

REPORT OF
ORIENTATION COURSE FOR TEACHERS OF
COOPERATION OF RURAL INSTITUTES

Gargoti, Distt. Kolhapur (Maharashtra)
Oct. 15-24, 1962

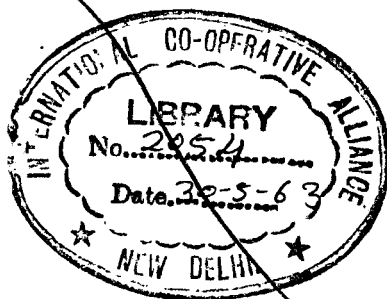
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REPORT OF

ORIENTATION COURSE FOR TEACHERS OF COOPERATION
OF RURAL INSTITUTES

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held at
GARGOTE, DISTT KOLHAPUR
(Maharashtra)

October 15-24, 1962

Organised by the Ministry of Education, Government of
India and conducted by the International Coopera-
tive Alliance Education Centre

New Delhi.

ICA EDUCATION CENTRE
6 Canning Road
New Delhi .1. (India)

Report of the Orientation Course for Teachers of Cooperation of
the Rural Institutes held at Gargoti from 15th - 24th Oct. 1962

An Orientation Course was organised by the Ministry of Education for the teachers of Cooperation of the Rural Institutes at Gargoti, Maharashtra State, from the 15th to 24th October 1962. The ICA Education Centre helped in programming for the Course, providing Speakers and conducting it. Mr. Sham Narayan, Assistant Education Adviser, Ministry of Education of the Government of India, welcomed the delegates and gave a brief introduction of the Rural Institutes. Mr. Sham Narayan participated in the discussions for the first three days and his presence was utilised by the participants for drawing upon him as a resource person. Shri S.D. Misra, Deputy Minister (Cooperation), Ministry of Community Development, Panchayati Raj and Cooperation, inaugurated the Course, and Dr. S.K. Saxena, ICA Regional Officer, presided over the inaugural function.

Mr. J.M. Rana, Deputy Director, ICA Education Centre conducted the Course and prepared the present report. Mr. B.M. Save, Director, Shri Mouni Vidyapeeth Rural Institute, Gargoti took care of all the practical arrangements as Manager.

The Course was mainly devoted to discussion of various aspects of teaching of Cooperation in the Rural Institutes, which included syllabi of Cooperation, Review of Cooperation text-books, Teaching Methods, Practical Training and Research Areas in Cooperation. In addition informative talks were arranged on the following subjects :

1. Cooperative Education and Training in the Movement
2. Cooperative Education and Training in Foreign Countries
3. Programmes of Non-Agricultural Cooperation
4. Place of Cooperation in the Third Five Year Plan with special reference to Agriculture.

A list of Speakers and participants is appended hereto.

I. BACKGROUND OF THE RURAL INSTITUTES

The Rural Institutes owe their origin to the rural reconstruction ideas embodied in the Sarvodaya Programme¹ of Mahatma Gandhiji and the work of Rabindra Nath Tagore through Santiniketan in West Bengal. The pioneers of these ideas

1. It is a Social Welfare Programme.

realised that the cities were becoming the centres of industries, administrative power and even higher education. They were concerned about the disintegration of the rural social and economic structure on account of the advent of the industrial revolution in India. The programmes for social and economic amelioration of the rural people drawn up by these people were many-sided; education was given an important place in these programmes and attempts were made to refashion education to meet rural needs.

The University Commission appointed by the Government of India under the Chairmanship of Dr.S.Radhakrishnan, which examined the question of rural higher education among other things, urged the need for the general advancement of rural India "through an increasing range of quality, skill and training supplied through a system of rural colleges and universities"¹. In order to create distinctive traditions in the field of rural Universities which would have a "ring of small, resident, under-graduate colleges with specialised and University facility at the Centre". In 1953, the Ministry of Education appointed a Team of Experts to study the working of the Danish Folk High Schools and Colleges and to suggest what India could benefit from the experiences of other countries. On the receipt of this report, a Committee on Rural Higher Education was constituted under the Chairmanship of Dr.K.L.Shrimali, now Education Minister, Government of India. The terms of reference for this Committee were to undertake a comprehensive survey and appraisal of promising ideas, institutions and experiments in the field of higher education in rural areas, and to recommend a suitable pattern of education so as to evolve a reasonably uniform system suited to the needs and resources of the country. This Committee recommended the establishment of Rural Institutes on an experimental basis to try a fresh approach to education wherein the educational institution should be an integral part of the community, the former radiating new ideas and new life to the community at large, and the latter providing training ground to the students.

