, imagination, and involvement on their part. By using modern techniques, the cooperative teachers will be more interested and effective in their task of communication and motivation for changing human behaviour. Their job satisfaction and professional status will get enhanced, leading perhaps to better return. All this will consequently contribute to the improved image and better utilisation of cooperative education institutions in the developing countries.

An effective use of participative methods and audio-visual techniques is possible only if cooperative teachers develop good understanding of the principles of adult psychology and their application. An attempt has been made in Part-I of this booklet to explain in brief the principles of adult learning. Some simple visual aids have been included with a view to make the learning of adult psychology more interesting. In Part-II various methods and techniques of adult education, specially the participative ones, are briefly described and interpreted to suit cooperative education and training requirements. As it is very difficult to use participative methods without the help of modern educational materials such as, training packages, case studies, role plays, and audio-visual aids, Part-III of this publication includes some specimen material for use of cooperative teachers, after suitable adaptations. This material may be taken only as a sample and there is a need of production of various kinds of educational materials by the teachers themselves. The ICA Regional Office & Education Centre has been helping cooperative teachers in South-East Asia in developing more effective training materials based on participative and audio-visual techniques.

It is hoped that the cooperative teachers engaged in management training and cooperative education inside cooperative institutions as well as outside at the field level will find this booklet useful and interesting. Comments and suggestions from the users and the general readers will be most welcome.

New Delhi  
September, 1981

DHARM VIR

ADULT PSYCHOLOGY AND EDUCATIONAL METHODS

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PART - I

ADULT PSYCHOLOGY

PSYCHOLOGY OF ADULT LEARNING<sup>§</sup>

1. Human Development

(1) An individual passes through different stages of development viz. infancy, childhood, adolescence, adulthood and old age. He is born with some characteristics and potentialities. His personality comes under the influence of environmental and cultural factors and it is also affected by maturation and learning processes. Individual's subsequent satisfactions are largely determined by his initial modes of reconciliation learned to bring a balance between his psychic and the social world. So an array of factors effects human development.

(2) During the adulthood some of these effects get stabilised and others continue to change his personality, thus making each individual unique. The educators are expected to take the constant factors into account and systematically change the variable factors in the desired directions. For example, they have to assess the existing levels of adult understandings, intelligence, abilities, interests and develop programmes for development of useful knowledge, skills and attitudes.

(3) The main aim of educating adults is to develop their personality in a balanced manner, so that they adjust themselves better in their environment and whenever necessary make changes in their environment. Cooperative educators accept the hard fact of competitive society and prepare cooperators to face challenges of free economy. They also aspire to develop such leaders and managers who would help in the establishment of new social and economic order.

(4) In specific terms, objectives of adult education are to bring, by formal or informal means, relatively permanent changes in the following aspects of learner's personality and ultimately in his behaviour.

- i) knowledge and understandings
- ii) attitudes and interests
- iii) skills and habits, abilities and aptitudes
- iv) values and appreciations
- v) thinking: creative, objective or critical.

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<sup>§</sup>To be used as a part of the Training Package on the Subject  
- see Part-III

(5) A person is motivated to do something to satisfy his needs, interests and desired goals. Learning processes are accelerated when adults are motivated to achieve goals they set before themselves. Incentives can further accelerate the process of learning, but the intrinsic interest is most important for self-growth and learning. Human needs and wants can be divided into the following categories:

- i) security needs, such as safety,
- ii) physiological needs, viz. hunger thirsty, sex, etc.
- iii) social needs; sense of cooperation belonging, prestige, importance,
- iv) psychological needs; sense of achievement, desire for self-fulfilment.

(6) An individual gets interested in a thing, activity or thought whenever one or more of above needs are satisfied by paying attention to and getting involved in relevant phenomenon. Some interests develop because of maturation process. It means that some sources of motivation are intrinsic or hereditary and others are extrinsic or environmental.

(7) Sometimes, frustrations occur when an individual fails to achieve the desired goals. These frustrations can be expressed by him in several ways, viz. withdrawal, repression, fixation, aggressions, regression, rationalisation, sublimation or other defence mechanisms. In management education, ability to overcome frustrations and to think objectively and have sound judgement is considered most important. The adult learners are also expected to acquire skills in decision-making and problem solving.

(8) Often frustration occurs because of the fault in communication system and patterns of interaction among the participants. The system may be faulty in many ways, the most important are speed, completeness, direction, rigidity and phraseology.

## 2. Characteristics of Adults Learners

(1) Adult learners already have acquired some knowledge, general and specific abilities, interests, attitudes, prejudices, habits, values and different levels of emotional maturity.

(2) They also acquire some knowledge, skills and experience by learning and working in different kinds of environment.

- (3) Previous experience may hinder or help in the learning process.
- (4) There are individual differences among adults in terms of rate and quality of learning.
- (5) Motivation for educating adults may be based on intrinsic and extrinsic factors.
- (6) Adults have many responsibilities, viz. in work place, at home and in the society. They have limited time, energy and money.
- (7) Adult learners may have limited perception, limited vocabulary, poor self-concept, unquestioning obedience, excessive fatalism, rigidity and dogmatism as traits of their personality.
- (8) Without immediate reinforcement and practice ~~the~~ learners tend to forget the lessons learnt.
- (9) Adults, specially female and older adults are generally shy and get apathetic if proper ~~attention~~ is not given to them. In urban setting there may be more barriers in communication among themselves.
- (10) With advancement of age (about 40 years) there may be slowing down in learning psycho-motor skills but many adults become more active in acquiring social and linguistic skills and pursue similar spiritual interests.

### 3. Principles of Learning

Learning may be defined as a permanent change in individual behaviour as a result of new perceptions, practice or other experience.

- (1) The trainee learns what he does. In practice, this principle directs the trainer to arrange the conditions of learning in a way that will enable the trainee to make the correct responses early in the learning situation.
- (2) Learning proceeds most effectively when the learner's correct responses are immediately reinforced. The evidence shows that the use of reward for correct responses and non-reward for incorrect responses is more effective than the use of punishment.
- (3) The frequency with which a response is reinforced will determine how well the response will be learned. The evidence shows that in general it is best to use a continuous schedule early in training and then to shift gradually to some form of intermittent schedule in order to maintain the response at a right strength.



(4) Practice in a variety of setting will increase the range of situations in which the learning can be applied. Furthermore, such varied practice will make the trainee more resistant to forgetting.

(5) Motivational conditions influence the effectiveness of reward and play a key role in determining the performance of learned behaviour.

(6) Meaningful learning, that is learning with understanding, is more permanent and more transferable than rote learning or learning by some memorised formula.

(7) The learner's perception of what he is learning determines how well and how quickly he will learn.

There are many ways to attract the learner's attention to important stimuli. The problem is usually not one of finding a way; the problem is usually one of recognising that the important stimuli must be perceived correctly if learning is to proceed.

(8) Participants learn more effectively when they learn at their own pace.

(9) There are different kinds of learning and they may require different training processes. Learning to learn is an advanced stage of learning. Increasing use of body senses improves learning effectiveness.

#### 4. Suggestions for Adult Educators

(1) Assess the existing level of learner's knowledge, needs and interests. Learn about their attitudes, prejudices, skills, habits and previous experiences in relevant areas.

(2) In the light of above assessment-~~set~~ goals and objectives for educational programme. It is necessary to plan, implement and evaluate the programme in consultation with the learners. It will be more effective to involve them actively.

(3) The learning process should be related to the previous experiences. Remove prejudices and other barriers in the way of communication and learning.

(4) Arrange situation conducive to learning. Motivation for learners should be relevant and adequate in terms of their needs and may be intrinsic or extrinsic.

(5) Communication of new information and ideas should be at the level of their reception, skills may be imparted through demonstration and practical work. Check the factors affecting communication viz. sender, message, channel and receiver. Have a two-way communication process. Use audio-visual and other aids.

(6) Arrange for self-effort in learning and re-inforce the lessons learnt. Encourage self-evaluation and improvement according to individual interests, abilities and other differences.

(7) Use of participative and group methods should be preferred in order to promote learning and develop team spirit. Promote group life among participants, encouraging purposeful cooperation.

(8) Individual adults would need assistance in the transfer of learning to job situation. Stresses in job situation would create difficulties in such transfers. Give due recognition to progress in learning. Make provision for periodical evaluation and follow-up.

(9) Avoid fatigue, and punishment for mistakes.

(10) Education through small groups facilitates individual learning process, improves interpersonal relations and communication. It also develops team spirit and leadership qualities. Divide learners in manageable and homogenous groups.

##### 5. Conclusions

Although, there are several theories on learning, the commonly accepted principles of adult learning can be summarised as follows :

(1) Adults must learn for himself, no one can learn for him. Each student should travel a road of self-learning and development.

(2) Each participant learns at his own pace, and for any age groups there are considerably variations in rates of learning.

(3) A participant learns more when each step is immediately strengthened or reinforced.

(4) Full, rather than partial, mastery of each step makes total learning more meaningful.

(5) A learner is more highly motivated when given responsibility for his own learning; he earns and retains more.

(6) Treated in a group, participants learn from each other.

(7) Adult learning should be based on the motivation of self-help and mutual help among learners. The main task of an educator is assist learners in achieving their goals.

The educator can either manage learning resources or he can operate as a resource. In case of former, a training manager should have the following functions in cooperative training situation: planning, organising, leading and controlling. While working as a teaching resource he should motivate, reinforce, get feedback, involve, encourage practice and transfer learning to the real situations.

#### Questions for Individual and Group Work

1. Based on your experience, please list five most important principles of adult learning which are of direct relevance to cooperative education situation in your organisation/country.
2. Also list five most important factors which retard effective learning in your cooperative education situation.

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## HUMAN INTEREST AND EDUCATION

One of the main aims of education is to create new interests among educants, and to develop them. As relevant interests are developed it may be said that half of the purpose of an educator is achieved; well begun is half done. Soon after necessary interest is created, the educants will themselves make efforts to learn more and more. The result is 'where there is a will, there is a way'.

In human psychology, interest may refer to those activities or things which give happiness and satisfaction. Even thoughts of interesting activities or things invokes pleasure and worthwhileness in pursuits. Interests are such personality traits as are influenced by environmental factors. However, excessive interest in oneself especially in sex matter may be attributed to hereditary factors. Interests are considered expressions of self-concept, individual's motives and indicate the mode of individual adjustment.

There is intimate relationship between interests and human experience. The process of development in interest begins right at birth and continues till death. Different configurations of human experiences are formed in the inner psychic set up and those which are pleasant and worthwhile develop into patterns of interests. Whatever interests one acquires during childhood and adolescence are carried by him throughout his life. Interests mature between 15 and 18 years of age. The stock of interests accumulated upto 20 years of age can be sufficient for one's whole life. According to psychologists, there is very limited change in human interest after 25 years of age. The rate of change in interests decreases with advancing age. One's circumstances and vocation may change but not interests. **There** is also no change in the 'volume' of one's interests with advancing age. It is likely that the number of interesting activities may lessen as many interests may be satisfied by one selected activity. One artistic activity may be capable of satisfying several human interests. For example, interest in the art of dancing can help in maintaining good health and respect in society as well as in achieving aesthetic ideals. Such interests mature with age. With advanced age, human strength and energy decreases. Consequently, one may take less interest in active games and sports and more in reading, etc. According to Thorndike (E.L.) there is little change in the volume of one's interest because of this reshuffling.

It has also been found that different types of people have different interests. Psychologists have arrived at the conclusion that similarity in human interests is more than variance. It is possible that there is a difference in degrees in one's interest. Because of common interests human beings adjust themselves to each other. Even interests of men and women, there is more similarity than variety which is enough for living together. It is also natural that the father and his children have common interests. Children and adults may also show interest in activities according to their abilities but not vice versa. Relevant abilities and interests can be developed in a rich and permissible environment. The environment—physical or social has more influence on human interests than what ageing has. Once the interest is aroused in a subject or activity the learner will himself make efforts to know the subject and master relevant skills. He may fail in his initial efforts. The role of the teacher is to avoid unnecessary mistakes, encourage the learner and arrange an atmosphere in which others do not make fun of the learner. It is correct to say 'Well begun is half done'. The teachers and learners together should identify the objectives of learning and make a plan of education accordingly. Learning should be a pleasure, a worthwhile challenge and a useful pursuit.

There is wrong notion prevalent among adults especially older people that they cannot learn new things. Psychologists have discovered that in certain respects their learning may be slow but in other respects it may be faster and richer. For instance, because of slackness in general energy level, an adult may be slow in learning activities which involve strength and speed. On the other hand, elderly people learn lessons of language and social studies because of increased vocabulary and experience. However, in order to learn something new, it is necessary to forget something old. So is the case with cooperative education. Human cooperation is not an innate phenomenon. Socio-economic cooperation is certainly to be learned from the environment. By the time an adult achieves maturity he should have the right experience with cooperation. Generally, individuals acquire wrong image, attitudes and experience about cooperative activities. Self assertive attitudes and egoistic tendencies are found dominant among them. In such cases interest in cooperation does not find proper place. To create new interest in socio-economic cooperation is to be based on the existing interests, attitudes and experience.

One may be able to change the attitude and provide useful experience. But it has been found difficult to change interests in mature adults. It is therefore necessary to find out the existing interests of adults and relate the educational activities to them.

In India, some efforts have been made to find out occupational reading and other spare-time interests of adults. Such studies should be conducted increasingly, & efforts should be made to use them in curriculum planning and development of adult education programmes.

Studies on human interests conducted in India by the author indicate that rural people know little about cooperative societies. However, their interest in social activities such as cooperatives slightly go up with increase in their age. Older adults also show increasing interest in reading simple books on social subjects such as village cooperatives. They would also like to go in the local libraries and read books and other material provided they have an access to such facilities. The adult and adolescent population of villages have shown interest in several other spare-time activities.

The cooperative educators and other extension workers are expected to have knowledge of such interests. They should take into account the educational needs and interests of their clients at the time of developing educational activities for them.

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SOME FACTS ABOUT ADULT PERSONALITY

An adult education worker knows that his job is to organise such educational programmes which suit the needs and interests of a mature or a maturing person, with a view to bring about such changes in his personality, that enable him to carry out his duties as a member of his society and in various other capacities. Worthwhile changes in a personality can be brought only if the adult personality is first understood. A more basic question is: What is meant by the term personality? Does it mean the total appearance of a man or does it mean more than that? Theologists, philosophers, jurists, sociologists, psychologists and others have defined personality in their own ways. To us as an adult education worker, the psychological definition will be more relevant.

Psychologists also define personality in many ways. Allport G.W. one of the psychologists, defines it as follows:-

"Personality is the dynamic organisation within the individual of those psycho-physical systems that determine his unique adjustment to his environment". (1937 A, p.48).

The phrase, 'dynamic organisation' emphasizes the fact that personality of an individual is constantly developing and changing, but remaining a systematic entity. Changes in personality may not be so quick that we can always see them. There are psychological tests, which can measure the changes occurred in personality. Through systematic observation we can also see some of the changes. The term 'psycho-physical' denotes that personality is not exclusively mental nor physiological. With the phrase 'adjust to his environment', Allport indicates his conviction that it is personality that mediates between the individual and his psychophysical environment, sometimes submitting to it, sometimes mastering it.

Personality Trait is a word frequently used in the field of psychology and education. Its meaning generally remains vague to a layman. Allport defines trait as a generalised and localized neuro-psychic system (peculiar to individual), with the capacity to render many stimuli functionally equivalent and to initiate and guide consistent forms of adaptive and expressive behaviour. It is important to note that 'trait' has been defined as a generalised tendency. It means that traits are not found only in relation to specific situations. However, they can be located in the individual personality.



### Traits and Habits

Some people may think that traits and habits are synonymous terms. Actually the trait to a considerable extent represents the outcome of two or more numbers of habits integrated. There is no doubt that trait and habits are tendencies which to some extent determine the behaviour of the individuals. But a trait is more general, whereas, a habit is very specific phenomenon. For example, honesty may be a personality trait, applicable to many social and psychological conditions. But honesty in playing cards only is a specific habit which can be developed by an individual.

### Classification of Traits

It may be added here that traits and habits are determined both by hereditary and environmental factors. The same trait cannot develop in many individuals in the same way, as it takes a unique shape within the personality of an individual.

Some traits may be called hereditary. Their tentative list is given below:

1. Sex (behavioral or otherwise)
2. Self-assertion (ego-defence)
3. Escape (fear, anxiety)
4. Protectiveness (parental behaviour)
5. Gregariousness (tendency to live in groups)
6. Rest-seeking (sleeping)
7. Exploration (curiosity)
8. Narcissistic sex (excessive pre-occupation with oneself in sex matters)
9. Appeal (sympathy)
10. Construction (creativity)

There are some traits, the origin of which can be attributed to environmental factors. Some of these traits are:-

1. Interest in career
2. Interest in sports and games
3. Interest in religion
4. Mechanical interests
5. Patriotism
6. Super-age structure (a structure in the unconscious built-up by experiences and functioning as a kind of conscience).
7. Self-sentiment (in its developed form self-respect).

### Surface versus Basic Traits

Psychologists have also tried to determine what they call, surface traits. Some of these traits as discussed by Cattell are given below:

1. Integrity-altruism versus dishonesty, undependability.
2. Infantile, demanding, self-centredness versus emotional maturity.

3. Gentlemenly disciplined thoughtfulness versus foolish, lack of will.
4. Crude social assertion, exhibitionism, versus obedience to authority, modesty.

There are underlying basic traits which are lesser in number than surface traits. These basic traits are more important determinants of human personality. It is difficult to name source or basic traits, but most of them can be measured with the help of personality tests.

#### Another way of classifying traits

1. Cardinal Trait: It is so dominant that most of the activities are influenced by it directly or indirectly. Such a master quality in an individual has sometimes been called the ruling passion or master sentiment. It can be said that 'love for truth' was the cardinal trait in the personality of Mahatma Gandhi.
2. Central Trait: It represents the tendency which is highly characteristic in an individual. According to Allport, Central Traits are very few in number - between five and ten. But, they are easily traceable in the personality of the individual.
3. The Secondary Trait: It is traceable with some difficulty, because they have limited occurrences, and are less important in describing a personality.

We have discussed three types of traits. These types do not show that traits are independent from one another. The traits are inter-dependent and the behaviour is the outcome of interplay of many traits. The interplay of various traits make the personality of an individual unique. The uniqueness in personality may, sometimes, appear to be inconsistent, when compared with social standards. A Gandhi cap, with the western suit may appear to be slightly inconsistent to an average Indian. But, to an individual, wearing them, it may give satisfaction due to the unique organisation of his personality traits. Sometimes, there may be a real inconsistency in the behaviour of an individual. Suppose, one gentleman wearing the western suit and a Gandhi cap knows Hindi, but he uses English words more frequently, whenever he talks to less educated people. Such inconsistency in individual behaviour may be due to lack of proper organisation of different traits.