At present there are 13 Rural Institutes in various parts of India set up on the basis of the recommendations of the Committee of Rural Higher Education. They are a new venture in educational pioneering. The institutes have been established to provide higher education after the secondary school level to the rural youth in their own environment. The Institutes follow a functional type of curriculum which aims at interpretation of rural life in terms of socio-econo-

1. Quoted from Shri Sham Narayan: "Rural Institutes in India", Ministry of Education Government of India, New Delhi, 1961.

mic objectives and preparing the youth for leadership in rural institutions and rural developmental effort. The aims and objectives of a rural institute as generally accepted are as follows :

- a) To provide higher education after the secondary stage to rural youth in a rural environment, and to inculcate in him a spirit of a service to the community and a sympathy for the rural way of life.
- b) To develop a pattern of education, comparable in standards with University Education, but oriented to rural conditions and needs, and which may produce a person of broad vision capable of providing leadership in specialised spheres of rural service.
- c) To train rural youth for careers in the development programme of the Central and State Governments.
- d) To accept a village-centred education responsibility and to function as centres for community development and planning, and as an extension agency, i.e. a demonstration centre for ideas and practices to be extended to rural areas.
- e) To instil a sense of citizenship into the villager and to make him progressive in outlook.

The following courses are provided in the Rural Institutes.

1. Three-Year Diploma Course in Rural Services
2. Three-Year Diploma Course in Civil and Rural Engineering
3. Two-Year Certificate Course in Agricultural Science (Proposed to be upgraded to a three-year course after higher secondary in the Third Plan)
4. One year Sanitary Inspector's Course.
5. A Three-Year Diploma Course in Education and Teachers' Training.
6. Certificate Course in Elementary Teachers' Training
7. Master's Diploma Courses in subjects like Cooperation and Community Development.

II. SYLLABI FOR COOPERATION

Cooperation is taught at the Diploma Course in Rural Services. The Master's diploma in Cooperation has also been introduced in two Institutes located at Coimbatore and Bichpuri respectively.

DIPLOMA COURSE IN RURAL SERVICES

In the diploma course for rural services ("referred to as D.R.S. subsequently") the curriculum is divided into two parts, comprising the core (compulsory) subjects, and optional subjects. The core subjects are as follows :

1. English - 2 Papers
2. Regional Language and one other modern Indian Language
3. Story of civilization with special emphasis on the growth of science
4. Rural problems with special reference to community development

The last subject is integrated with research and extension activities with a view to enabling the students to understand the rural community and its problems, developing in them the faculty of observation, analysis and expression, and providing learning experience through action.

One of the optional groups is the Cooperation group. In this Course, the student takes three papers in economics, with special reference to rural economy for which broadly speaking, the standard is equivalent to that of a B.A. student in the Universities. In addition, the student takes three papers in Cooperation and 75 marks are reserved for practical training work. The three papers in Cooperation include the following :

- i) Theory and Principles of Cooperation with reference to growth of Cooperatives in foreign countries,
- ii) Cooperative Form and Practice in India, and
- iii) Cooperative Law, Accounts and Auditing.

The syllabus on Cooperation has been progressively improved since it was first introduced. Originally the syllabus consisted of only one paper and several important aspects of the movement such as cooperative farming were not included. There were also no provision for study of cooperative accountancy, audit and cooperative law. The syllabus for 1960 examination removed some of the deficiencies but book-keeping was still absent. Adequate attention was also not given to practical training since it was not integrated into the assessment system. The new syllabus for 1964 examination has made good some of these lacuna.