### Personality and Character

It is very difficult to make any clear-cut distinction between personality and character. Character may be taken as one's integrated system of behaviour tendencies with respect to moral and ethical issues. When we are concerned with situations involving moral values, when we are dealing with right or wrong or good or bad, we speak of character rather than of personality traits or characteristics. On the other hand when we deal with person's social behaviour in terms of dominance and submission, introversion and extro-version, and similar traits, we shall consider them within the larger categories of personality traits. (1964, Sawrey and Telford p. 38).

Development of personality traits such as interests and character should be the main aim of an educational programme .

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## DEVELOPMENT OF COOPERATIVE LEADERSHIP

Eleanor Roosevelt, when asked to mention the leadership qualities of her husband-President Roosevelt, said: "It is very often the opportunities which bring out the leadership qualities".

Cooperative movement throws a challenge before the society and provides opportunities to social minded citizens for self-development and social and economic development.

Leadership may be defined as an arrangement of the social situation so that the group results may be achieved. A leader is a person who arranges the situation in a group, that its objectives are achieved to the maximum possible extent. If objectives of cooperatives may be well achieved, the qualities of imagination, initiative and courage are to be brought forth in leaders and potential leaders. The trained leaders by their example and action can change and improve situation in cooperative movement. A movement needs different types of leaders at different stages of its development: inspirators, innovators, interpreters, educators, coordinators and evaluators. For example, Swedish cooperative leader Albin Johansson and Danish cooperative leader Severin Jorgensen may be considered as inspirators and innovators who initiated and pioneered cooperative movement in their own countries.

A distinction is often made between traditional leadership based on factors like caste, kinship, economic status and modern leadership based on education and functional efficiency. A study on cooperative leadership in two districts of India conducted by V. K. Mehta National Institute of Cooperative Management, Pune shows that traditional factors are still predominant in determining the position of leaders. The training and education may encourage modern leadership. However, in the absence of inner transformation of the society in general, it is very difficult to accelerate this change, through education alone.

Importance of Cooperative Leadership: Prof. Gadgil in his paper on "An Integrated Cooperative System" hopes that such a system can be achieved and used to the advantage of weaker section in the society. According to him, it can mainly be achieved through honest and dedicated cooperative leadership. In absence of such a development in cooperative leadership, the movement will completely tarnish its image among the public.

He very aptly states:

"There is today a crisis. Something has to be done about it. Existing cooperative organisation and thought cannot serve our purpose. We must put forth the type of leadership, the type of thinking and also determine the direction which we really want in the future. I am afraid that unless we do this the blind faith in the cooperatives which is still persisting in the Indian public opinion may not be retained some years after".

Psychology of Leadership: Basic to sound leadership is an understanding of human social needs. They are:

- (i) Activity and Variety
- (ii) Basic achievement needs
  - security of status and desire for power
  - sense of personal worth
  - sense of participation
  - group membership
- (iii) Secondary achievement needs
  - personal development
  - release from emotional tension
  - service to community

Characteristics of successful leaders: Surveys of studies on leadership conducted in the U.S.A. showed the following personal factors which may be attributed to the success in leadership function:

- Capacity : (social intelligence, alertness, verbal facility, originality and judgement)
- Achievement : (scholarship, knowledge, perseverance and accomplishment)
- Responsiveness : (activity, sociability, cooperation, adaptability, humour, sympathy and empathy)
- Status : (social-economic position, popularity)
- Situation : (mental level, status, skills, needs and interests of followers, objectives to be achieved)

The vision of the leader must be broader and constantly broadening. He has to have a courage, judgement, sympathy for his follows and faith in cooperation.

Methods of Leadership: According to the types of leaders there are three main methods of leadership as given below:

1. Autocratic Leadership: The leader mainly seeks obedience from his group. He determines policy and considers decision making a one man operation.
2. Democratic Leadership: The leader draws ideas and suggestions from the group by discussion and consultation. The group members are encouraged to take part in setting policy. The leader's job is largely that of moderator.
3. Free-reign Leadership: The leader is more or less an information booth. He plays down his role in the group's activity. He has a hand mainly to provide materials and information. He exercises a minimum of control.

Usually the autocratic leader works on groups, the laissez-faire leader works for groups and the democratic leader thinks of himself as working with and within groups. The democratic leader prefers atmosphere and persons to organisational structure.

It is generally said that democratic leadership is the best. But the experience, especially in developing societies, shows that sometimes autocratic or free-reign leadership may function under exceptional circumstances. A cooperative leader should be dynamic so as to adjust himself in different conditions. It may, however, be emphasized that for the cooperative movement the democratic type of leadership has been found most suitable.

Leadership functions are :

1. Defining and clarifying goals.
2. Determining progress in relation to the goals.
3. Selecting the appropriate procedures.
4. Maintaining the group.
5. Helping members to participate effectively.

Techniques of Leadership :

Stimulate People to Right Action by:

- (1) Managing the People You Direct.
- (2) Making your Advice Get Results.

- (3) Presenting Effective Training.
- (4) Correcting People's Mistakes.
- (5) Inducing People to Try Harder.
- (6) Encouraging People to Think.
- (7) Giving Instructions and Orders.
- (8) Improving Confidence and Morale.

Strengthen and Increase Your Prestige

By

- (1) Recognising your Responsibilities.
- (2) Adjusting Your Personal Outlook.
- (3) Developing Estimates of People.
- (4) Securing Active Cooperation.
- (5) Getting Along with Your Boss.
- (6) Gaining Recognition and Credit.
- (7) Creating a Favourable Reputation.

LEADING AND BOSSING

In order to be a democratic leader, it is important to know the difference between a 'boss' and 'leader'. It can be said that a boss can also have some characteristics of democratic leadership. On the other hand a leader can behave like a boss. However, there is a distinct difference between behaviour patterns of the two types of persons, which is given below

The Boss

- + Drives his men
- + Counts on authority
- + Keeps them guessing fearful
- + Talks about "I"
- + Says "get here on time"
- + Finds blame for breakdowns
- + Knows how it is done
- + Makes work a drudgery
- + Says, "Go"

The Leader

- + Coaches his men
- + Gets their goodwill
- + Arouses their enthusiasm
- + Makes it "We"
- + Gets there ahead of time
- + Fixes the breakdown
- + Shows how it is done
- + Makes work a game
- + Says, "Let's go"

### Evaluate your Leadership

It will be better for leaders to test their effectiveness and development. Some simple tests are available to measure leadership qualities. Some of the testing devices have been constructed by psychologists and these are used in laboratories conducted on Human Relations and Group Development.

#### The Role of Cooperative Unions in Leadership Development

1. The unions which are promotional bodies should attract talented people towards Cooperative Movement and train them in various tasks.
2. Cooperative Education personnel should study local situations and encourage right type <sup>of</sup> leaders. Especially young leaders should get adequate attention and publicity. The question of specifying some educational qualifications for leaders of cooperative institutions may be given due consideration.
3. The Unions should conduct educational and training programmes for existing leaders and executives. They should also encourage member societies to have planned educational and leadership development programmes.
4. The Unions should also have information and consultancy services in cooperative education, leadership development, management and related matters, for member societies and other educational institutions. Special material and techniques for member education and leadership development should be prepared and used.

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PART - II

METHODS AND TECHNIQUES

## THE AIMS AND METHODS OF COOPERATIVE EDUCATION

### 1. INTRODUCTION

The overall aim of cooperative education may be to change knowledge, skills, attitudes and behaviour of cooperative personnel (both employed and non employed or elected) in such a way that they together contribute to improvement in the business of their cooperatives and thus to their own socio-economic standards. This can best be achieved through done if they have proper understanding of cooperative principles and practices. Cooperative education programmes therefore includes besides training in management and technical skills, broad understanding and appreciation of cooperative philosophy and objectives. The vocational and technical skills are imparted according to the needs of various categories of personnel and objectives a specific programme.

The methods of cooperative education can be meaningfully discussed only with reference to the audiences. The two main types of audiences are the members and the employees. In addition to these two major audiences, education programmes may have to be directed at potential members in order to expand the area of influence of the cooperative movement. The sympathy and support of the social groups, such as youth, women and personnel working in the government development departments, could also be important for ensuring a coordinated development of the movement.

We will divide the paper into two parts dealing with educational methods for members, and methods of training for the employees in the cooperative movement. Wherever possible, reference will be made to the methods suitable for social groups outside the cooperative movement.

#### 1.1 Choice of Method

It should be mentioned that no single method would generally serve the purpose in an education programme for any particular group of people in the cooperative movement. It will be necessary to use several educational methods together in order to produce the desired impact. Availability of organisational support and resources will also affect choice of methods.

The considerations important in the choice of education methods for any particular group are the objectives of the education programme, the subject matter to be taught, and the academic background and cooperative

experience of the participants. For instance, if an education programme is being formulated with the aim of organising cooperative societies, the methods suitable may be the organisation of promotional meetings and group study by the potential members. At the promotional meetings, the extension worker will try to interest potential members in the cooperative movement and will discuss with them the principles of Cooperation, the advantages of cooperatives, and the technique of organising them. The potential members may then study the usefulness of a cooperative society in the context of their own problems, together with the techniques of its organisation.

### 1.2 Target Groups in the Cooperative Movement

The nature of an audience will have a great bearing on the selection of education methods. Any analysis of members and employees in the movement for education purposes should be with regard to their functions and responsibilities in their respective cooperatives. The members of cooperatives may be classified in the following groups:

1. General
2. Elite members and managing committee members
3. Office bearers

The term elite members' may be understood to mean those members of the cooperative societies who are actively interested in the work on the society and who, given proper training, would be potential leaders. A broad classification of cooperative employees may be as follows.

1. Junior personnel
2. Intermediate personnel
3. Senior managerial personnel

Social groups, outside the cooperative movement but interested in education programmes, may be classified as follows:

1. Those persons who are not in the cooperative movement, but who may be willing to join cooperatives.
2. Important social groups, such as youth and women.
3. Personnel working in the government departments.
4. Leaders in the local self-governing institutions.

## 2. EDUCATIONAL METHODS FOR MEMBERS

In this section, we will deal with techniques for ordinary members and elite members. The techniques for elite members will be applicable to managing committee members as office bearers.

### 2.1 Techniques for Ordinary Members

The general body meeting provides an excellent opportunity for the members to learn about their cooperative society and the various aspects connected with it. At these meetings, the annual reports are discussed and the broad policy of the society is defined. However, the general body meetings of cooperative societies are not usually well-attended and special efforts should be made to increase member attendance. Frequent membership meetings may be organised; these need to be made attractive by arranging additional recreational and social programmes.

#### Mass Media

Mass media mainly include radio, films and T.V. Although a large number of people can be contacted through these channels, there are certain limitations. It has been found in Great Britain and the USA that mass media "typically reinforce or activate existing values and attitudes, only very rarely alter them, and scarcely ever form or originate them". Thus, the educational influence of mass media may be superficial unless they are used in a well-designed educational programme as for example in group discussions.

#### Cooperative Publications

Newspapers, magazines and publications are the carriers of knowledge and can exert a great influence on the masses. The cooperative movement can utilise newspapers to provide both members and the general public with information on its ideology, achievements and problems. If the newspapers brought out by other agencies are to be effectively used by the movement, the apex cooperative organisations should develop relations with the general press and feed them with articles, news-stories and other useful information.

The cooperative unions in advanced cooperative movements bring out magazines for members and also publications on socio-economic conditions and the cooperative movement. The family magazines viz. 'Vi' and 'Ie-no-Hikari' of the Swedish and Japanese Cooperative Movements respectively are good examples among such publications. These journals deal not only with matters

concerning Cooperation but include articles of general interest such as short stories, pictorial pages and children's comics. The advance movements also bring out specialised periodicals for various categories of personnel, such as the board of directors, managers and accountants.

The building up of library and reading room facilities by various cooperative societies for their members is another instrument through which education can be carried to the members. The pioneering Rochdale Society as is well known, placed special emphasis on building up a library and providing quiet reading facilities to the members. It should be mentioned, however, that the efficacy of printed material in the Region would be restricted on account of widespread illiteracy.

## 2.2 Techniques for Elite Members

Particular attention should be given to the "elite" members in cooperative educational programmes for several reasons; firstly, elite members are elected potential source from which managing committee members will be elected. Secondly, they will usually take the lead in discussions and help in arriving at decisions at general body meetings. Finally, knowledge imparted to the elite member is likely to be passed on to fellow members in informal meetings between the two, since the former take more active part in community life.

### Demonstration and Exhibitions

Demonstration can be arranged inside the class-room and in the field. Members would believe a fact which they have seen and if possible handled themselves. We can use a real house or farm for demonstration of the efficacy of a particular technique. Some time use of a particular commodity can be demonstrated with some good results.

Extension workers also use models, prototypes, pictures or charts and arrange a display of relevant materials to activate their objectives. Whenever possible and exhibition of materials and methods can be arranged at a suitable place and the learners can be involved in arranging the same.

### Study Circle and the Correspondence Course Methods

The study circle method, which has yielded very good results in the Scandinavian countries and other advanced movements in the West, is particularly suitable for the elite members, the members of managing committees,

office-bearers and junior employees. The method is useful in informing the above groups of members about the activities and the current problems of cooperative movements and in providing them with the necessary education for developing leadership qualities. Another variant of this method is the group discussion method wherein discussion sheets are used instead of the study material. The discussion group and the study circles can also be organised with the help of films, radio broadcasts, TV programmes and specially produced study materials. The study circle method, as practised in Sweden, is mainly based on individual reading of specially prepared study material, group discussion on the questions contained in the material under the guidance of trained leaders, and correspondence with teachers working at the central organisation. The method is being used effectively by the Swedish Cooperative Union and Wholesale Society (KF), the Correspondence Course Institute not only for member education but for the education of cooperative employees as well.

#### Project Method

Under this method, the group carries out a project of local significance, such as the construction of a road or a warehouse required for the cooperative society. Members' participation in an activity of this kind, under the aegis of the cooperative society, increases the sense of member participation and often leads to pride of achievement among members.

#### Seminars and Conferences

The seminar is an educational technique based on the active participation of members in discussions on the subject under study. There are two ways in which seminars can be conducted. One way is to include in the seminar programme lectures from specialists, group discussions on selected questions, and plenary meetings to discuss group reports and the report of the seminar as a whole. Documentation may include selected readings, and papers prepared by the lecturers, on the subject under study.

The other method is to divide the participants on the basis of their specialisation into two or three discussion groups, after a general introduction on the scope and methods of the seminar. The sponsoring organisation may prepare agenda notes on the topics included in the seminar programme, and indicate, among other things, points for discussions in the agenda notes. The agenda can be split up into two or three parts and each assigned to different working groups for discussions after the groups have prepared the reports. In both these forms, field visits may be included in the seminar programmes.

The first method of conducting the seminar is likely to give better educational results than the second, because of the use of expertise. A similar technique can be used in the training courses for employees as well. The mechanics of the seminar in its second form approximate those of the conference. It calls for much greater knowledge and experience on the part of the participants than the first method.

The practice of holding week-end seminars for the leaders of the primary societies is widely used by the co-operative movements. The seminar technique can also be used with great advantage for leaders at the secondary levels. In some cases the seminars are called conferences in order to lend them a status and make them more attractive. However, conferences which are more formal and pragmatic, can also be used for educational purposes.

#### Study Tour

The cooperative movement has extensive use of this technique for the education of its members, leaders and employees. Members in a particular locality may be taken to see the working of a successful cooperative society in a neighbouring area and to observe for themselves the methods and practices followed by it. Study tours are also arranged internationally for leading cooperators of one country to study the organisational structure and operational techniques of cooperative movements in other countries. It is essential to plan the study tours thoroughly; otherwise they are likely to degenerate into sight-seeing excursions.

#### Training Courses

Some cooperative movements in South-East Asia organise short training courses camps of the duration of two to three days for ordinary members and one or two-week courses for managing committee members. Such courses are generally organised in the members' localities and in the evenings when members have leisure time. The instructors go from place to place organising these courses.

The experience of several countries of South-East Asia in this field indicates that it is not possible to provide continuous education to the ordinary members through the training course method. Further, while the costs involved in conducting training courses are high, the effect of the method so far as ordinary members are concerned is not great. It would, therefore, appear that an intensive education method, such as the training course, should be used mainly for the office-bearers and employees.



### 2.3 Resume

Cooperative education should be not oriented broadly based so that interested public and the membership as a whole gain increased knowledge and provides support to the elected leaders in their societies. Further, a selective approach would be necessary, whereby the movement concentrates its educational activities on the elite members a potential source of leadership, and elected members to equip them for the effective discharge of their duties in the societies. Finally, cooperative education methods should be such in which democratic procedures are used so that the members receive training in parliamentary procedures during the study program .

### 3. METHODS OF EMPLOYEE TRAINING

We will describe below the training methods with reference to the employees within the cooperative movement as a whole. A judicious combination of several methods with varying emphasis may be necessary with reference to the different types of employees. An important consideration to be kept in view in formulating the training programmes for the employees is that these junior employees, who have shown ability and who are willing to put in the necessary effort for education, should be able to assume more responsible positions through participation in courses at successively higher levels. Thus, while the elementary training courses for the junior employees may emphasize on-the-job training and practical work, they should also give the trainees some knowledge of the principles and structure of the cooperative movement.

#### 3.1 Training Course

The most common system of training is the organisation of training courses. Quite often the movements in the developing countries are tempted to look to the universities for guidance in formulating the syllabi, and for deciding upon the training methods for the employees. However, the objectives of training programmes for cooperative employees are not necessarily the same as in the case of university education. The objectives of training are the development of skills among personnel in the performance of their specific tasks, together with the fostering of initiative and competence for analysis of problems as they arise.

### 3.2 Lectures

The traditional lecture method, in spite of many limitations, will naturally have a place in any education system. Lectures are useful for presenting study material from a variety of sources to trainees in a systematic form; they also help students understand the various view points on a particular problem or the implications of differing given situations. The teacher can open up new vistas of thought among his students through his wide-ranging knowledge and stimulate thinking on their part by well-directed reading.

It has been recognised that the work of the teacher can be made more explicit and interesting through the use of audio-visual aids. The teacher may use various teaching aids and demonstration material, such as the black-board, maps, charts and film-strips. In a practical subject like Cooperation, the need for the use of audio-visual aids cannot be over emphasised. For instance, a teacher, who is trying to explain the stocking of goods in a consumer cooperative shop, can do it more effectively through the use of slides showing arrangements of goods in a successful or a model shop.

Further, the lecture can be made more effective by turning it into a discussion between the students and the lecturer. After giving short exposition of about 10 to 12 minutes, the teacher may pose leading questions and involve the students in carrying the discussion further. The teacher may also use the last few minutes of his lecture period for ascertaining the extent to which the students have grasped the subject and for indicating the reading material.

### 3.3 Group Discussion Method

The group discussion technique has already been described with reference to member education. In order to make group discussions effective in the training courses, it would be useful if the teacher suggests reading assignments to the trainees a few days prior to the discussion and asks them to read the relevant material before coming for the group meeting. The training class, if it is large, may be divided into several small discussion groups and the discussion carried out under the guidance of the abler pupils. Through this method, the trainees will learn parliamentary procedures so essential for the work in a cooperative society and will develop power of expression and confidence. The participation in group discussions may help the trainees to locate certain points in the lectures which they have not clearly understood and which they could later check with the teacher.

### 3.4 Practical Training

Practical training should acquaint the students in detail with the work of cooperative societies by creating an understanding of their problems, developing practical skills for specific jobs and training the students in locating and solving the problems. The main methods of practical training are outlined below:

#### Workshops

Workshop is more elaborate form of practical assignments or projects, in which a group of participants work together on some practical or productive assignments and thus acquire relevant skills application of knowledge and new mode of behaviour. For example, in a workshop of teachers the participants may be divided into small groups and assigned the task of developing the curriculum for a course, designing a management training programme or preparing audio-visual aids for their use in the class, with the assistance and resources available from organisers managers.

Although a workshop requires much preparation on the part of trainers and expenses by the organisers, it has been found very effective method of cooperative education specially for trainers training.

The products of materials produced and used during the workshop can be tested in the field and circulated on a wider scale, after suitable modification.

#### Practical Assignments Projects

The trainees could be given practical assignments depending upon the aims to be achieved in their training. For instance, the shop assistants in a consumers' cooperative shop may be asked to handle the customers and the necessary weighing machines. The senior executives being trained for managerial tasks, may be given assignments involving specific problems, such as analysing the capital problems of a society and suggesting measures to develop funds for achieving efficient operations. The trainee may be assigned a responsibility to do the suggested reading and to prepare a paper on a particular subject. The paper can then be discussed in a seminar between the teacher and the trainees concerned. The discussion may be carried out in such a manner that it will stimulate and provoke discussion. Such a system will develop in the students faculties of independent study and thought together with a capacity for critical analysis and for expressing their ideas.

### Study Visits

The trainees may be taken to visit various primary and secondary cooperative institutions in the field of their study to familiarise them with the organisational structure and activities of cooperatives and to give them an opportunity to discuss problems with the leaders and officers of cooperative societies. Some precautions are necessary in order to make the study visits fruitful. First, the students should be given a broad idea about the society to be visited and then they should be asked to formulate questions through which further information could be collected by them. Secondly, the number of trainees to be taken to an institution should not be very large. Thirdly, a trained guide or a lecturer may accompany the trainees so that the programme is conducted on proper lines. However, the study visits have some limitations. They can be too hurried and so may give only a superficial view to the trainees since not much can be spent at each society.

### Participation in the Work of Cooperatives

The trainees should be attached to a cooperative institution for a fixed period of time to carry out certain duties under the guidance of an officer of the society. The tasks that may be assigned to them should be similar to those they will be called upon to perform later in a similar institution.

Such on-the-job training is useful for the purpose of developing skills among the trainees and for informing them about the typical problems they are likely to face in their work. It would also enable the trainee to study much more closely the organisational set-up and the operational practices followed. However, this kind of training demands considerable attention and time from the officer of the society to whom a trainee is attached. The officer should have a sympathetic understanding of the trainee's problems and should be aware of his own contribution towards the training of cooperative personnel. Quite often an officer immersed in his daily tasks, may be unable to give the trainee undivided or adequate attention. Such a situation considerably diminishes the value of on-the-job training.

Further on-the-job training is likely to turn out to be purely 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 the agenda papers for meetings and reports on various problems and projects, as also with the deliberations of the managing committee.

### Case Studies

In physical sciences, the student acquires practical knowledge by carrying on experiments in the laboratory. In the social sciences the laboratory is the society or organisation in which the student must study life situations in order to acquire first hand knowledge. This applies to the cooperative movement also.

Typical case studies and research are important tools of practical training since they give students an insight into the problems of the cooperatives and train them in methods of collecting and analysing relevant information. The students may also develop judgement, since they will be asked to suggest approaches to deal with the problems studied by them. From the point of view of training the students' minds, developing their critical faculties and the ability to deal with actual life situations, the case study method is likely to be of great value.

Recent trend in cooperative management training as the increasing use of different kinds of problem oriented case studies such as management case, in-basket exercises etc. A management case study is a written or documented description of an actual situation where it is necessary for learners to identify the main management problem, to state alternative solutions and to decide what should actually be done by the manager in the situation described.

### Role Playing

Definition prepared at the United Nations Institute for Training and Research (UNITAR) in 1970. "Role Playing is a training technique in which participants in persons assume an identity other than their own to cope with real or hypothetical problems in human relations and other areas".

The role-fitting and role-taking are other terms sometimes used to describe this technique. There is an element of play in the process but the role playing is not a drama, However, it can be interesting, involving and a good fun.

Role playing is another participative technique being used frequently by cooperative trainers. In a role play, the learner actually takes decisions and implement them in simulated situations. However, the trainers need special skills in handling role plays, as attitudinal changes and inter-personal relation in a group are involved.

### 3.5 Some Issues

We have discussed above various methods for class-room teaching and the practical work for students, which can be used in the training courses. An important question to be considered now is whether lengthy training courses should be organised, giving intensive basic training for certain categories of employees, or whether the training system should comprise of a series of short courses. Several Regional Seminars on Cooperative Employee Training organised by the ICA Regional Office and Education Centre indicated that a majority of cooperative institutions in the Region were not in a position to release their employees for long periods of training as it involves employment of substitutes. This is one of the reasons why training centres in the Region largely receive for training, personnel working in government cooperative departments. Thus, it would appear that if the training programmes are to be made practical propositions for cooperative societies, the courses should be of shorter duration. Also, many junior employees without a certain basic academic qualification, are not in a position to take advantage of the advanced training offered by the training centres. If short training courses are devised on a ladder system i.e. at successively higher levels, it would be possible to train the junior employees in course of time for the advanced courses.

The second question relates to the possibility of combining, for training purposes, into one programme the correspondance courses, the study circle method, practical work being done by the employees during their employment period with the society, and the short training courses. Such a combination will help to ensure that the costs of training programmes in the developing movements are kept as low as possible; or to say it in other words, the maximum possible benefits will be derived from the limited resources available for training purposes. While some practical training during the training courses is essential, the work being done by the employee in his cooperative organisation could be arranged to link it with his practical

training. The employees who are undergoing such training programmes should be properly guided and supervised by an experienced person. It may be necessary that the person supervising the work of the understudy, be given some direction, as also some remuneration for the work to be done by him.

In small societies, the supervisor may be the manager himself while in the bigger societies, the supervisor may be the departmental head or the immediate superior of the employee concerned. The employee could also carry on individual studies through the correspondence courses while he is working with the society. Such an integration of practical work done by the employee in his society itself combined with the study circle method and the ladder system of training courses, will provide an economic and effective system of training courses for the developing movements. Secondly, since integration between the theoretical teaching and practical work would be established, such a system will not have problems of transfer of trainees from the class-room to the field.

#### 4. CONCLUSION

We have discussed a variety of methods for member education and employee training. For general membership, the methods mentioned included general body meetings, mass media, and cooperative publications; for the elite members, who would be potential leaders and for the elected members who need training in their present tasks, some intensive education methods requiring greater effort on the part of the participants were outlined. The methods suggested in this connection were those of the study circle, group discussions, projects, seminars, conferences and training courses. With regard to employee training, the importance of suitable combination of theoretical and practical training during the training course was emphasised. However, an overwhelming emphasis on the training course alone in the employee training system would be extravagant for developing movements. It was therefore suggested that the work of the employee in his society, study circle courses and training courses should be suitably integrated in order to bring about the desired results.

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## METHODS OF MEMBER FARMERS' EDUCATION

### INTRODUCTION

1. Cooperative Farm Guidance is a special type of member farmers' education. It is special agricultural business advisory service to farmers through their cooperatives integrated with other services such as, credit, supply and marketing. As adult education it is a planned process of human teaching and learning. Education aims at a systematic and desirable change in individuals and their relation with others. Teaching is the process of arranging situations that stimulate and guide the learning activity towards the goals that specified desired changes in the behaviour of people. Essentially, teaching consists of providing opportunities to learners to pay attention to important aspects of the things to be learned, develop their interest, arouse their desire and take suitable action to solve their problems. Educational methods are the devices used to create such situations which are conducive to effective communication between the teacher and the learner.

2. It is usually said that if learners have not learned the teacher has not taught. It means, teaching to be successful, should result into effective learning experience. From the psychological angle, a learning experience is the mental or physical reaction one makes through his behaviour (e.g. seeing, hearing or doing things) and thus develops understanding and proficiency in the things learned. According to the process of diffusion in learning, people normally have to go through the following stages of mental development before a new idea is accepted and put into practice.

- (1) Awareness - to know that the idea exists.
- (2) Interest - to become interested in it.
- (3) Assessment - to decide whether or not the new idea is useful and practicable.
- (4) Trial - to try out the idea, usually in a small way and see the results.
- (5) Adoption - to change to the new practice or a set of practices.

3. An effective learning can take place in suitable situation which is constituted of the following factors:

- (a) trained teachers, with clear objectives;
- (b) interested learners in a conducive environment;

- (c) up-to-date subject matter;
- (d) teaching material and equipment; and
- (e) physical facilities for support of learning activities.

As the farm guidance mainly aims at economic education of farmers and members of their households, the guidance workers have to ensure that all relevant elements of teaching-learning situation are present in their programmes and supporting facilities are made available to learners. They have to be proficient in technical knowledge, educational process, approach to farmers and use of educational methods and techniques. Last but not the least they are supposed to be effective coordinators for various services to be provided to farmers.

#### SOME APPROACHES TO FARMERS' EDUCATION

Different approach to farm guidance have been adopted in different parts of the world. Some of these approaches are mentioned below:

4. An ideal approach toward farmers' education has been successfully tried out by the St. Francis Xavier University in the Maritime Province of Canada. The approach known as Antigonish Movement is based on the following principles:

- (1) The social organisations must accept primacy of individuals and equality among them on a democratic basis.
- (2) Social reforms must come through education.
- (3) Education must begin with economic purposes and contents.
- (4) Education should be through group action.
- (5) Effective social reforms involves fundamental changes in social and economic institutions.
- (6) There should be full and abundant life for every one in the community.

Economic cooperation is the first step towards a just society which will permit every individual to develop to the utmost capacities within the framework of good social order. Co-operative organisation is the inevitable result of a democratic people mobilised for economic betterment.

5. In United States, the Cooperative Extension Service is provided to the farmers jointly by the Land Grant Colleges, Universities and Government Agricultural Extension Agencies. It is a cooperative approach in the broadest sense, cooperatives as such are not necessarily co-sponsors of farmers' education programmes, which are mainly agricultural in content.

However, farmers may be taught advantages and disadvantages of cooperative associations. These teachings sometimes lead to formation of cooperatives or professional associations of farmers such as artificial breeding association, soil conservation districts, etc. However, some extension agencies have a cautious attitude towards teaching about cooperatives.

The formation of an association or cooperative organisation may not be desirable objective for its farmer education in the public schools. It is, however, legitimate to teach in the public schools the advantages and disadvantages of cooperative associations. Helping farmers decide whether to have an association is as legitimate as helping farmers decide varieties of hybrid corn to buy.

6. According to Sanders, the Cooperative Extension Education in the United States, largely contributed to three elements basically essential to the agriculture and culture of that country. These are:

- (a) abundance of food and fibre;
- (b) a family system that involves the home as an effective social and economic unit; and
- (c) a systematic process of leadership development.

7. It has been reported that the agricultural cooperative movement in Poland has struck deep roots in the life of Polish farmers. The progressive cooperatives are not only supplying articles of every day use, but are also propagators of new work methods, based on achievement of science and technology. Farming in Poland demands a modern technical bias and highly qualified workers. The cooperatives provide competent assistance and guidance in farming as well as in rural reconstruction work. Some cooperatives have become patrons of Polish folk art by propagating education and culture among the rural population & patronising gifted artists.

8. In Tanzania (East Africa) a new approach to adult education (including farm guidance) is being tried. The approach is based on revolutionising the curricula of schools, colleges, radio and other adult education agencies. The element of self-help and vocational competence has been injected in the new approach. The ICA Regional Office for East and Central Africa, Moshi have been contributing towards it by organising correspondence and other training courses and special radio

broadcasts for farmers and cooperative employees. The results of Tanzanian experiment indicate that adult education in developing countries must be concerned with the processes by which peasants increase their standard of living and decrease their heavy burden of hardships. It must also be concerned with national or regional development on a cooperative basis, and prepare the peasantry for more effective participation in country's political and economic life.

9. Another good example of farming guidance activities by cooperatives to its members can be cited from Australia. The Westralian Farmers' Cooperative Ltd. (Wesfarmers) of Western Australia offers a wide range of services through a chain of country branches and agents, many of which are district cooperative organisations. The important adjuncts to this business are property sales, finance facilities, insurance and farming guidance. In serving the farmers, the cooperative has built up a specialist knowledge of areas and locations suited to varying types of farm operations. Expert advice from the cooperatives' agronomists, animal husbandry and grain-handling specialists help, thousands of farmers, increase their production and develop new land.

10. A successful approach to farmers' education has been adopted by the agricultural cooperatives in Japan. As we know that educational activities for improvement of farm management form the corner stone of the activities of agricultural cooperatives. They do not only deal with supply of credit or other requisites for farm production or sale of farm produce, but also play an active and sustained role in agricultural and household improvement programmes. The educational activities of agricultural cooperatives are popularly known as Farm Management Guidance and Better Living Activities. This approach through agricultural cooperatives is most relevant to cooperative development in the South-East Asia and is being tried out in different parts of India, specially in less developed parts. We may give it the name of "Cooperative Farm Guidance" and consider it an outstanding contribution of cooperatives to adult education and rural development.

11. In developing countries of South-East Asian Region, particularly in India, Bangladesh, and Pakistan there are several good examples of farm guidance under agricultural crop loan and other schemes. While India is noted for its Intensive Agricultural Development Programme areas (I.A.D.P), Bangladesh and Pakistan have their own projects based on 'Comilla Approach' to Rural Development. Although these countries are under 'green revolution' yet much is to be done in the field of farmers' education & integrated rural

development. Such an extension education should have the following characteristics:

- (a) it <sup>should</sup> be largely informal and designed to bring understanding of problems to be solved;
- (b) it <sup>should</sup> be, in most situations, contribute to improvement in rural living with which majority of people are concerned. To begin with it may emphasize agricultural productivity;
- (c) it must bring immediate satisfaction to individuals as well as contribute to long term goals;
- (d) it must inspire and assist individuals and groups to develop and carry out programmes to achieve goals they set for themselves.

It is hardly to be over-emphasised that cooperatives can give a yeo-man-service in providing and coordinating such an extension education for their member farmers and others.

#### METHODS AND TECHNIQUES

12. The selection of methods of education depends on several factors, such as the objectives of the programme, quantity and quality of participants, contents to be conveyed and resources available. As we already know the teacher is most important factor in the effective use of methods. It is impossible to prescribe in general a set of methods for farm guidance work or farmers' education. Nevertheless, important methods have been classified according to the size of audience and are listed below under the Mass Teaching Methods, Group Teaching Methods and Individual Teaching Methods. Emphasis has been laid on the methods which are effective with small groups of adult participants which emphasise self-help.

#### MASS EDUCATIONAL METHODS

13. These are mainly for the purpose of getting awareness and interest of people in some new ideas. They include the following mass media of communication:

- (a) Radio,
- (b) Television (to be supported by satellite communication system),
- (c) Wire-communication system,
- (d) Visual aids, such as posters, charts, film shows, slide shows, etc.
- (e) Press & publicity material such as News stories, Feature stories, Newspaper columns, Special news pages, Bulletin, Leaflets and circulars, Reaching people by direct mail, Correspondence courses, Campaigns.

### GROUP EDUCATIONAL METHODS

14. Group methods assist people from awareness to the interest and sometimes to the trial stages of accepting new practices. They include the following methods. It is possible for the participants to ask questions, exchange ideas and stimulate each other to action, whenever a new idea is presented to them as a group.

#### Large Group Methods:

- (a) Method Demonstration.
- (b) Result Demonstration.
- (c) Meetings of farmers, combined with Method demonstration or Result Demonstrations, lectures, panel discussion, symposium, colloquy, etc.
- (d) Exhibitions, models, fairs and festivals.
- (e) Study tours and Field Days.
- (f) Seminars and Workshops.
- (g) Training courses, functional literacy classes, Residential courses, e.g. folk high schools, Vidyapeeths.
- (h) Contents and achievement days.
- (i) Dramas, role playing, creative dramatics, etc.

### GROUP EDUCATIONAL METHODS (Small Groups)

15. It has been found effective to serve in local cooperatives, through :

- Advisory Groups,
- Local leadership (model farmers)
- Clinics,
- Short courses,
- Study groups,
- Group discussions,
- Commodity groups in Japan
- Tele-clubs & Radio Farm Forums as in India and other countries
- Voluntary and local leadership
- 4-H and YMW clubs
- Home Demonstration

### INDIVIDUAL EDUCATIONAL METHODS

16. Although much of extension teaching is done in groups, learning is an individual process. In many instances individual contacts with farmers

are necessary to study the local situation and to get farmer to adopt a new practice.

Individual Methods include the following:

- (a) Visit of Guidance Workers to farms or homes;
- (b) Assistance in preparation of individual production plans;
- (c) Supervise credit programmes;
- (d) Correspondence courses;
- (e) Farmers' calls, to the offices and guidance agencies.

#### LOCAL LEADERSHIP METHOD

17. This method is the use of leader-follower pattern existent in any community. Local leadership is utilised to reach a large number of farmers. The method involves locating, developing and utilising the local, functional and voluntary leadership. This method is employed:

- (1) To put across a new idea in such a manner as to be accepted with least resistance.
- (2) To have local people with information or know-how who can carry on without the extension workers.
- (3) To develop local leaders who take on increasing responsibilities in conducting their own affairs and community work.

18. The following points are to be taken into consideration while employing this method :

- (1) Decide on specific duties to be performed by local leaders.
- (2) Select or elect local leaders. This could be achieved in the following ways:
  - (a) By individual contacts with the local people.
  - (b) By assisting the local group to make intelligent selection, by explaining the function of the leader in relation to the job.
  - (c) By associating leaders suggested by panchayats, societies, Farmers' Forum, clubs, and other institutions and groups.
  - (d) By recognising the traditional, functional and potential leaders.
- (3) Give trial assignments to the leaders located before entrusting further responsibility.
- (4) Training the leaders in jobs by:
  - (a) running leader-training camps;
  - (b) acquainting them with details of leadership jobs and organisational procedures;

- (c) teaching subject-matter;
- (d) acquainting them with the source of demonstration and study material;
- (e) providing them with teaching aids,
- (f) involving them in planning and organising the village activities, such as study circles, farmers' meetings; and
- (g) assisting them in conducting demonstrations, assembling materials and other preparatory work.