SPEAKER'S OBSERVATIONS

The Speaker who introduced the subject observed that paper No.3 dealing with cooperative law, allied laws, book-keeping and audit was an overly large paper and could be conveniently split up into two separate papers, viz. Cooperative Law and 2) Cooperative Accounts and Auditing. In the alternative the study of various allied acts might be deleted.

In his opinion the duration of practical training of one month was inadequate, and should be increased to at least three months. It was pointed out here by Mr. Shyam Narayan, representative of the Central Ministry of Education, that students were also expected to do cooperative extension work in the core paper related to rural problems with special reference to community development.

GROUP DISCUSSIONS

Objectives of Education.

The discussion on the syllabi of Cooperation commenced with a listing of

objectives for the study of cooperation at the DRS level as follows :

1. to develop in the students an understanding of the cooperative movement and capacity for its critical appraisal;
2. to develop in the students faculties of thinking, a questioning mind, capacity for critical analysis and a sound judgement;
3. to train students for leadership positions for cooperative institutions, cooperative departments, the movement and the rural development work as a whole;
4. to meet personnel needs of cooperative institutions and departments by imparting technical competence, and
5. to equip the students so as to enable them to motivate the villagers for formation of cooperative societies and cooperative action, i.e. to train the student for cooperative extension work.

It was suggested that, keeping in view the above objectives, the group should answer the following questions in order to construct or examine the syllabi:

1. What actually are the students' supposed to do? (expectations)
2. In order to fulfil the expectations, what learning experiences or knowledge the student should acquire? i.e. What syllabi should be there?

The group stated that the D.R.S. students were being prepared for the positions of Inspectors of Cooperative Societies, Extension Officers, Audit Inspectors, Sub-Registrars of Cooperative Societies, Cooperative Instructors, Lecturers in the Junior Cooperative Training Schools, Accountants and similar other jobs in the District Cooperative Institutions and Managers of large-sized societies, marketing societies etc.

Suggestions Concerning Syllabus:

The following suggestions were made by the group.

1. In paper 1 a number of foreign cooperative movements were included for study and certain cooperative fields of activity in each country were indicated. In this regard, the group was of the opinion that only those fields in which the cooperative movement in particular countries have made significant progress should be studied with reference to the usefulness of the experiences to the Indian movement.

2. It was suggested that section 3 of Paper 1 should be amended to read as follows :

"Origin, development and present position in various countries namely European, Asian, African and American and others, with special reference to the

following :

"Section 4 should be made part of section 3 and should be amended as follows :

- i. Developments in the Cooperative Movement of Phillipines (agricultural credit and marketing) and
- ii. Thailand (agricultural credit)

3. In regard to paper II, a few participants felt that the paper appeared to be rather large and the best way of tackling it would be to place greater emphasis on agricultural cooperation i.e. cooperative credit, marketing, processing and cooperative farming, while giving the student a brief idea of the other types of cooperatives found in rural areas. It was agreed to broaden the scope of topic concerning "Role of State Cooperative Unions" under item No.7 with a view to including study of the National Cooperative Union of India and other promotional agencies at the national level; hence, it was suggested that the word "State" should be deleted from this topic.

4. Some participants felt that paper III on "Cooperative Law, Accounts and Auditing" was unwieldy and disproportionately larger than other papers. However, the group agreed after some discussion not to suggest any substantial changes. The group was of the opinion that for purposes of practical convenience, this paper should be divided into three sections viz. 1) Cooperative and allied Law, 2) Cooperative Accountancy and 3) Auditing, for each of which 25 marks may be allotted.

MASTER'S DIPLOMA IN COOPERATION

The following papers are prescribed for the Master's diploma examination.