19. Follow-up should be considered an integral part of leader training. Some suggestions for it are given below:

- (1) Recognise leaders and honour them in public meetings.
- (2) Take the advice of the leaders on important issues.
- (3) Encourage the leaders to develop their own ideas and to start their own programmes.
- (4) Give them more and more responsibilities.
- (5) Invite them to participate in tours and meetings.
- (6) Let them lead visitors to a village.
- (7) Visit their village and appreciate their work.

20. Purposes: The extension activities that could be promoted by this method are:

- (1) Teaching local people the knowledge acquired from extension workers, subject-matter training camps or other reliable sources.
- (2) Mobilising local initiative and resources and setting desirable and attainable objectives for the community.
- (3) Developing and maintaining local community organisations, such as cooperatives, panchayats, etc. through programme planning and its effective implementation.

21. Advantages:

- (1) It multiplies or extends the efforts of an extension worker, i.e. reaches more people.
- (2) Since local leaders are trusted and followed, this method is effective in convincing rural people.
- (3) The ideas could be conveyed in the local language more appropriately by this method.
- (4) Saves the time of an extension worker.
- (5) Develops local leadership and self-help in the community.
- (6) Builds up cohesiveness in the community.
- (7) Builds up confidence and prestige of the community.



- (8) This is comparative economical and creates a conducive atmosphere for other methods.
- (9) A good leader acts as a shock-absorber between the people and the extension agency when things go wrong.

22. Limitations:

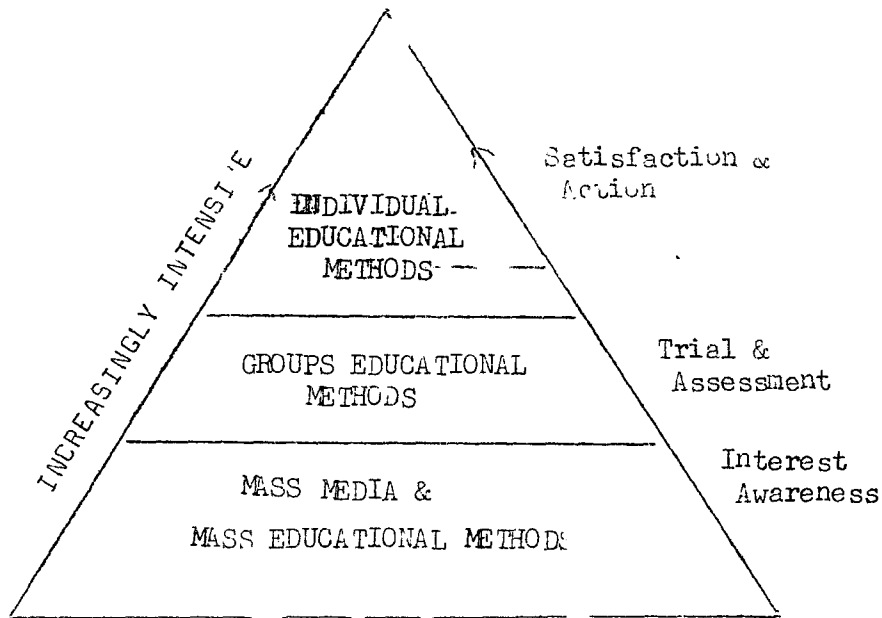
- (1) Functional leaders are limited and their training is a tedious process.
- (2) False leadership and jealousy comes in the way of effectiveness of this method.
- (3) Leadership may be wanting in matters of literacy and competence.
- (4) It is a slow process until an effective group is developed.
- (5) Local leaders might use their prestige for personal gain.
- (6) Extension workers' personal contact with the people might become limited.

In spite of its limitations, it is advantageous to use local leadership method in farmers' education or farm guidance activities.

CONCLUSIONS

23. It is obvious that no single method or technique can reach all people nor it can influence all if it does. Farm guidance workers must be proficient in the use of various methods of extension education. To achieve desired objectives they should be able to select, adapt and use a suitable combination of methods and techniques. In general, people are influenced to make changes on their farms, in their homes and in their community in proportion to the number of exposures they experience in extension education. However, some people may respond quickly and while others may react slowly. This is because their background is different, so they are in the different stages of adoption. This calls for a continuous and practical type of extension education using a variety of methods, suitable to meet the educational objectives and contents set for different groups. The resources locally available should also be kept in mind while selecting educational methods.

24. The whole process of diffusion in relation to different methods of member farmers' education (farm guidance) mentioned in the paper can be illustrated in the triangle given below.



It may be noted that mass methods may be useful for extensive coverage and creating awareness and arousing interest. However, more intensive and coordinated approach through individual and group methods would be needed if we want to bring behavioral change among member farmers.

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PARTICIPATIVE METHODS OF COOPERATIVE EDUCATION

The scope of adult education is as wide as adult life itself and therefore methods employed by adult educators are varied. Cooperative Member Education is a type of adult education mainly orienting the members towards cooperative ideology and making them effective members of their cooperatives. As the effectiveness of any educational programme mostly lies in the methods we will try to locate suitable methods for member education in the following account.

The selection of a method of education depends on many factors, mainly on specific objective of education, the content to be conveyed and then nature of audience. One of the objectives of a member education programme may be the fostering of principles of economic democracy in the minds of members. The content may be the description of organisation and functioning of a successful cooperative organisation and the audience may be the members of a consumer cooperative society in a big town. If there are 50 to 60 members to be served a lecture followed by questions and answers may be arranged for them. They may be taken on a visit to the cooperative organisation as well. It may thus be seen that different methods can be employed in order to achieve any of the objectives of member education. Some of the methods may have more advantages than others. There may be more element of participation on the part of teachers and taught in some of the methods than others. It has been experienced that the educational method involving participants into their activities are definitely of superior, from the learning and interest stand point, to those methods in which participants remain mostly passive. Let us, therefore, examine the involving capacity of different methods which can be employed in the member education work. We may classify these methods as participative and non-participative ones. Generally speaking, the following methods may be put in the category of participative methods:

1. Questions - answers (directly or through correspondence)
2. Group discussion, study circles, panel discussion, discussion forum v/s Debate,
3. Seminar, conference and workshop,
4. Drama, skits, role playing, group songs, etc.
5. Case Method, management games and simulation exercises.

1. The question-answer method is a very common method of education. Much depends on framing the questions. A good question may provoke thinking and a bad question may lead to confusion or misunderstanding. The recent trend is to ask a short question in such a way that a short and definite answer comes out. Such an answer can be checked by a layman with the help of a key to the questions. The question may be posed by a teacher or speaker to the audience and vice versa. They may be conveyed orally, transmitted through Radio or TV or communicated in black and white. The question answers are generally combined with lectures, talks, discussions and other methods of adult education. It may well be used in member education work, because the adult members are expected to have capacity to frame and understand good questions.

2. Group discussion is a very popular method of adult education. Just as a good question leads to a clear understanding of an issue, in the same way a good discussion not only contributes to a clear understanding but also to a democratic and logical decision. In group discussions even questions are discussed and sometimes challenged each member having a chance to express his opinion and to take part in decision-making. The method also helps in unearthing potential leaders and developing personality of the participants. An effective group discussion mostly depends on a trained and popular leader and rapporteur.

Since an average adult member is expected to have some ability to reason and express himself in a small group, the group discussion has been gainfully employed in member education. It has been seen that the quality of discussion is higher in the groups having higher standard of education and higher level of information.

Panel discussion is another form of group discussion in which a group of experts attend to an audience and discuss with them the pros and cons of any complicated topic. The experts first read out their papers or make statements. The leader may conclude the discussion. Through this method the ordinary members may meet a number of experts at the same time and have their opinions on different aspects of any complicated issue relating to cooperatives. But it is difficult to collect many experts at a place and at the same time. Secondly, there should not be much gap between the understanding level of the experts and the audience.

In spite of the fact that debate has many ear points, it is used for cooperative education purposes. The debate may give rise to discussions for discussion sake and exaggerate the feeling of individual competition at the cost of cooperative group life. At the same time, debate creates enthusiasm among the participants and audience. But debate may turn out to be a non-participative method of education, if the audience has simply to hear and admire arguments and burning speeches.

3. Historically, seminars provided opportunities for a group of top people in a particular subject to get together and discuss the statements made by these selected persons to present their papers. They were called seminaries and only those who had the privilege of a very high degree of education could only dream of participation in such seminars. However, recently the word has acquired a wider meaning and the seminar method can now be used for member education, provided the membership are educated enough to understand the contents of the working paper.

Generally seminar involves the following processes

- i. The organisers select a particular subject of interest to participants,
- ii. The working papers in the subject are carefully prepared bringing out the different issues under the subject,
- iii. The participants are divided into a number of small manageable groups for discussion on the working papers.

After the working paper has been discussed in the groups a report is made on behalf of each group to the general session (plenary session) of the seminar where another opportunity to discuss the issues raised in the working paper is given. At the end of discussion in the open session there is summing up by the director of the seminar. The summing up also remains open to discussion. In this way the participants get several opportunities to discuss the same issue.

When the number of members, say 50 to 60, seminar method can be used effectively. In this way seminar can serve as a tool of education and decision-making in a large group gathered at the district, state, national or even at international level. At the local level several cooperative societies together may organise a seminar for their members.

4. Drama is a well known medium of cultural expression and means of recreation. It can be used very well for the educational purposes provided the participants are given different roles in the drama. In a traditional form of drama heavy preparation and more money are required. The staging is also too prolonged. These defects can be removed and the method is adaptable to the conditions of member education. The theme of drama may be related to the local conditions. It has been found possible that ordinary members write their own script for drama after training and then stage it. One-act plays and creative dramatics are variation of dramatics. Skit is a sort of one act play in which some idea or recreation is passed on to the audience in an interesting way. Skit does not involve elaborate arrangements but needs interesting ideas from the organisers or members.

There are some modern group techniques, e.g. role playing, problem census, circular response, agenda building, brainstorming, buzz groups etc. They help in making the education processes more involving and participative. Some of the group work becomes problem centered particularly when a management case or similar educational material is used.

Role Playing is the technique of group work in which the members decide the theme of the play with the help of their leader. They do not write the manuscripts for the play but do assign role to be played by different members. Each player has to decide his dialogue and action.

Since the theme is related to the social conditions of participants there is no need to have special dresses or dialogues crammed up. When the members play different types of social roles they cannot only understand but also experience the social conditions better. They also develop a feeling of cooperation.

5. A management case is written description of management situation in an organisation in which the manager analyses the situation, identifies the main problem and develops alternative solutions. The method has been found very effective for management education and cooperative training in the Region. It may involve individual/group work and class-room discussion. The case method has been found one of the most participative devices and is therefore getting increasing popular among cooperative educators.

It will be in the fitness of things to mention here some of the so-called non-participative methods of adult education. The following methods

may be considered as non-participative ones because mostly they keep the audience as passive:

- (1) Lecture
- (2) Radio broadcasts
- (3) Film or TV shows
- (4) Demonstration
- (5) Supply of literature

These methods employ only one-way communications. Individual reading may also be called a non-participative activity because mostly the reader is expected to read and grasp the ideas given. He does not get an opportunity to discuss these ideas with the author or others. The effectiveness of the methods mentioned above may be increased if they are combined with more participative methods already described. Such combinations have been worked out. Study circle method is the outcome of one of such combinations.

Generally, in study circle method we combine individual reading, group discussion, question-answer and sometimes correspondence course methods. Often audio-visual media like radio, T.V., demonstration, records etc. are also used. Even lectures can occasionally be arranged for the members of several study circles together. Due to this varying combination, the method has high educational value and the members have opportunity to learn from each other in a group and enjoy the advantage of face to face group life. It may not be over-emphasised that effective group life is the basis of democracy - economic or otherwise. Enlightened leadership emerging out of it would help in formation of healthy public opinion and logical decision-making.

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## SOME SIMPLE TECHNIQUES OF GROUP DEVELOPMENT

### Definition of a Group

According to Taylor, a group is defined as a unit possessing the following basic characteristics:

- (a) It consists of two or more people;
- (b) there is interaction and communication between the members;
- (c) there are one or more symbolic objects present; e.g. the objects and principles of cooperation; the motto of "all for each and each for all";
- (d) each person has some kind of relation with other members and one or more symbolic objects, e.g. in the executive of a club or association; and
- (e) they have unit awareness, viz. among the board members of a well run cooperative society.

### Why Groups Fail

Most failures in groups are due to one or more of the following reasons:

- (1) The atmosphere inhibits group action, e.g. in a teacher-oriented class.
- (2) The group is not composed of the right combination of persons. Their objects and interests differ too much.
- (3) The members lack skills in playing their respective roles.
- (4) The organisation is not suitable for accomplishing desired purpose. For example, cooperatives being mainly business organisations are less suitable for political or charitable purposes.

### Diagnosis of a Group

Sociability of individual members and social climate of a group can be measured with the help of psychological tests and sociometric techniques. For example, the teacher of a class may ask his students to name three most popular classmates in order of their preference. He may ask each individual student to note down these names on a slip of plain paper and hand it over to him. The students may write confidentially three names in order of popularity and they need not put their names on the slips to avoid identification and consequent unpleasantness. These slips duly completed should immediately be collected by the teacher in the class itself. The results of data collected from students may be analysed and if necessary results



announced in the class. Use of such a technique will arouse much interest in the class and will lead to improvement in the social perception of students.

There are other techniques in which some social indicators are listed to show characteristics of democratic leaders or Integrative Vs. Disintegrative tendencies in a group. The indicators written on separate cards are mixed up at random and then the students are asked to classify them according to given instructions. Such games have been found highly interesting and useful for group work in the class. The specialists in business management use several types of "business games" in their training programmes and involve their students in the educational process.

#### Objectives of Group Development

Some of the objectives which can be achieved through group development techniques are as follows:

- (1) To make the members of a group interact and participate in an educational activity.
- (2) To make the members understand that each of them can be more effective when they belong to a group.
- (3) To develop in them ability to express their ideas and communicate effectively in a small or large group.
- (4) To develop interest in group work, and social outlook.
- (5) To develop democratic values and social attitudes among members and thus promote cooperative leadership.
- (6) To develop ability to think quickly, clearly and critically.

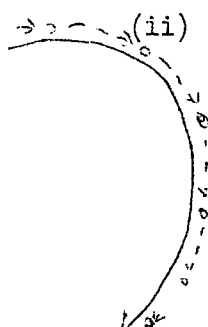
#### Techniques of Group Development

Some of the important techniques of group development are discussed briefly in the following account. These techniques are:

"Problem Census", "circular response", "agenda building", and "brain storming", "Be-Hive" or "Buzz Groups", "Problem Solving", and "Role Playing". The evaluation has also been discussed as one of the techniques which can help in the assessment of group activity and ultimately in group development.

## I. Problem Census

(i) A teacher may ask specific questions in order to know the exact problems, e.g. What are your difficulties in getting loans from the local cooperative?



(ii) For collection of problems, the technique of 'circular response' may be used. According to it, the group members are asked to sit in a circle, facing each other. The teacher then asks students one by one to give answer. He may start clockwise or anti-clockwise and complete the circle. However, he does not force any of his student to give a reply. He should write down in brief the problems enumerated on the blackboard, without much discussion.

(iii) Classification of problems: The problems collected should be clarified and classified according to the purpose. For example, problems which can be solved by students can be put in one group.

(iv) Giving priority to problems (agenda building): Out of the problems classified, important ones should be selected and put in shape of agenda for further discussion.

## II. The technique of Problem Solving should ensure the following steps:

(1) Identification of the real problem e.g. farmers pay more when they are not organised.

(2) Collection of facts and relevant figures for solving problems, e.g. the rate of interest charged by private traders, and by the cooperative societies, etc.

(3) Analysis and Projection. Finding out suitable solutions (through brain-storming, buzz groups, etc. to be discussed later).

(4) Decision Making: Selection of suitable means out of the alternative ways to solve the problems e.g. organisation of a thrift and credit society, and education of members for that purpose. The technique of 'role playing' may help in focussing problems in implementing a decision.

(5) Action e.g. calling a meeting of active farmers with the help of the local cooperative educators, and deciding to have study circle on bye-laws of a thrift and credit society.

- (6) Evaluation of results: whether members participate in the meetings of study circle and are ready to organise a thrift and credit society.

### III. Brain Storming:

Members of the group are asked to suggest solutions to the problems identified. They should be encouraged to give their solutions spontaneously, without much reference to their limitations, 'ifs' and 'buts'. Nobody should be allowed to judge or laugh at any one for giving impractical suggestions. The teacher may say 'wilder the better'. It is better to record all the suggestions on black board as far as possible, possibly with the assistance of one of the members of the group. In this way a list of solutions can be collected by storming the brains of students. There should be a time-limit fixed for each session (4-5 minutes).

### IV. An example of "Role Playing" : (time allowed: 10 minutes)

There has been serious mismanagement in the local thrift and loan society. This has been revealed partly in the regular process of supervising the activities of the society, partly by a series of complaints by different members to the Cooperative Department. Some of the complaints are:

- (1) The chairman uses the cash of the society for his own purpose.  
(Example: when the auditor asked the society's cash to be produced (395.75) he produced four notes of 100 each and said the society's money was included in the 400).
- (2) The accounts of the society are not written regularly. (A member of the managing committee asked for the cash book to be shown to him and it was found that the book was not written for 3 months).
- (3) The general body meeting of the society was not called in time as per usual practice.
- (4) There are 80% arrears of loans due from members. No action has been taken against such members who have not repaid last year's loans. New loans have been given only to a few members known to the chairman even though they had not paid last year's arrears.
- (5) The society has not been able to complete the building, the amount for which was sanctioned last year. Government subsidy for the purpose has not been drawn so far although it was sanctioned a year

A Cooperative Officer visits the society and the meeting of the executive committee is held. One complaining member has been called to explain his grievances at the meeting. One of the members is assigned the role of the cooperative officer, 2 others amongst them are chairman and secretary of the society, and some of the participants act as committee members. Whatever happens at the meeting is observed by rest of the members. Soon after the role playing session, the observing participants are asked to give their comments about the behaviour of role players and lesson derived from the session.

The purpose of this illustration is to show a method whereby it is possible to effectively teach the members the importance of active member control and make them understand some of the issues involved in the effective operation of the society. The most important result is that the members perceive social relationship better by playing different roles and thus experiencing the feelings of others and appreciating their points of view. One or two members of the participating group may be appointed by the teacher as special observers to watch the functioning of the group.

"Bè-Hive" (approximate time allowed: 5-6 minutes) An Example:

A cooperative society is faced with the problems of insufficient utilisation of its marketing facilities. The members do not send their produce regularly but often sell it through other channels. The general body has on its agenda a discussion of this problem. The managing committee is anxious to know more adequately the members' own reasons for not utilising the services of the society to the desirable extent.

An Education Officer from the district cooperative union has come to the general body meeting to help discuss the problem with the members. He decides to divide, at random, the members present in the meeting into 5 groups. The groups are asked to elect their own chairmen and secretaries and find out the main reasons of their non-patronage to cooperative society. The groups are expected to work separately but in proximity with each other so that their 'buzzing' sound may accelerate the work of different groups. After 5-6 minutes the groups assemble again <sup>in</sup> the general session. Each group has to give within 10 minutes the main reasons for the non-patronage of members to the cooperative society.

One of the purposes of this demonstration is to show how a cooperative educator can evoke a lively response from his audience in a general body meeting where conventional methods, such as lectures, often fail to produce member participation.

### Evaluation

Assessment of educational programme can be either internal or external. It can be a combination of both. By internal evaluation we mean that the participants and organisers in the programme together assess their achievements and failures so that performance of both parties could be improved by gaining insight into problems and through refreshed approach for solving these problems. This type of evaluation should be encouraged in cooperative education programmes. Internal evaluation should be periodic and final.

It is necessary to define in advance the immediate objective, intermediary goals and final aims of any educational programme, before the educational programme is evaluated with the help of several methods. Internal evaluation, if conducted properly, makes the group increasingly active and responsible.

Sometimes, groups of students can be given group tasks such as, discussion on a question of common concern, enactment of a play, group singing, picnic study forum etc. The task should be common to all the groups, so that the performance of one group may be compared with other groups with the help of common criteria. If a group achieves a score in assessment say 15 out of 20, then each member of that group should receive 15 scores. The inter-group comparison will generate competitiveness and ultimately cohesiveness within each group.

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THE STUDY CIRCLE METHOD - A TOOL OF RURAL EXTENSION

Some of the main methods of adult education are training courses, individual study, group discussion, seminars and correspondence courses. All these methods, together with audio-visual aids, can be combined in such a way as to give a continuous, satisfactory and inexpensive educational programme. Often these methods are used separately for adult education purposes but have not been found very successful in attracting large groups of adults and sustaining their interest. The study circle method is a fine combination of several methods of adult education. It creates a continuity in the educational programmes and ensures the active participation of the members. Since the method is being used successfully in advanced cooperative movements, let us examine its applicability to the conditions in developing countries.

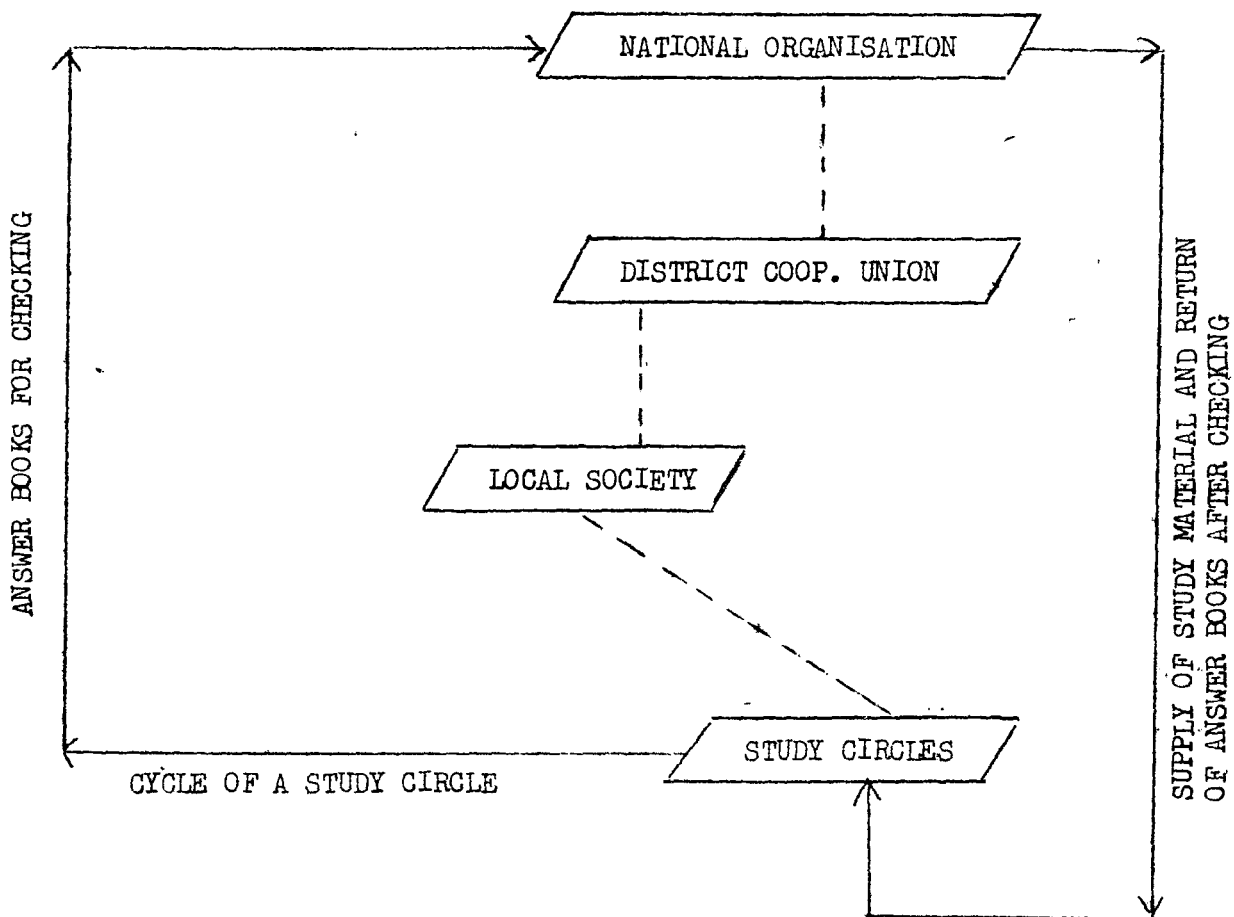
What is a study circle?

A study circle usually consists of ten to fifteen members, meeting at weekly, fortnightly or monthly intervals over a specified period, in order to study a chosen topic and to discuss common problems. A topic is usually studied with the help of a booklet and/or a study guide especially prepared for circle studies.

The study guide is divided into a number of lessons, each dealing with a different aspect of the topic under study. Sometimes special study material or discussion sheet is prepared to deal with a problem, containing readable and well-illustrated text and also some questions to be answered. The study material may be accompanied by some audio-visual aids. In this connection you might like to examine some study material prepared by the ICA Education Centre, New Delhi. The National Cooperative Union of India (NCUI) and the Delhi State Cooperative Union (DSCU) had also developed some study material for study circles and discussion-cum-action groups for use in the experimental programme on member education.

The members of the circle read the study material in their leisure time and assemble at a particular place and time for discussion on one of the lessons, under the guidance of a trained leader. They may try to answer the questions given at the end of the lesson. The group answers are written in an answer book by the leader or the secretary of the group, after consultation

with the members. Sometimes individual members correspond with the teachers. The answer book is sent for checking to the teachers working in a central organisation or a cooperative union. The teachers check the group answers and return the book. Thus, the study circle work forms a cycle which may be seen in the following diagram. Other details about the method can be seen in the Manual for Study Circle Leaders and other publications of the ICA/ROEC, New Delhi.



There may be several specialised study circles or study-cum-action groups in a local cooperative to cater common needs and interests of different groups of members such as, vegetable growers, women youth etc. Each study circle consists of a leader, a secretary and a number of members. The leader will organise the study circle on the chosen topic, lead the discussion and encourage active participation by the members. The secretary would assist the leader in his work by arranging the group meetings and writing the group

reports. The secretary should also help in keeping contact with local resource persons and the teacher of the course. The group may choose its own leader and a secretary who should follow-up the decisions and keep contact with their coop.

The study circle meetings take place at regular intervals for group study and discussion on common problems. If some of the members have not read the material it may be read aloud in the meeting. Reading aloud is particularly required for the illiterate members to whom the contents of the lesson may be further explained. The members should also be encouraged to discuss their common problems, take necessary decisions and action and assess the results of the efforts made. In case of problem solving by a group emphasis should remain on self-help and mutual help among members and development of local leadership.

#### Limitations

It has been found that many study circles and discussion groups could not be run on a continuous basis in the countries of South-East Asia. The main reasons for these failures are: lack of suitable study materials, trained leaders and educational personnel, absence of organisational structure for organising servicing and publicising study circles. There also exists general apathy and low levels of education among members. Finally, too much has been expected from this method alone, whereas vested interests in many cooperatives have discouraged or sabotaged educational activities through study circles and other means.

#### A Tool of Rural Extension

1. At present the study circle method is used mainly for member education of active members including the office bearers of local cooperative societies. Some of the problems related to their business are also discussed and solutions found. However, the method has the potentiality of covering the main socio-economic questions of the village as a whole. It can also conveniently be combined with other methods of rural extension.

2. In order to cover the whole adult population in a village, we will have to find out the common needs and interests of different groups and cater them accordingly. For example, the villagers can be grouped into the following categories:

- (a) farmers growing food crops, cash crops, fruits, vegetables, etc.;
- (b) women:



- (c) children and youth;
- (d) artisans;
- (e) landless labourers, unemployed or semi-employed persons.

3. In countries of South-East Asia multi-purpose cooperatives in villages should be able to cater well the main needs of the first category of population. However, special organisations would be needed to serve other categories such as artisans, landless labourers and unemployed people. Close coordination among different development agencies is essential for the service of rural families as units of production.

4. Experience in India showed that it was very difficult to achieve coordination among different agencies particularly at the local level. Efforts were, therefore, made to integrate them in the government sponsored community development blocks and Intensive Agricultural Development Programmes (I.A.D.P.) Areas.

5. Another approach to integration can be under the auspices of local multi-purpose cooperatives which should develop their business plans on the basis of the common needs and interests of their members. These cooperatives should also provide for member education including agricultural guidance. Such an integration will be more purposeful, economical and democratic. As a matter of practical needs and of their basic principles, these cooperatives are expected to make provisions for education of their members and employees as well as of general public. Of course, cooperatives are selective in their approach and they will take some time in providing comprehensive services to rural population.

6. A good example of cooperative rural extension work can be taken from Japan, where most of the local cooperatives are multi-purpose. They provide farmer members with all types of services, such as production credit, banking, supply of agricultural and consumer, and insurance facilities. Even social facilities e.g. for weddings, community cooking and hair dressing are also provided in the premises of local cooperatives.

7. In their business functions these cooperatives include education of members and their families. Agricultural specialists are employed by them to provide members with farming guidance services. They also employ youth and women workers on a part-time or full-time basis, to serve young farmers and housewives. Mass media of communication e.g. press, films, radio, televisions and two-way wire communication facilities are available to these

cooperatives for publicity, education and farming guidance work. The member farmers of cooperatives are divided into small interest or commodity groups and provided with guidance and necessary assistance. It may be noted that this integration in rural extension work has been achieved in Japan after experimentation with other approaches.

8. The Central Union of Agricultural Cooperatives in Japan and Prefectural (State) Level Federations of Agricultural Cooperatives actively assist their member cooperatives in conducting comprehensive educational programmes in an integrated manner. The government extension agencies and adult education associations channelise most of their efforts through the local cooperatives. The ~~Ie-No-Hikari~~ which is the publishing house of the agricultural cooperative movement in Japan brings out popular magazines and other material which is used by local groups of members for their education.

#### Conclusion

Study circle is a democratic method of adult education. From the organisational point of view, it is an intimate group of members organised by the members for the benefit of members and their cooperatives. In brief, a study circle is a small group of 10-15 persons,

who meet regularly in their spare-time, to discuss common problems or study a subject of common interest, under the guidance of democratic leader, and with the help of study material and resource persons.

Sometimes, content for group study and discussion is also conveyed through mass media of communication, such as radio, T.V. press etc.

There are several things to learn from the Japanese experience in the field of agriculture. First, the rural cooperatives must diversify their business and make themselves more popular in rural areas. Second, they should increasingly undertake farm guidance and other educational programmes for their farmer members and their families. Third, the government can channelise most of its extension activities through cooperatives. Finally, local population can be classified in small interest groups and served by their own organisations such as cooperatives in an integrated manner. These groups can effectively be served through study circles combined with other suitable methods and techniques of educational and development.

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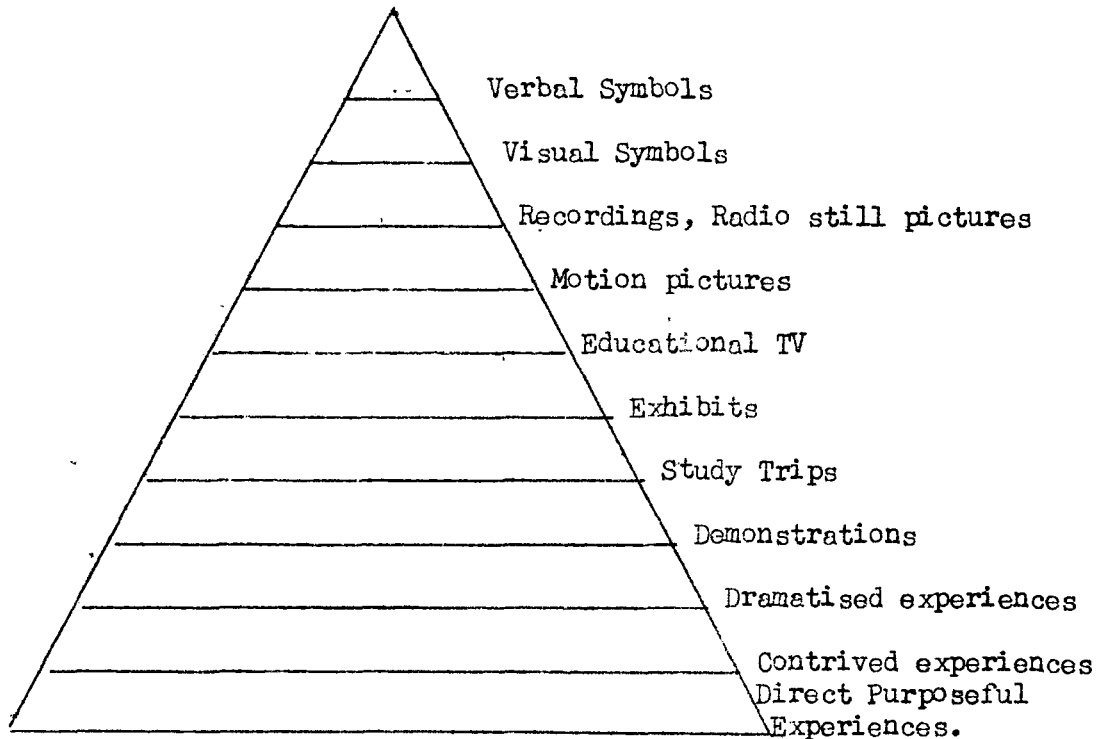
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AUDIO-VISUAL AIDS AND COOPERATIVE EDUCATION

1. This is an age of communication. Our ideal is 100% communication i.e. sharing of ideas, attitudes or skills between trainers and trainees. If the students have not learnt, it would mean that teachers have not taught.

1.1 Psychological researches indicate that more than 80% learning occurs through direct purposeful experience and self-directed activities of learners. Nevertheless, a modern teacher knows that about 50% of human learning takes place through eyes and ears and therefore the learning through these sense-organs is to be made more effective with the help of audio-visual aids. He also knows that only 10% learning is achieved by reading or hearing words. The amount of learning can be shown through the cone of experience. As cooperative education deals with many abstract ideas and management concepts, it is more necessary for us to use audio-visual means.

CONE OF EXPERIENCE



1.2 The rich and memorable experience facilitates learning. Appeal to several senses such as sight and hearing makes learning more effective. The learning effectiveness in terms of memory can be seen in the following chart:

<u>Learning through</u>	<u>Effectiveness</u>
1. Sight	70%
2. Hearing	20%
3. Touch	5%
4. Smell	5%
5. Speech	Nil

1.3 It may be noted that speech does not contribute to learning effectiveness. We can not learn and retain new ideas when we are busy in proclaiming our own old ideas. It is difficult to <sup>give</sup> statistical figures on human learning. However, it is certain that most of such learning takes through eyes and ears.

## 2. Classification of Audio-Visual Aids

2.1 There are many types of aids which a teacher can use to make his lesson increasingly effective. These aids can be classified as projected and non-projected or graphic aids. The following classification is presented for discussion:

- a. Audio aids - Tape recordings, gramophone records, radio broadcasts.
- b. Visual aids - Chalk boards, magnetic boards, charts, posters, flannelgraphs, photographs, bulletin boards, exhibits, slides, film-strips, silent films, etc.
- c. Audio-Visual Aids - Motion pictures, television, programmes close circuit T.V. (Video-tapes), drama, puppetry, etc.

2.2 Motion pictures or films have the unique advantage of being audio, visual in movement. Most of the time, teachers do not have suitable audio-visual aids for their use. However, sometimes there are many aids available on one topic. For example, one can find many posters and charts depicting the advantages or the principles of cooperation. Under such circumstances, a teacher will examine the aids available and choose the best. A comprehensive catalogue of audio-visual aids will go a long way in helping the teacher to choose the most suitable ones for his purpose. There are many aids prepared in advanced countries and distributed in developing countries. For example, some foreign missions in a country maintain loan libraries of excellent films and film-strips in different countries. However, it is difficult for us to use many of such aids effectively in cooperative education programmes as they hardly touch on local problems. Of course, these aids have informative and inspirational value, and therefore they can be used by a teacher after making a careful selection.

### 3. Some Criteria for Selection of Audio-Visual Aids

3.1 Answers to the following questions will help a trainer to ascertain the value of our aid in relation to this lesson plan:

- i. Does it contribute satisfactorily to the topic under study?
- ii. Can the aid serve the purpose of the lesson and be adapted to local conditions?
- iii. Is the aid worth the time, expense and effort involved in procuring, using and maintaining it?
- iv. Is the material in satisfactory condition?
- v. Are the aids and other facilities to be used readily available?
- vi. Is the aid suitable for the age, intelligence tastes and experience of learners?
- vii. Is the aid suitable for the size of the group to be taught?
- viii. Does it make learners think critically and objectively?
- ix. Does it arouse and sustain genuine interest of learners?
- x. Is the aid realistic and factually accurate?
- xi. Does the aid help to improve the relationship between the trainers and the participants?
- xii. Is there a teachers' guide available to help in the proper use of material?

3.2 It may be remembered that an audio-visual aid is not used in isolation. The most effective way is to use a combination of aids to achieve an educational objective.

### 4. Use of Non-Projected Aids<sup>§</sup>

#### 4.1 Chalkboard

It is a piece of commercial ply about 5cm thick of desired length and breadth. Its one surface is painted with chalkboard<sup>1</sup> surfacer (generally four coats—two vertical and two horizontal) either in black or in grey or green. Choice of colour is optional. The board may either be mounted on to the wall in front of the audience or kept on a board stand. Chalks of various colours are used for writing. Dustless chalks are also available these days. Chalks should be soft so that they do not screech when you write on the board.