<u>Previous Examination</u>	<u>Subjects</u>	<u>Marks</u>
Paper I	History, theory and practice of cooperation	100
Paper II	Agricultural Economics and Legislation	100
Paper III	Accountancy and Auditing	100
Paper IV	Rural Sociology	100
Paper V	Methodology of Social Research	100
<u>Final Examination</u>		
Paper VI	Cooperative Law and Administration	100
Paper VII	Banking	100
Paper VIII	Project Report and Viva voce (75 plus 25)	100
Optional groups (one out of the following groups)		200
Group I		
Paper IX	Agricultural Marketing	
Paper X	Warehousing	

Group II

Paper IX Advanced Banking
 Paper X Cooperative Banking

Group III

Paper IX Cottage, Small Scale and Village Industries
 Paper X Industrial Cooperation

GROUP DISCUSSIONS

The objectives of the Master's diploma course were considered by the group as two fold :

- i. to provide a specialised training in selected spheres of cooperation,
- and ii. to train students in carrying out investigations on **selected** aspects or problems of cooperation

It was thought that master's diploma would prepare the students for teaching and research work, and for senior positions involving responsibilities for direction and regulation of cooperative institutions or the cooperative department work at the State, divisional or district levels. Specifically, master's diploma holders should be able to fill in the following positions :

- i. Lectures in cooperation in Rural Institutes, Universities and other Cooperative Training Centres ;
- ii. Gazetted posts in the Cooperative Departments of the Central and State Governments;
- iii. Research Officers in the Cooperative Unions;
- iv. Rural Credit Officers in the Reserve Bank of India and the State Bank of India.

Eligibility for Admission

At present, a student holding diploma in rural services, B.A.(Econ.) B.Com., or B.Sc (Agri.) degrees can join the master's diploma course. The group agreed that these provisions were necessary in order to have sufficient number of students for the course, and noted that a significant number of the students enrolled were B.A. degree holders. But it was recognised that there was considerable difference in the level of equipment between the D.R.S. and the other degree holders coming from the Universities. For instance, the B.Com, B.A. and B.Sc(Ag) students did not have knowledge of cooperation to the same extent as the D.R.S. students; the last two categories of students did not have much knowledge concerning accountancy and audit also. Further, the B.A. (Economics)

and B.Com. students are unlikely to have an adequate bias towards rural areas and rural life in general.

Fundamental Considerations

Some participants felt that, since the objectives of the master's diploma course were to provide advanced training and specialization in a selected field of cooperative activity to the student, the inclusion of a large number of papers in the course, some of which had already been covered at the D.R.S. level, might hamper the intended specialisation. For instance, Paper I, History, Theory and Practice of Cooperation, Paper III Accountancy and Auditing, Paper VI Cooperative Law and Administration were taught at the D.R.S. level and should not be included again at the master's diploma. Specialisation at the master's level would be facilitated if the students acquired a certain basic core of knowledge at the undergraduate level, and then attention was concentrated at the master's level on few selected aspects of a particular subject, and allied subjects necessary for an understanding of the major field of study. The approach at the master's diploma level should be towards giving advanced training in the major fields of cooperative activity in rural areas, strengthened by rural sociological and economics aspects which had bearing on cooperatives. Also a substantial part of the course should be devoted to a study of a selected problem in rural cooperative activity through research work, and the student should acquire a theoretical and practical knowledge of research methodology. Such an approach would equip the student with the methods of identifying problems and tools of analysis, with which he could analyse the problems and evolve suitable approaches to resolve them. Further, training at the master's level should be problem and research oriented rather than job-oriented.

Most of the other participants were, however of the view that since the students seeking admission to the master's diploma were mostly B.A. students and also to some extent B.Com and B.Sc (Ag) students, who had not studied some of the basic things such as accountancy and audit; cooperative law etc., it was obviously necessary to teach these papers. These students sought admission to the course for getting cooperative training which would help them in securing jobs in the cooperative departments and cooperative institutions. An argument was also put forward by some that in some universities too, master's course comprised entirely of papers and specialisation^{was} sought to be given through optional groups comprising advanced papers. In such a case, however, it was realised that the objectives of the master's course approximated those of the D.R.S. course and its usefulness comprised in enabling the students coming from Universities to acquire theoretical

and practical knowledge of cooperation. The entire group, however, was in agreement that much greater weightage should be given to the project report and it was suggested that the marks allotted to it should be raised to 200 (150 for report and 50 for viva voce).

Other Minor Suggestions

So far as the syllabus was concerned, the following minor changes were suggested :

- Paper II Agricultural Economics and Legislation : Para No. 3 should be deleted as it dealt with agronomy rather than agricultural Economics, and since economic implications of agricultural practices were covered under para No. 13 of this paper.
- Paper III Accountancy and auditing. (i) Item No.4 should be deleted as it was irrelevant to cooperative accounting. (ii) Item No.6 should be modified as follows : Single - entry system - cooperative account keeping - day book, ledgers, receipts and payment, statement, profit and loss account, balance sheet, books and registers maintained by cooperatives of different types. (iii) Item No.7 dealing with company accounts should be deleted as it was not relevant.
- Paper VII This paper should be described as "Banking Law and Practice" in order to avoid misunderstanding with paper No. IX entitled "Advanced Banking". Paper No.VII concerned itself much more with Banking law and Practice while Paper No. IX dealt much more with the theory of money and banking.
- Paper IX Advanced Banking. Item No.5 should be modified as follows : Theory of Money, quantity theory, general formula, demand for and supply of money, velocity of circulation of money, Fisher's equation, Cambridge equation, Keynesian theory.
- Paper X This paper should be modified to read as Warehousing and Cooperative Marketing since Warehousing and cooperative marketing form roughly two equal parts of the paper.

III. REVIEW OF TEXT BOOKS ON COOPERATION

SPEAKER'S OBSERVATIONS

The Speaker started out by discussing the attributes of a text book. A text book, in his opinion was prescribed and obligatory reading in terms of the syllabus, presented a factual description of the subject, and although it discussed the pros and cons of an issue, it did not generally present a point of view. However, in practice the subjective element can never be completely absent, since the latter would show itself, for instance, in the varying emphases given by the author to the various aspects of a problem. The writer of a text book would need to keep

certain considerations in view, such as level of students' knowledge of the medium of instruction, division of the subject matter into proper chapters, clarity of expression and last, but not the least, the level of understanding of the audience.

Coming to the main subject of his talk, the Speaker indicated that it was not his intention to evaluate various text books prescribed for students at the Rural Institutes. He planned to outline, in the context of the objectives of teaching of cooperation, the kind of mental equipment the students were required to develop, and discuss the adequacy in general of the various books prescribed and indicate the gaps in the existing literature. The following objectives defined by the Third All India Seminar on Rural Institutes of evaluation and examination were accepted by him as the main criteria for his discussion.

1. The student should acquire a thorough knowledge of the principles laws and concepts of cooperation,
2. The student should have the ability to apply the principles of Cooperation for meeting the various needs of society,
3. The student should possess the capacity to organise and start a cooperative society,
4. The student should acquire the capacity to develop confidence in the masses for cooperative efforts,
5. The student should have the managerial ability for maintaining overall control of the cooperatives, and
6. The student should imbibe the spirit of self-less service and missionary zeal.

Knowledge of Principles

The first objective enjoins upon the student to possess a thorough knowledge of the principles, laws and concepts of cooperation. The Speaker said that cooperative principles were not merely basic tenets which students should be informed through the text books. It should rather be emphasised that while they do define the fundamental stand of the movement and reflect its basic orientation, they have a highly practical value. The discussion of the principles thus should include not only the historical perspective, the view points of various thinkers like Charler Fourier, Robert Owen and the Scientific socialists but should also deal with the changing socio-economic situations, the interpretation of the principles under varied conditions but also with the analysis of their usefulness in the practical running of a cooperative society. Some of the books dealing with larger ideological problems were mentioned as below:

1. The Cooperative Sector by Georges Fauquet
2. Cooperative Movement in a Socialist Society by G.D.H.Cole
3. Cooperative Ideal and problems by Anders Orne, and
4. Cooperative Socialist Commonwealth by V.L.Mehta.