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<sup>§</sup> Extract from the Training Package on TEACHING TECHNIQUES ICA/ILO Course in Training Methodology and Techniques of Cooperative Staff Training in S-E Asia - Pune & Turin, 1977.

### Advantages

- Generally available and inexpensive
- durable
- gives larger area for the user
- large enough to be seen by the audience
- requires no advance preparation
- ideal for mathematical work, illustrations and diagrams

### Limitations

- requires the teacher to turn away from the class
- the teacher tends to ignore his audience and speak to the board
- dusty and messy to hands, clothes and to the nearby equipment e.g. OHP
- dramatic and unusual effects not easily possible

### Cautions

- write for the audience and not for yourself
- use capital letters for better clarity
- use colour chalks for emphasis
- use dustless chalks when possible

## 4.2 Flip charts

A number of large sized (generally 100cm x 80cm) white sheets are clipped together on the top and pegged on to a plain board which is mounted or rested on a board stand, newsprint, brown packing paper or white glazed paper can be used for flip overs. Water-based markers (also called magic ink pens) are used to write on these sheets. Sheets are to be turned over after use. Charts can be prepared also in advance, otherwise use them like the chalkboard. It is something like a big sketchbook.

### Advantages

- good for explaining a story which needs only outlines or simple figures
- useful for one time briefing which does not need any advance and elaborate preparations
- it is quick and avoids dust, mess and time in erasing. Simply turn the sheets over
- sheets can be returned for revision and summarisation
- easily available and inexpensive
- portable flipovers with stand are commercially available now

### Limitations

- although the sheet is large enough yet the writing space tends to be limited
- presents some transportation problems
- dramatic effect is limited
- storing is difficult as curling takes place due to rolling (for storing, either the sheets have to be laid flat, or suspended along with the wall or in a specially designed frame).

#### Cautions

- conceal the top of the chart with a blank sheet until ready for use turn the sheet over carefully otherwise it might tear and cause disturbance in the class
- stand on one side of the flipcharts while using them
- when finished with the talk, roll up the pages "topside out" so that when you use them next, the bottom of the sheets will not curl towards the audience
- always keep some felt pens (markers, magic ink pens) ready as they tend to dry up fast- so check the markers before using them (it is always good and useful to keep the markers with their top on)
- draw illustrations in light yellow pencil in advance if these are to be presented in the class - this will save time and also you can demonstrate a bit of your confidence to your audience.

#### 4.3 Flannelgraph

The essential parts of the flannelgraph are a paper surface seen by the audience and flock paper used on the backsides. The flock paper enables the visuals to stay in place when it is placed on a piece of flannelcloth. Sandpaper, blotting paper, felt, flannel can be used in place of flock. Foam rubber sponge, light balsa wood and nylon hook and loop material will also do the job. The illustrations are drawn on thick cardboard and are cut out properly. The flock paper is then fixed on the back side of these illustrations. Each illustration is numbered in a serial order on the reverse side in the same order in which they will appear on the board. This is done keeping in view the theme of the story to be told. Illustrations can be obtained from various journals and magazines or drawn free hand by the trainer.

#### Advantages

- not very expensive to make
- is not very technical
- can be prepared beforehand and permits re-use
- builds up the story in a logical manner
- attracts and holds attention due to its characteristic and colour
- illustrations can be altered, replaced easily
- can be used to communicate any idea cooperative mathematical or scientific
- ideal for use in employee training and member education
- permits dramatic effects
- do it yourself models easy to construct

#### Limitations

- cannot be used as a chalkboard for writing
- visuals have to be prepared in advance



### Cautions

- number the visuals carefully
- rehearse before use
- keep the visuals and theme in one cover
- keep the flannelcloth clean and brushed up for better hold of illustrations by the flock

## 5. Use of Projected Aids

### 5.1 Overhead Projector

This machine projects large-size transparent images onto a cinema screen under normal daylight conditions. The light originates in front of the teacher and projects behind him enabling the teacher to continuously remain in direct touch with his students. Transparencies or acetate sheets are used to write on. The teacher writes on them as he would on a note-book and the image would be something like the ones written on a chalk-board. Transparencies can be conveniently produced by drawing or writing directly on the sheets with a spirit-based felt pen. They may also be prepared using a photocopy system. Cardboard frames are used as mounts to these transparencies for storage and longer use. These mounts are also used for preparing overlays.

### Advantages

- the trainer can always face the audience
- he can use and write on the transparencies sitting down. He can continue making notes on these without being noticeable
- self-made, commercially prepared, coloured, overlaid and a variety of transparencies can be used
- roll of plastic sheet can be used as a chalkboard
- easier to write on a horizontal stage
- permits use of colour
- permits use of window type transparencies
- it is clean and quick
- can be used in bright room

### Limitations

- some pens smudge and colour the fingers and spoil the transparencies
  - involves heavy equipment - projector, transparencies, screen, pens
  - transportation problems
  - light from the machine and the screen can affect the eyes of the user
  - improper placement of screen may distort the projection and may give a keystone effect
  - electricity supply has to be constant and it should be available in all class-rooms
  - cannot modify the transparencies procured from professionals
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### Cautions

- prepare your transparencies in exact sequence
- rehearse the theme and the material before use
- do not point to the projection of the screen. (point on the transparency with a pencil)
- ensure that the projection screen is parallel to the level of the lens of the projector to avoid keystone effect
- switch off the projector when not in use
- do not move the projector while it is still hot otherwise the bulb will get damaged
- test the felt pens before use and keep them capped when not in use. They may dry up.

### 5.2 Slides and Film-strips

One single photograph taken on a transparent film, duly mounted, is taken on 35mm film (colour or black and white). It may be mounted in glass, plastic or cardboard and the mount is always 2 inches square. Instead of cutting up 35mm film into individual frames and mounting them separately, they are often preserved in strip form which are called film-strips. Film-strip frames may either be full-size (36 x 24mm) or half size (22 x 18mm). Strips run through the projector either vertically or horizontally and it is important to check which way your filmstrip goes and ensure that it will fit into your projector.

Slides constitute one of the easiest amateur means of bringing real-life situations into the class-room. Less expensive and simpler to operate than film; easier to edit and present the ideas. These can be presented either with an oral and instant commentary or with a pre-recorded synchronised commentary. Unrelated slides can be taken away if needed. This is not possible with filmstrip which have to run through its full length.

These are the most potential means of communication if properly and carefully employed for a group of 25-40 persons.

### Advantages

- easier to make with not much of costs
- ideal for communicating ideas to a group at one time
- real commentary is possible and language is no obstacle
- slides can be interpreted differently when needed
- easy to carry around, store and retrieve
- can be used over and over again
- enables a quick feedback from the audience

### Limitations

- because of the technical equipment some trainers tend to keep away
- replacement of a particular slide is not easy as it involves taking fresh pictures which means time and effort
- film-strip is rendered useless if one of its frames runs out of context
- room needs to be darkened

### Cautions

- needs to be carefully related to the subject and an advance rehearsal is necessary
- keep the supporting notes ready for oral commentary
- retain the frame for longer duration where needed for a better understanding
- do not touch the middle of the slides with oily fingers and do not leave them near heat and moisture.

## 5.3 Films

Motion films have a great role to play in cooperative education and training programmes. A broad categorisation of films, which involves a certain degree of overlapping is: (1) informational, (2) skill or drill, (3) appreciation, (4) documentary, (5) recreating, (6) dramatic or episodic, (7) custom, (8) news, (9) scientific, industrial and technical, and (10) provocative.

Informational films inform, instruct or provide knowledge about people, a process, material events, geography, social conditions, past events, occupation and theories. They are true teaching films because they provide understanding and act as a teacher. Films, carefully selected and related to the subject matter, can therefore help reinforce knowledge and information.

Motion pictures are produced in four sizes e.g. 70mm, 35mm, 16mm and 8mm, both in black and white and colour. 16mm and 8mm are the most suitable for education and training purposes.

Screening of films involve the use of projector, screen and a variety of films. The room need to be darkened and the sound system to be effective and pleasant. Also a qualified and experienced projectionist is a must. There should also be a proper storage, retrieval, and maintenance service to put this effective media to a proper use.

Advantages

- can communicate one single idea at one time to a large number of people
- audio and visual effects are presented at one time
- can present a real life situation through the medium of camera and the projector
- films provide variety and stimulate interest
- gives greater information in shorter duration
- it brings outside in the classroom

Limitations

- quite complicated to use
- needs elaborate operations to use
- selection and availability of relevant films is difficult
- editing or change is not possible
- verbal commentary and dialogues cannot be changed
- expensive and technical

Cautions

- select only the relevant film and preview it before making its use
- let the technician handle the projector
- do not touch the film in the middle and with wet or oily hands
- keep the projector clean and ready for use
- use the accompanying notes for teaching while using the film

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P A R T - I I I

E D U C A T I O N A L M A T E R I A L

METHODS AND MATERIALS FOR COOPERATIVE TRAINING

1. To achieve an educational objective, cooperative trainers are required to develop a strategy, prepare lesson plans and arrange learning situations. They are also required to incorporate in their strategies, relevant learning opportunities and techniques for evaluation of learning effectiveness. Although the teachers in cooperative training colleges are expected to be well qualified and experts in their subject, they need special training in training methodology and communication techniques.

2. As there was wide gap in this field in South-East Asia, serious efforts are being made at the international level to fill in. Selected teachers of cooperative training institutions in the Region are being trained in modern educational methods and techniques. They are also trained for the preparation, adaptation and use of suitable educational material including audio-visual aids. Efforts are being made to furnish them with information on available educational material and audio-visual equipment. They are also being trained in the maintenance and effective use of audio-visual equipment.

3. Some efforts have been made to orient teachers in modern psychological and educational concepts and participative techniques such as, case study method, management case method, ~~role playing~~, in-tray exercises, business and management games. The teachers of cooperative management have shown special interest in the case method and role play and other group techniques. They have prepared several cases on cooperative management and role plays on cooperative situations. Nevertheless, there is an urgent need of training them in <sup>seminar method</sup> discussion leading and other group techniques.

4. There is pressing need of:

- a) identifying suitable educational strategies, methods and techniques for cooperative management training in the Region,
- b) modern techniques are to be adjusted and training environment be created for effective use of these techniques,
- c) teachers and their trainers need constant guidance, training and follow-up,
- d) movement of the Region need some educational technologists to do the job, and
- e) adequate materials for teachers and learners are to be made available in time and in a suitable form.

### Training Materials

5. In order to make cooperative training more effective, it is essential to procure and if necessary produce necessary educational and training material. The ICA-CEMAS London produced the following manuals for use of trainers and producers of cooperative educational materials:

- i) Participative Methods
- ii) Explaining Annual Reports
- iii) Cooperative Radio Programmes
- iv) Case Writing Package
- v) Correspondence Education (Guide with specimen material)

6. The ICA Regional Office & Education Centre used and adapted some of the above material in its teachers training programmes. The CEMAS Unit, New Delhi helped in the teachers' training specially in the production of educational material such as training packages, role plays, case studies, in-basket exercises, etc. These materials were pre-tested by the teachers concerned in their own training environments and revised in the light of experience acquired from the field and opinions received from experts and their colleagues.

7. In addition, the CEMAS Unit, New Delhi has produced the following training materials:

- i) An Annotated Bibliography of Cooperative Management Cases
- ii) A Case Book on Cooperative Management (draft)
- iii) Manual of Role Plays for Cooperative Teachers (along with specimen of eleven role plays produced by the teachers of cooperative colleges in the Region)
- iv) Manual on Preparation and Use of Training Packages (along with the script for a model training package)
- v) Training Package on Psychology of Adult Learning

Specimen of some material prepared, tested and revised by the author are included in Part-III. These are meant to give ideas to the reader and other colleagues who are interested in the application modern technology in the field of cooperative education and training.

### The Modular (Package) Approach and its application in Cooperative Training

8. The training packages are a series of modular training guides and self-instructional devices. They are based on the vocational education concept of 'module' which covers a definite area of training contents and techniques leading to employable skills. A training module is a unit of



instruction or learning activities designed to assist a specific target group in achieving the performance level, described in the objective of the module. In the modular system the training modules are based on the analysis of a task to be performed on the job, skills and attitudes (competence) required to achieve the expected performance level. A training module fits better in a job oriented curricular system rather than in content oriented syllabus system which emphasises on acquisition of information and knowledge.

9. For example, the Manager of a small consumer cooperative store is required to perform several tasks, e.g. to order goods, storage, price marking, shop display, preventing leakages, member relations, personnel management, etc. These tasks can be sub-divided into smaller training sub-units (learning elements). The task of shop display can be divided into selection of goods, arranging space and decoration material and choosing time for display. The manager completing a training module will acquire renewed skills or knowledge which can be used in effective performance of a task expected from him in his job situation.

10. The modular or training package approach lays emphasis on the psychology of adult learning and involves actively both teachers and learners in training situation. The training content included in packages consists of independent but inter-related units which can be assembled in various ways to meet different requirements. The packages can be supplemented by audio-visual aids and other learning materials. They can be of the loose leaf type and allow for additional material reflecting local conditions. The materials in a package can be in the shape of illustrated booklets with group exercises, assignments and/or individual self-instructional devices to be used by the trainees, with minimum help from outside. The educational material can also be in shape of case studies, management cases, role plays, management games, in-tray exercises, etc. According to the devices used there can be two types of training packages namely: trainers' package and the learners' package.

11. The role of trainer using a package becomes more that of a training organiser rather than instructor. The trainer arranges the training situation in a manner that learners learn from self-effort, each others' experience with his assistance and the guidance given in the material. The trainers using such packages should be well trained in the new educational approach and techniques envisaged. They should field test a package

prepared by educational technologists with the assistance from subject matter specialists, and adapt it to local conditions. Whenever necessary, they should add or substitute new exercises and assignments for different types of trainees and evaluate their performance accordingly. The trainers should evaluate their own efforts in using the training package and communicate their findings to its producers. It may thus be seen that role envisaged for a teacher/trainer implies his training in communication and action research. He should remain in constant touch with the producers of training packages.

12. The training package approach indicates the need of evolving an effective training system for trainers as well as trainees. It also emphasises the importance of special educational institutions which should be well equipped for the production further development and evaluation of educational material in different fields of cooperative management. The institution should also train trainers or educational leaders and wherever necessary run correspondence courses on a selective basis.

13. During the training courses on Training Methodology and Techniques for Cooperative Staff Training in South-East Asia, organised by the ICA ROEC, New Delhi and the ILO Training Centre, Turin (Italy) several training packages based on modular system were produced. Some of the subjects covered with the help of audio-visual aids were:

- i) Shop Layout and Display in a Consumer Cooperative Shop.
- ii) Garm Guidance Activities in Agricultural Cooperatives.
- iii) Cooperative Member Education.
- iv) Training Methods and Techniques.

14. The participants for the above courses who were teachers in cooperative training institutions used these training packages and adapted them to their own situations. The adapted version of the training package on Shop Layout and Display was reviewed and further improved by the teachers concerned during their participation in the ICA Follow-up Programme for Cooperative Teachers, organised by the ICA ROEC in collaboration with the Filipino Cooperative Movement and held at Agricultural Credit and Cooperatives Institute (ACCI), University of the Philippines at Los Banos, Laguna, Philippines.

15. Our experience with the training package approach in the South-East Asian Region indicates that it involves effective teaching techniques specially for adults. The approach is mainly based on self-instruction or programmed learning by trainees. Although training packages are very effective in transferring knowledge and skills - the approach faces some limitations. First, a package involves an enormous cost for its production. Second, the package requires longer time and full cooperation from the teachers, colleagues and specialists for its production. Third, the package will need periodic changes and adaptation to local situation.

16. At the end, it can be said that there is an urgent need of trying out new approaches and producing cooperative educational materials which could be used by the learners themselves with some assistance from teachers. ICA-CEMAS, ILO-MATCOM, Intermediate Technology Development Group (ITDG) and other agencies are working in this field. In addition, the teachers trained by the ICA/ILO are preparing and adapting training material for use by their respective trainees. However, there is a gap in the field of educational methods and material. There are very few training and learning packages, case studies, role plays, etc. for cooperative training. Efforts are, therefore, being made to fill in this gap. However, there is urgent need for close coordination and much experimentation in this field. There is a big challenge before cooperative education institutions and educational technologists. Let us join hands and face the situation.

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Selected References

- ICA Draft Manual on Training Package, ICA ROEC, New Delhi, mimeographed, pp.30, 1980
- ICA An Annotated Bibliography of Cooperative Management Cases, ICA ROEC, New Delhi, mimeographed, pp.93, 1981
- ICA Case Book on Cooperative Management, (Draft), ICA ROEC, New Delhi, mimeographed, 1979
- ICA Report of the Second Meeting of the South-East Asian Specialists Group on Cooperative Training, mimeographed, ICA ROEC, New Delhi, 1979
- ILO MATCOM, Curriculum Guide for Agricultural Cooperative Management Training, Geneva, ILO, 1979
- Intermediate Technology, An Introduction to Cooperatives (A Programme Learning Text by Trevor Bottomley), IT Publications Ltd., London, 1979, pp.67
- Watson, W. et al, How to Give An Effective Seminar (A Handbook for students and Professionals), Ontario, General Publishing Co. Ltd., 1978, pp.158

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TRAINING PACKAGE  
ON  
PSYCHOLOGY OF ADULT LEARNING

1. Name of module : Psychology of Adult Learning
2. Title of unit : Principles of Adult Learning
3. Media : OHT, Flip Charts or Chalk Board
4. Language : English
5. Producer : Dr. Dharm Vir
6. Target population : Teachers of Cooperative Training Centres, and Cooperative Education Instructors in the field.
7. Age group : 30 - 45 years
8. Ability : Graduate, 3 years experience of adult or cooperative education.
9. Time available : Introduction 45 minutes  
Discussion 45 minutes
10. Main aims of the Package : (1) To make participants interested in adult psychology, particularly in the learning process.  
(2) To acquaint them with theories and principles of adult learning.  
(3) To suggest some approaches to adult education and use of modern techniques.
11. The participants should be able to understand adult learning better and make their approaches and techniques more effective.
12. Attached documents : (a) Script of the unit lesson  
(b) Teachers Notes  
(c) Participants' notes : Paper on Psychology of Adult Learning by D. Vir (See Part-I)
13. Reasons for choosing the media : Economic and convenient
14. Material needed for the session : (1) Overhead Projector & transparencies  
(2) Flip charts or Chalk board  
(3) Copies of learner's materials
15. Other relevant factors : -----

TEACHERS NOTES

I. Use of Background Paper :

- (i) The paper 'Psychology of Adult Learning' may be distributed in advance for reading by the participants, or
- (ii) it may be given after the introduction to the subject in case of new entrants or junior personnel.

They can prepare individual answers to the questions given at the end of the paper and then discuss them in small groups. The group answers can be discussed in the final plenary organised towards the end of the session. The session may conclude with explanation of the principles of adult learning and use of visual aids.