Application of Principles

As regards the second objective, viz. application of principles of cooperation for meeting the various needs of people, the students would have to discover the need for setting up a cooperative society. This would imply a close acquaintance with the problems of villages. A fairly large number of books exist in the field of rural sociology and rural economics, both of theoretical and applied nature. The books cited by the Speaker were McKim Marriott's "The Little Community", Nana-vati and Anjaria's "Indian Rural Problem" and the "All India Rural Credit Survey Report - Part II", A.R.Desai's "Indian Rural Sociology" (collection of papers) and the Journal of Rural Sociology issued from the U.S.

Spirit of Missionary Zeal

Objective (vi) enjoins upon the students to imbibe the spirit of selfless service and missionary zeal. This probably refers to the conviction of the students with regard to efficacy of the cooperative movement and their emotional involvement in it. However, such an emotional involvement and faith in cooperation could be lasting and could lead to desired results, only if it is based on a rational understanding of the problems obtaining in rural societies and contribution which cooperative form of organisation could make towards their solution. It may also be mentioned that history of socio-economic movements, including the cooperative movement, has shown that as the movement gradually matures, its grasp of concrete situations increases and the propagandists of the movement then rely less on slogan-catching cliches. In order that the movement lives upto its ideological expectations, detailed investigations of cooperative societies, their problems, their failures and the causes underlying them, would be called for.

The Remaining Objectives

In order to fulfil the remaining objectives, the students would need to acquire the capacity to organise and start cooperative societies, ability to motivate people for cooperative effort, and managerial ability for directing and maintaining overall control of a cooperative. The text books for this purpose would have to deal with social organisation of a rural society, sources of leadership available for developing cooperative organisations, internal problems and dissensions operating among the various groups within the rural society. Although text books could be of help in enabling the students to understand the dynamics of rural society, the Speaker suggested that much would have to be learnt through practical training and experience.

A second aspect concerns the knowledge which the student needs for practical organisation of cooperative societies, which would call for familiarity with procedures about registration, nature and periodicity of loans, and various other practical matters. A most useful general book in this field is Campbell's "Practical Cooperation in Asia/ the manuals issued by some of the State Cooperative Departments, /and Africa" also give information regarding practices followed in different States. This knowledge will have to be supplemented and strengthened through practical training. Finally, for maintaining over all control, the student would require broad understanding of the different kinds of cooperative organisations, the obstacles which they are likely to encounter, the functions of the various parliamentary organs etc.

Cooperative Text-books and other fields

Having outlined the mental equipment required of the students, the Speaker posed the question: what should be the scope of cooperative text books? A Cooperative text book can at best deal with cooperative principles and organisation. However, when the techniques of cooperation are applied to various social and economic spheres, the movement obviously has to deal with varied types of social and economic problems. In any sphere of cooperative activity, these social and economic problems are as important as the technique of cooperation and the structure of cooperative organisation. A text book on cooperative marketing of agricultural produce, for instance, has to deal not only with the organisational structure of cooperative marketing, but will also have to deal with to a large extent problems of agricultural marketing as such. Knowledge of economic and sociological problems, therefore is essential for a student of cooperation. Different areas of economics and sociology contain a large body of knowledge and analytical details which could be easily utilised by cooperators. Books both in political science and political sociology have discussed the problems of concentration of power in an organisation, causes which create this situation and the ways in which internal checks would help to hold the various opposing groups in a state of healthy tension with each other thus maintaining democracy. In prescribing text books to students, therefore, teachers should take a broader view and not confine their suggestions to books dealing strictly with the cooperative movement.