II. In case, the subject 'Psychology of Adult Learning' is being introduced to the new entrants in cooperative education,

(1) Ask the participants:

- (a) What is the best way of learning cooperation?
- (b) What is the best way of teaching cooperation?

(2) After introduction of the main subject through Overhead transparencies or flip charts, use blank flip charts, and ask what are the body senses involved in learning?

(3) (a) Enumerate some characteristics, e.g. more experiences and ~~emotional~~ maturity.

(b) Encourage participants to add to the list, e.g. individual differences.

(c) Divide the list as facilitating and inhibiting factors for learning e.g. encouragement vs. punishment.

(d) Give some suggestions for cooperative trainers.

(4) Recapitulate and conclude: Adult persons should learn themselves through motivation, insight and practice. The trainer works as an organiser, motivator and facilitator of learning.

SCRIPTS FOR MODULE ON

Subject : Psychology of Adult Learning,

Page number 1

Unit number 1

S.No.

- |   |  |
|---|--|
| 1. OHT-1 : Human Development Stages   | 1. Human beings learn and grow from birth to death (from cradle to grave). Adulthood is the time when an individual becomes self-directing and self-responsible.<br>2. Some factors in Adult personality get established, others continue to change making him unique. |
| 2. OHT-2 : Adult Personality - Effect of various factors on adult personality | 1. The hereditary and environmental factors affect adult personality.  |
| 3. OHT-3 : The Aim of Education   | 1. The aim of education is to develop human personality, especially ability to think and take decisions. Three aspects of personality - cognitive, conative and affective.   |
| 4. OHT-4 : Motivation   | 1. Motivation is a goal directed behaviour to fulfil human needs. Motivation is necessary for learning.  |
| 5. OHT-5 : Sources of Motivation  | 1. Sources of human motivation can be extrinsic or intrinsic. Failures may result in frustration. Human mind uses several mechanisms to tackle frustration. Frustration results in lack of objective thinking.   |

6.

OHT-6 : Learning

1. Adult learning may be defined as a process which brings about a relatively permanent change in the individual's behaviour (personality) as a result of knowledge, practice or other experience.

7.

OHT-7 : Theories of  
Adult Learning

1. There are many theories of learning so are various kinds of learning e.g. learning by trial and error, rote learning, experimental learning, learning by conditioning, gestalt perception.
2. None of the theories explains human learning fully.

8.

OHT-8 : Principles of  
Adult Learning

1. Learning by understanding is quite common among adults, besides other principles of learning. Use of more human senses will make learning effective and permanent.
2. By proper planning, organising, directing and evaluating a teacher-manager can create favourable circumstances for learning.

9.

OHT-9 : Group  
Facilitates Learning

1. A cohesive and homogenous group of learners facilitates learning from each other.
2. The groups should be small and methods should encourage effective participation and interaction among members.

10.

OHT-9A : Group Approach

1. To promote gain in knowledge, skills and change in attitudes.

11.

OHT-10 : Human  
Communication Process

S : Sender  
M : Message  
C : Channel  
R : Receiver

1. SMCR formula in human communication process.
2. Learning takes place in the areas of knowledge, skills and attitudes and desired behavioural change would take place in learners.



12.

OHT-11 : Factors in  
Communication  
(Learning)

1. Objectives
2. Contents - message
3. Characteristics of learners
4. Media and other resources

13.

OHT-12 : Message

The message should be :

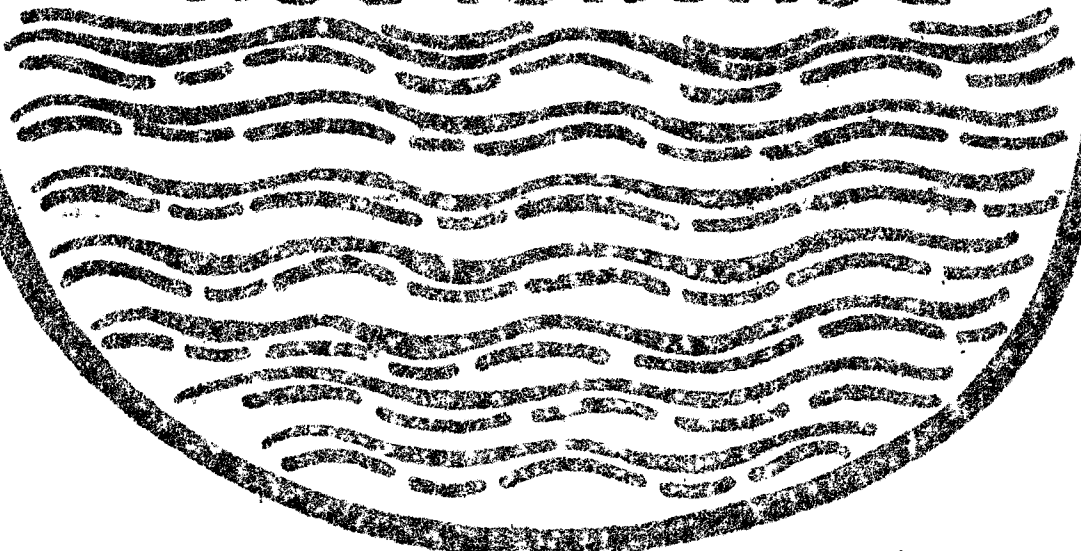
- complete
- correct
- clear
- concise

It should be appealing to eyes, ears  
and other senses.

ICA-2EMAS

BY DR. DHARM VIR

PSYCHOLOGY  
OF  
ADULT  
LEARNING



FAMILY AND FRIENDS



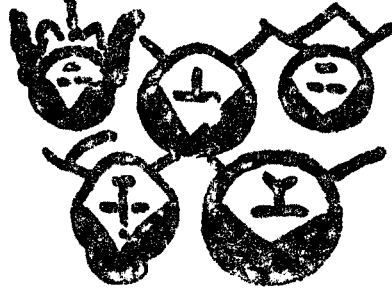
KNOWLEDGE  
SKILLS AND  
HABITS  
ATTITUDES  
VALUES

INTELLIGENCE  
ABILITIES  
APPTUDES  
INTERESTS

CULTURE  
SOCIETY  
ENVIRONMENT

HEREDITY  
GENES

ADULT PERSONALITY



=====

EMOTIONAL (ATTITUDES)

MOTOR (SKILLS) →

SENSORY (PERCEPTION)

=====

\* AFFECTIVE

\* CONATIVE

\* COGNITIVE



THE MAIN AIM OF EDUCATION IS TO DEVELOP HUMAN PERSONALITY

MOTIVATION IS A GOAL  
DIRECTED BEHAVIOR

↑  
TO SATISFY NEEDS

↑  
1. SECURITY

2. PSYCHOLOGICAL

- HUNGER

- THIRST

- SEX

3. SOCIAL & PSYCHOLOGICAL

- SENSE OF ACHIEVEMENT

- SELF-FULFILLMENT

- BELONGINGNESS

(COOPERATION AND COMPETITION)

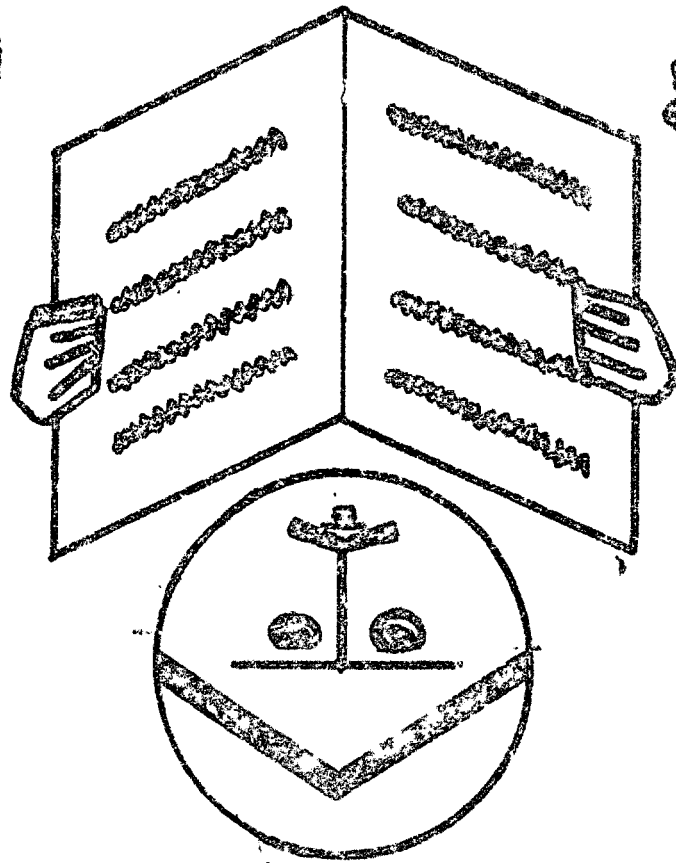
- PRESTIGE AND POWER (PROFIT)

- SELF IMPORTANCE

LAOS



MOTIVATION IS NECESSARY  
FOR LEARNING



SOURCES OF MOTIVATION

INTRINSIC  
(INTERESTS)

EXTRINSIC  
(INCENTIVES)



Adult Learning may be defined as a process which brings about a relatively permanent change in the individuals' behavior (personality) as a result of knowledge practice or other experience.

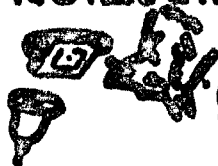
MANY THEORIES OF LEARNING

\* BASED ON MANY KINDS OF

LEARNING e.g.

1. LEARNING BY ASSOCIATION. ++ ++

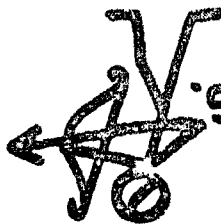
2. LEARNING BY CONDITIONING.



3. LEARNING THROUGH COMMUNICATION  
PROCESS. S-M-C-R

(TRIAL AND ERROR)

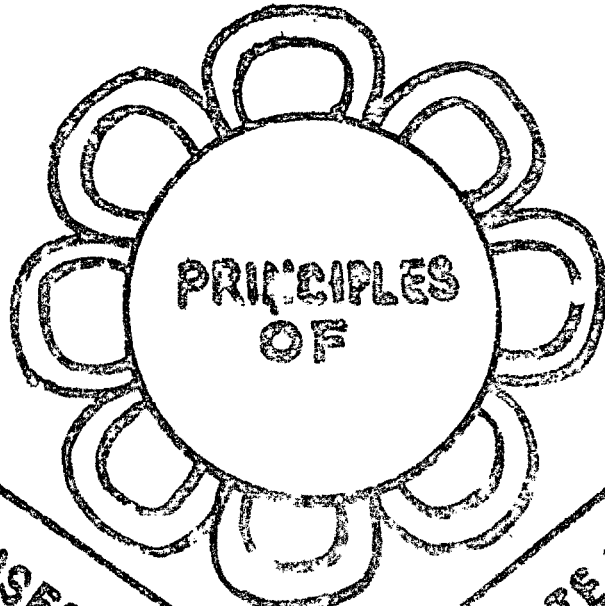
4. LEARNING BY DOING.



5. LEARNING THROUGH INSIGHT.







PRINCIPLES OF

- CORRECT RESPONSES

- IMMEDIATE REINFORCEMENT

- NEED SATISFYING

- FREQUENCY

- APPEAL TO SENSES

- PRACTICE IN DIFFERENT SITUATIONS

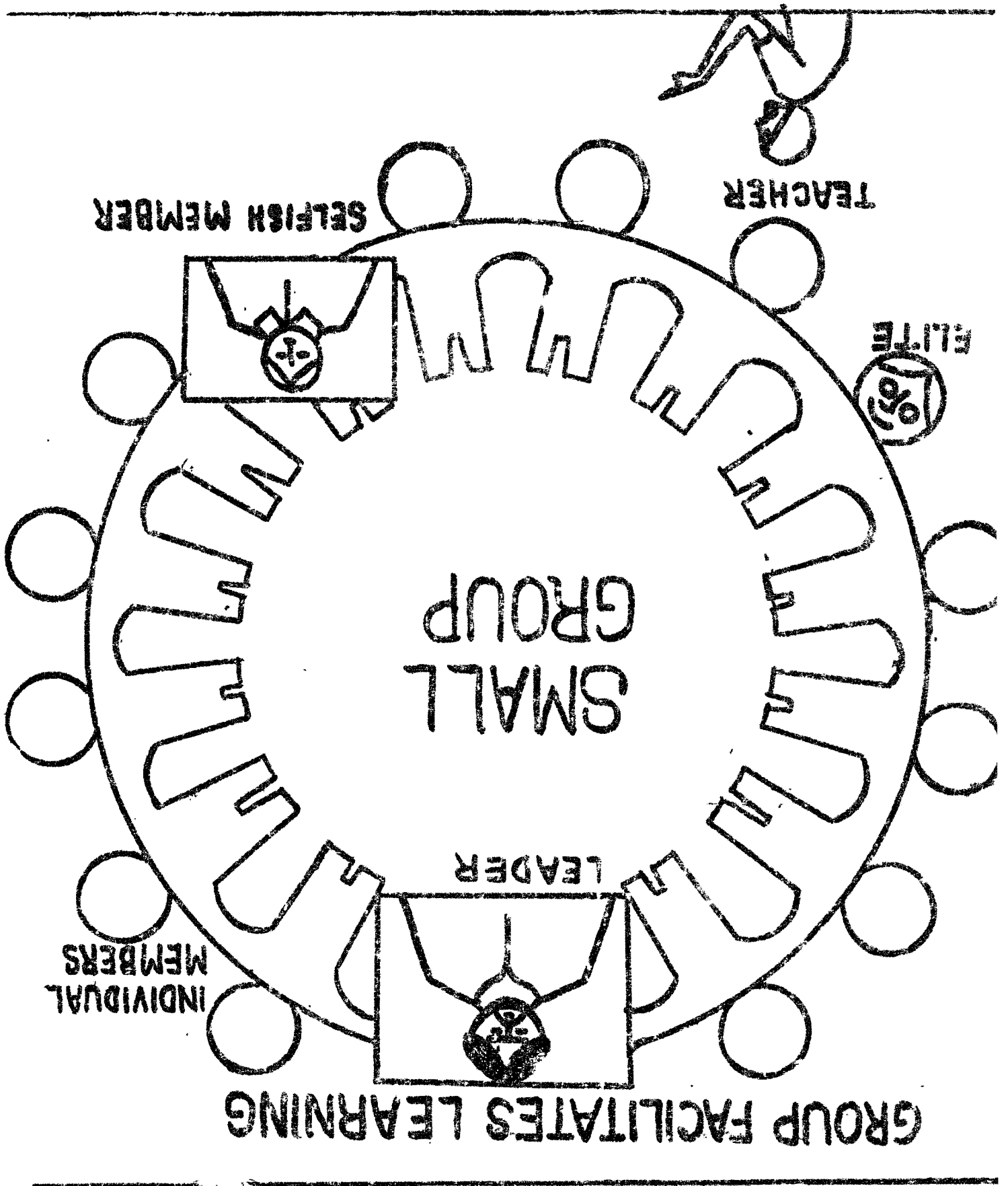
~~NO FATIGUE~~  
~~NO PUNISHMENT~~

- AT OWN PACE

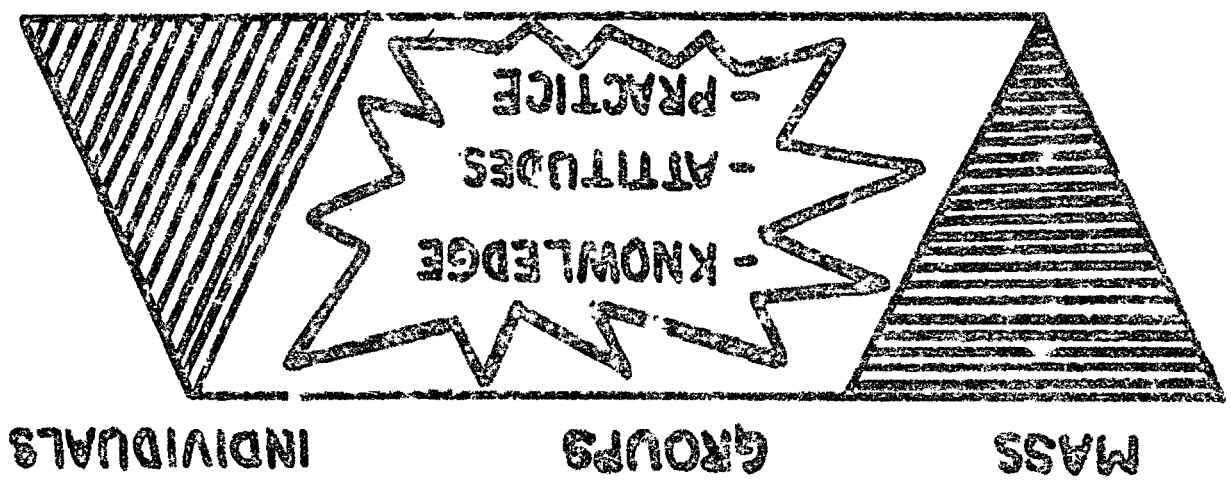
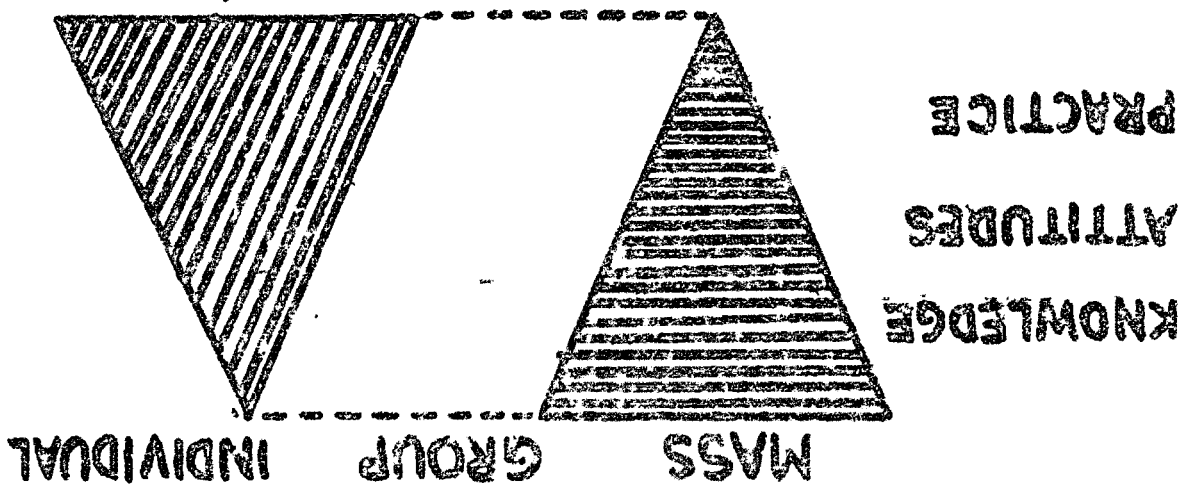
LEARNING

BY UNDERSTANDING

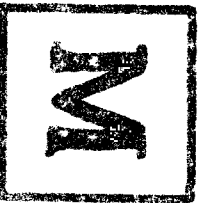
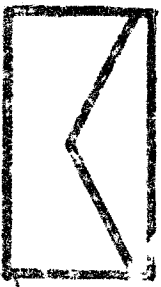
PERCEPTION & APPLICATIONS



# APPROACH TO ADULT LEARNING



# ATTITUDES



**SENDER**

**MESSAGE**

**CHANNEL**

**RECEIVER**

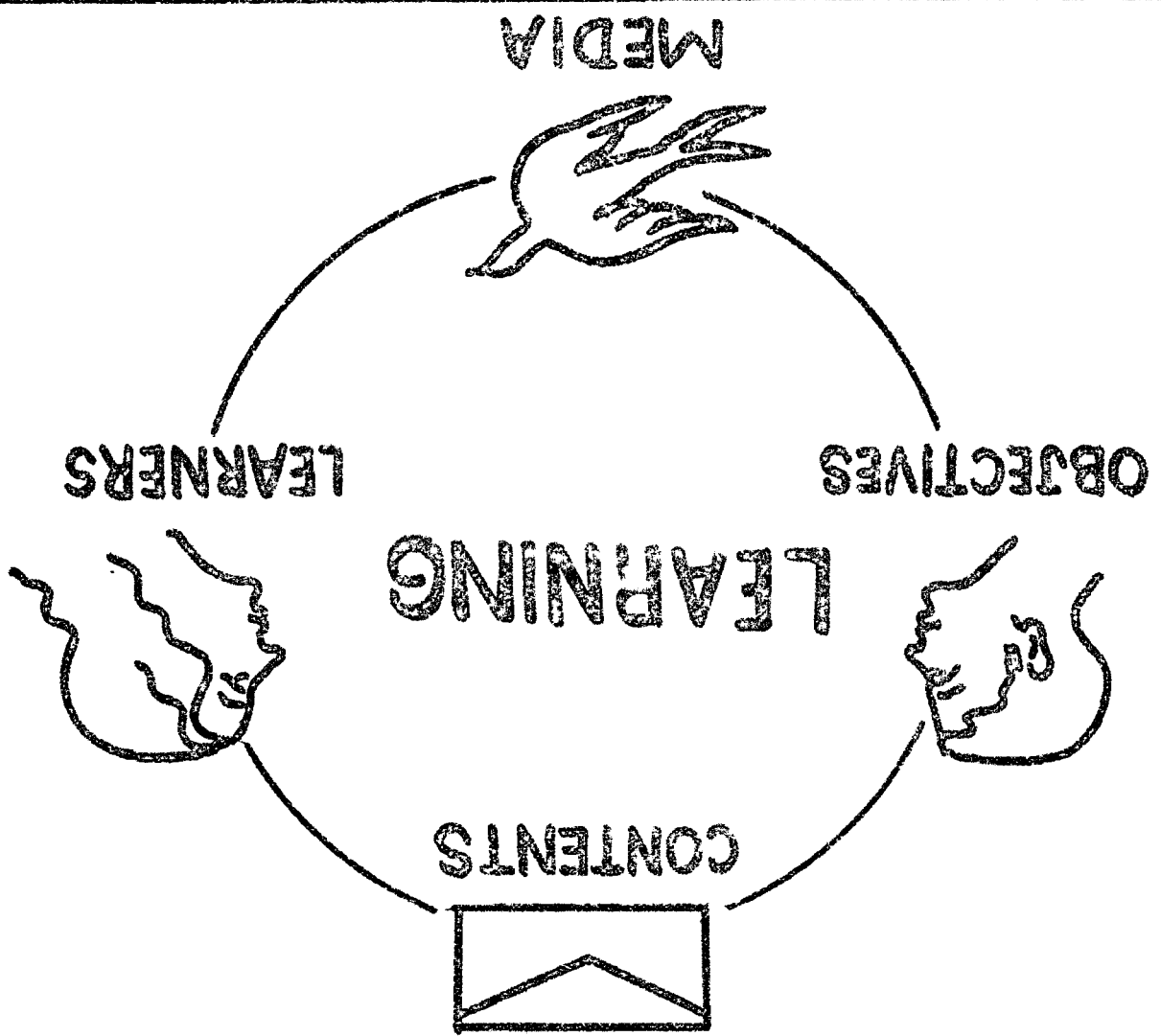
13-

**HUMAN COMMUNICATION PROCESS  
(TEACHING)**

**FOR,**

**LEARNING:  
INFORMATION  
SKILLS &**

FACTORS IN  
COMMUNICATION





- COMPLETE
- CORRECT
- CLEAR
- CONCISE



THE MESSAGE SHOULD BE :-

MESSAGE



SUPER STORE  
(A Case on Retailing)

The Consumer Cooperative Store (Super Store) was run by Sitapur Consumer Cooperative Society in the heart of a large-size city Sitapur (India). The store had 250 employees and a daily turnover was of Rs.94,000/- per day. The employees had organised a trade union to look after their interest. About 5,000 customers visited the Super Store daily. There were 2,000 members of the society, many of them women. The store ran into a serious problem of shortages of goods, mostly because of pilferage by employees and shop lifting by customers. During 1978-79 the turnover of Super Store was over Rs.24 million. However, the shortages amounted to Rs.460,000/- which were about 2% of the turnover. On some items the store had very low margin and it was not possible for the manager to put up with large scale losses.

The Super Store had most of its sales made on counter-service basis. It had elaborate arrangements for vigilance and security under the charge of an Assistant Manager. The main building of the store had two Entrance/Exit points for customers. On each point there was one Door-man deputed all the time and their number was increased during rush hours. The Door-men were expected to keep a close watch on the incoming and outgoing customers. They were authorised to take search of the handbags and the packets belonging to customers, on the Exit points. The customers' search were made on an ad-hoc basis and sometimes goods purchased were tallied with cash memos issued by the salesman on payment. Each item sold was wrapped with special paper by the salesman before its delivery to customers.

One day a middle-aged woman visited the Super Store and bought a piece of dress material from a salesman in the Cloth Section, which was operating on the counter-sales basis. She took away the cloth piece after getting it packed but without obtaining a receipt from the salesman for the payment made, if any. When she reached one of the Exit points of the Super Store, the Door-man asked the lady to show the receipt for the cloth purchased.



On her failing to do so, she was taken directly to the Manager by the Door-man, without the knowledge of other employees. The lady informed the Manager that she had paid the price to the salesman, but he did not give any receipt for the payment which was Rs.145/-. When asked why she did not insist for the receipt for the payment made, the lady customer said that she was new and did not know the procedure in the store.

The Manager decided to conduct himself an immediate enquiry and, on checking the cash at the counter of salesman concerned, he found some excess money. The salesman said that the lady customer did not pay for the cloth, so he did not issue any receipt. She took away the cloth without his knowledge when he was busy in talking to other customers. The excess money in the cash, according to him, was because of the mixing of his own money & taken out for change. The salesman was given some imprest money for change. However, she was not expected to mix up his own money with the imprest money.

During the enquiry the Manager learnt that the lady customer was a teacher in the local school of repute and it was difficult to suspect her. He also found that the lady customer had recently enrolled herself as a member of the Super Store. On asking for some reference, she got annoyed and said "Don't you know our Principal, Mrs. Deshmukh? On your personally approaching her, Mrs. Deshmukh asked me to become the member. Now you are treating me suspiciously". The Manager was in a fix.

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vn/

August 7, 1981

SUPER STORE

(A Case on Retailing)

Notes for the Teachers

1. Objectives :
  1. The main purpose of the case is to sensitise managers to difficulties encountered in retailing situation and pitfalls in the vigilance procedures in a consumer store.
  2. It may also be used to train managers of consumer cooperatives in handling problems of customer/member relations.
2. Target Group : The Managers, Assistant Managers and Sales Supervisors of Consumer Cooperative Stores.
3. Duration : Two hours of class-room discussion
4. Identification of Problems : The main problem in the case is of handling a new member/customer who has visited the Store probably for the first time. It has implications for personnel management as well.
5. Teacher's Analysis :  
/own  
Alternative solutions - (a) Immediate solution would be to let the customer go with proper receipt and the salesman who mixed up his own money with the store money can be asked to pay for the price of the article sold. He should be warned not to mix up his/money with official cash. (b) Another alternative can be to penalise the lady customer by asking her to pay again for the article with a warning to the salesman concerned. (c) The third alternative could be to ask both the salesman and the lady customer to divide the price of the article and pay for it on a fifty-fifty basis, thus penalise both for their mistakes.
6. Actual Solution : The first solution is preferred and the same was adopted by the management with satisfactory results.
7. Field-testing : On field-testing it was found that specific instructions to salesmen should be given and customers should also be kept informed about sales procedures, etc.
8. Techniques : Since the case is rather short, its copies can be given to participants in the class-room for individual reading. After fifteen minutes, the teacher can initiate discussion in terms of identification of the problem, its causes and immediate and medium-term solutions. The participants' suggestions may be jotted down by the teacher on the black-board and advantages of

- 99 -

- 1 :-

each solution discussed in terms of quantitative and qualitative effects on the Super Store. The participants should be assisted in identification of the short-term, medium-term and the long-term solutions.

If the teacher is proficient in using role-play technique, he may use the case in acting a role play situation. This will call for advance preparation and more time.

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487/8/81

GROUP ROLE PLAY

(Voluntary Work in a Cooperative)

Teachers' Notes on Role Play  
(not to be distributed among students)

- I

- Objectives :
- A. To introduce and demonstrate the group role play technique.
  - B. To give participants some experience in role playing and conducting managing committee meetings.
  - C. To discuss the use of role playing in management training and cooperative education.

Target Population:

Teachers under training from Cooperative  
Training Institutions

Group Size : 15 - 20

- Material Needed :
- i) Name Cards for role players,  
(for conducting Role Play)
  - ii) Role Play briefs,
  - iii) Observation Sheet,
  - iv) Description of general situation

Handout Material : Chapter on Role Play from Participative  
(to be given to all participants at the  
time of summing up as reference materials)

- i) Voluntary Work in a Cooperative (Annexe-A)  
(Group Role-Play Exercises)
- ii) "Counselling Interview" (Individual Role  
Play by Prof. S. Khandwala and  
Mr. M.A. Deshmukh)

Background Material : (a) "Role Playing" - pp 1 to 18 of chapter 14  
(Participants to obtain and read)  
from An Introductory Course and Training  
Methods for Management Development, by ILO

(b) Manual for Study Circle Leaders; by  
Dr. D. Vir, ICA BO EC, New Delhi

Further Readings : (a) ILO Management Development Manual 4,  
Chapter on "Human Relations, Case Studies  
and Role Playing"

(b) Craig and Bittal : Training and Development Handbook Chapter 11, "Role Playing" by Malcom E. Shaw

5. Participants to Play Role :

1. President (Mr. Thomas)
2. Vice-President (Mr. Abdullah)
3. Secretary (Mr. Pramun)
4. Treasurer (Miss Murthy)
5. One Committee Member (Mr. Singh)  
(two committee members are absent)

6. Classroom arrangement :

1. Some furniture in a room, five chairs around a table for role players. Other participants will face the role players at some distance, but should be able to hear the role players.

7. Application in the class :

- (1) Introduce role play and mention that in a role play exercise the participants are asked to imagine that they are participating in a real life situation, and to work out their responses. It is quite different from demonstration of a dramatic play in which the actors show something to the audience, they already know. Also mention that a role play is not a game but can be fun. There can be various types of role play, viz. groups role plays and individual role-plays. Both types can be used as effective training technique in some management situations.
- (2) The main purpose of role playing is to let the participants understand, experience and appreciate the thinking and feelings of others whose role they are taking and playing. It will help them in objectively perceiving in improving inter-personal relationship.
- (3) Give general instructions to all the role players that they should accept facts as given and assume the attitude implied in their roles. When facts and events occur

that are not covered by their respective roles, the role players should make up things that are consistent with the way it might be. The feeling and the mode of behaviour should be in accordance with events that transpire in the role playing process. After the role is over, they should not continue to feel offended, if their feelings have been hurt during the process.

- (4) Give the general description of the situation. Select five participants for playing different roles, on a voluntary basis.
- (5) Fifteen minutes before the role play demonstration give each participant his respective role play brief and ask him to read it alone.
- (6) Give the rest of the trainees copies of 'Observation Sheet' (Annexe-B) and ask them to observe the behaviour of role players during the process of the role.
- (7) The process of role playing may continue for about 15 minutes. To make role playing effective the instructor can use devices such as doubling, role repetition, role reversal, etc.
- (8) Start the role play before the problem situation is resolved. Soon after the role play is over, ask the observers to give their observations. They should use the given names and not the actual names of role players.
- (9) The role players should be given an opportunity to give their impressions as to what transpired during the role play.

8. Time Allocation :

90 minutes (30 minutes for role playing and 60 minutes for discussion and summing up).

PART - II

Description of General Situation

1. There is a cooperative college being run by the National Cooperative Union of an Asian country. In the year 1957, the employees of the college formed a thrift and loan society. There are 36 members who regularly contribute five per cent of their salaries as deposits. The office bearers (who are honorary workers) are elected every year. The following are active office bearers for the current year:

- |                     |                |
|---------------------|----------------|
| 1. President        | (Mr. Thomas)   |
| 2. Vice-President   | (Mr. Abdullah) |
| 3. Secretary        | (Mr. Pramaun)  |
| 4. Treasurer        | (Miss Murthy)  |
| 5. Committee Member | (Mr. Singh)    |

The President has received several complaints from the members against the behaviour of the Secretary and the Treasurer.

2. The main complaint against the Secretary is that he is not entertaining the loan applications in a systematic manner and the complaint against the Treasurer is that she is not immediately issuing receipts for the deposits and other payments received from the members.

3. The President called the Secretary and the Treasurer and discussed the complaints from the members. The Secretary and the Treasurer blamed each other for the mis-management and said they have no time to devote to cooperative work and are prepared to resign.

4. To solve the internal problems and to discuss members' complaints the President calls the meeting of Managing Committee in which all the office bearers and one Managing Committee Member participate.

1. The Role Play Brief for President (Mr. Thomas):

You are an active cooperator with a desire to serve the members and also to motivate others for social service. Being the Vice-Principal of the college, you do not have enough time to look into the routine management of the society and complaints of individual members. Moreover, you are usually out of station on official work. You try to persuade the Secretary and the Treasurer to do their work properly and appeal to others to assist them in discharging of their heavy duties. You, however, fail to understand the difficulties of your colleagues in the cooperative.

2. Role Play Brief for Vice-President (Mr. Abdullah):

You work as a Personal Assistant to the Principal of the college and is not interested in cooperative work. You are elected as the Vice-President with the hope that you will get interested in the cooperative in due course, but your heavy official duties keep you away from the routine management of the cooperative. You are not satisfied with the working of your cooperative and are irritated over the behaviour of others. Some time you feel that some of your colleagues are not working honestly.

3. Role Play Brief for Secretary (Mr. Pramun):

You are an accounts clerk in the office of the college. You had worked as Treasurer during the last year. You have a big family to support and to increase your income. You have been trying to improve your qualifications through a part-time course in accountancy. You want that more honorarium should be paid to you, as besides your duties as a Secretary, you claim to help the Treasurer in maintaining the accounts of the cooperative. You do not like to hear criticism from any body for the voluntary work being done by you. Your main complaint is that the Treasurer does not know how to maintain accounts, nor she tries to learn from you. You have to receive cash unofficially from members, as the Treasurer is not available after office hours.



4. Role Play Brief for Treasurer (Miss Murthy):

You are a new person in the cooperative. You do not know, how to maintain accounts of the cooperative. However, on receiving assurance for assistance from Mr. Pramun (Secretary) you had agreed to work as a Treasurer. Your office duties do not allow you to devote much time to do the cooperative work. You are given an opportunity to attend a training course organised by the local District Cooperative Union. But you did not avail of the opportunity because of your other pre-occupations and lack of interest. Your main complaint is that nobody helps you in maintaining accounts not even the Secretary who had assured you earlier, of all the assistance. You also say that the honorarium given to you by the cooperative is not enough. Moreover, you demand some facilities from training centre, so that you can do the Treasurer's work conveniently, during office hours.

5. Role Play Brief for Managing Committee Member (Mr. Singh):

You work as a messenger boy in the college and were elected as a managing committee member of the cooperative. You are a young man full of enthusiasm and energy for the cooperative. In spite of your heavy duties outside the premises of the college, you attend to the cooperative work assigned to you. You also try to attend meetings of the Managing Committee regularly. Your main complaint is that other office bearers are not fully duty conscious. Specially, the Secretary is not guiding the members properly and he is often showing partiality in processing loan applications.

Observation Sheet

(To be given only to the observers)

The following items are furnished as a guide for observing what the leader (President) did and how others reacted.

1. How did the leader present the problem?
  - a. In presenting the problem did the leader have the attitude of asking for help?
  - b. Did the leader present all the facts?
  - c. Was the leader's presentation of the problem brief and to the point?
  - d. Did the leader scrupulously avoid suggesting a solution?
  
2. What things occurred in the discussion?
  - a. Did all group members participate?
  - b. Was there free exchange of feelings between group members?
  - c. Did the group use social pressure to influence any of its members?
  - d. On which member of the team was social pressure used?
  - e. Was the leader permissive?
  - f. Did the leader avoid taking sides or favouring any person?
  - g. What were the points of disagreement in the group?
  
3. What did the leader do to help problem solving?
  - a. Did the leader ask questions to hold the group explore ideas?
  - b. Were all ideas accepted equally by the leader?
  - c. Did the leader avoid hurrying the group to develop a solution?
  - d. Did the leader avoid favouring any solution?
  - e. Who supplied the final solution?
  - f. What did the leader do, if anything, to get unanimous agreement on the final solution?

PART - III

Conclusion: (not to be distributed among participants)

1. Emphasize that Role Playing is not a game but can be fun. It is a useful training technique which if well conducted has great learning potential for teaching empathy or the ability to appreciate and understand emotions of other persons. The situation depicted in role play exercise should be closely related to work experience and needs of the participants.  
(Objective A)
2. The Role Play is most effective when used for changing attitudes and thus for improving inter-personal relations in management situations. (Objective C)
3. Mention that the Role Play has different forms, viz. of group role play, individual role play and role play with or without observers. (Objective B)
4. Point out the value of devices such as, doubling, role repetition, role reversal in making role playing more effective.  
(Objective A)
5. Distribute copies of the whole role play exercise (Annexe A and B) and other handouts among all the trainees. Discuss the limitation and importance of role play in improving human relations.  
(Objectives A & C)
6. Suggest some further readings on the subject.

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