Gaps in Cooperative Text Books

i) Generally, there is a lack of emphasis on the sociological side of cooperation. In India cooperation has been discussed and analysed mainly in economic terms. There are questions like group cohesion, loyalty, leadership etc. which can only be understood through sociological studies. (ii) So far as the



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Speaker was aware, strangely enough a good and exhaustive text-book on the principles of cooperation did not exist. There ^{are} some books like Holyoakes "History of Rochdale Pioneers", Watkins' "School of Democracy" and several others, which discuss cooperative principles in some chapters. But there does not exist a standard text-book which discusses not only cooperative principles and their practical import in detail but also traces the history of cooperative idea and the changing socio-economic conditions in which these principles have demonstrated their permanency. (iii) The third gap relates to the lack of literature on the internal organisation of a cooperative society, its various organs, their functions and their inter-relationships etc. This subject which might be called the "Government of Cooperative Societies" was well worth a study, without which the speaker felt it would not be possible to evolve efficient organisation able to withstand competition from private institutional agencies. (iv) It was also necessary to use foreign literature with necessary adaptations to suit conditions in India. Some of the advanced movements in the West have produced literature which could be utilised by teaching institutions in India also, if the books are adapted by way of suitable illustrations from the Indian movement and by making necessary changes in the locale and terminology.

GROUP DISCUSSIONS

Discussion on the subject centred on three points. (i) Area in which literature should be produced. (ii) Agencies for production and (iii) problems of adaptation of foreign literature. It was suggested that preparation of the text books should be undertaken from an analytical point of view and should not be merely descriptive. In doing so different points of view should be studied and their implications spelled out.

Subject Areas

Of the following areas indicated for production of text books, it was felt that the first two subjects should be given top priority.

- i. Principles of cooperation;
- ii. Management structure of the cooperatives.

This subject would deal with the problems of democratic control in a cooperative, the various parliamentary organs, their inter-relationship.

- iii. Extension work in the Cooperative Movement;

Extension would include activities concerned with the organisation of cooperative societies, provision of technical know-how to them, membership education etc. A text book on this subject should deal with the socio-economic situation

under which the extension workers would have to function, the approaches necessary in order to ensure effective communication between the extension workers and the audience in view and various extension techniques and their principles.

- iv. Foreign Movements;
- v. Problems of leadership in cooperative organisations;
- vi. Cooperative business management;
- vii. Relationship between the State and the Cooperative Movement.

Some members felt that there existed different cooperative laws in different States of India and it would be very helpful if a comparative study of cooperative laws was made. The teachers also felt that they did not have adequate information of the latest government policies and procedures. Some bulletins dealing with these subjects should be brought out and made available to the teachers from time to time.

Agencies for Production

In production of text books there are two aspects (i) writing of a book and (ii) its publication.

It was agreed that the teacher himself was the most qualified man for preparing text books. A teacher who has been teaching a particular subject for three or four years accumulates a vast body of knowledge. While teaching the students he generally prepares notes, which suitably expanded and edited, could easily become a textbook. Such text books which grow out of teacher's experiences are much more useful.

It was noted that cooperation was being taught to B.Com., B.Sc., and B.A. students in a good number of Indian Universities and also at the thirteen regional Training Centres run by the Committee for Cooperative Training of the National Cooperative Union of India. Thus there has grown a market, which though by no means large, could be adequate.

The agencies which are interested in publication of books may be the National Cooperative Union of India and the State Cooperative Unions, who are running the Cooperative Training Centres and the various private publishing houses. The Ministry of Education at the Centre and the Ministries of Cooperation in the Central and State Governments may also be interested in assisting with the publication of text books. In this context Mr. Sham Narayan, Ministry of Education, Government of India informed the group that some time back his Ministry had earmarked a specific amount for production of literature but unfortunately they could

not get the authors. He also indicated that the Ministry would be willing to help if teachers were forthcoming with suitable text book material. Following up the suggestion made by Mr. Sham Narayan the group decided to constitute a small committee to draw up a plan for production of text books on the subjects indicated earlier and divide the writing work amongst the members. It was decided that, to begin with, the Committee should take up the work of text book preparation on the first two subjects, namely, Principles of Cooperation and Management Structure of Cooperatives. The tasks of the Committee were outlined as follows :

- i. to prepare text books,
- ii. to review existing books and suggest whether they could be useful as text books; also indicate chapters of different books for reference and teaching purposes,
- iii. to discuss ways of securing and adapting foreign literature,
- iv. to discuss questions relating to financial remuneration to writers, translation of books, publication problems, and
- v. discuss any other matters related to use of cooperative literature for teaching purposes in Rural Institutes.

The members of the Committee are as follows :

1. Dr. Roshan Singh, Rural Institute, Bichpuri
2. Mr. N. Krishnamurthy, Sri Ramakrishna Vidhyalaya, Coimbatore
3. Mr. O. R. Krishnaswamy, - d o -
4. Mr. R. L. Moktali, Rural Institute, Gargoti
5. Mr. M. S. Athavale, - d o -
6. Mr. M. V. Shende, Rural Institute, Amravati
7. Mr. V. K. Dev, Rural Institute, Wardha
8. Mr. P. N. Moosad, Jamiamillia Islamia Rural Institute, New Delhi - Convener
9. Dr. S. K. Saxena, ICA Regional Officer, New Delhi - Consultant Member

The group suggested that the Ministry of Education should sponsor a Workshop on Production of Cooperative Literature. The ICA Education Centre was requested to assist in the organisation and conduct of the Workshop.

Adaptation of Foreign Literature

It was realised that there were very few books available in regional languages on foreign cooperative movements and hence it was necessary to prepare books in this field. In translating material from foreign books, the originality should not be lost and the material should as far as possible be adapted to Indian conditions. Adaptation of foreign literature called for a thorough knowledge of not only the foreign movement but also the Indian movement. It was also suggested that one of the ways of meeting this problem in the short run might be to mimeograph the material and circulate it among the teachers and the taught. Reports of the Study Teams sent by the Government to foreign countries contained useful material on foreign movements and these reports usually had some chapters on the

relevance of foreign cooperative experiences to the Indian Movement. The teacher could summarise and translate this material for the students. The ICA Regional Office and Education Centre could help in securing material from foreign movements. It was suggested by the ICA representative that when such material was requested, the request should indicate in detail the aspects on which information was required.

The question of teachers contributing articles to the journal of Rural Higher Education was also discussed. Since each number of the journal was a specialised one devoted to the discussion of a single subject, it was suggested that the topic for each number should be announced well in advance. Alternatively, the journal could include articles on various subjects. The participants promised that they would try to send their contributions to the journal.

IV. TEACHING METHODS

SPEAKER'S OBSERVATIONS

In his introductory remarks, the Speaker observed that he would discuss teaching methods in the context of higher education, and would draw illustrations from the Universities. But he felt that his remarks would apply to the Rural Institutes also, since the methods of teaching adopted by the latter approximate very much those at the Universities. He started out by outlining the learning process. Knowledge is all experience which may be of concrete subjects, abstract ideas, or their inter-relationships. This knowledge may be acquired through direct participation in experience; its observation, by relating observed facts or ideas with one another or by developing, through mental process, the implications of such inter-relationships. A body of knowledge in any particular sphere grows as these inter-relationships amongst facts and abstract concepts are established and their implications analysed. Education at the primary, middle and high school levels is largely informative although the students as they progress higher are given tools with which to observe, relate and analyse facts and situations. Higher stages of learning are much more concerned with the understanding of these relations and discovering new ones.

Factors Affecting Choice of Teaching Methods

The choice of teaching methods would be governed by the (i) objectives of teaching (ii) the ability of the teachers, (iii) the level of the students, and (iv) the examination system. The last three viz. teaching, learning and examination constitute a unity of functions which should contribute to the total purpose of education. The objectives of higher education in cooperation in the Rural Institutes

as defined by the group, were to develop among the students an understanding of the Cooperative Movement, to develop faculties of thinking and an inquiring mind, capacity for critical analysis, judgement and leadership qualities - the liberal aims as defined by Cardinal Newman - and in addition, to develop professional skills and technical competence among students.

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

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

The teaching methods and the examination system are closely interdependent. Examinations, truly speaking, means evaluating the progress of the student and should be such as contributes to the total objectives of education. The present examination practices suffer from a number of serious drawbacks and have a very deleterious effect on the teaching process. In the present system, examination is an annual ritual of setting up a question paper to which students are expected to provide essay-type answers. It is at present directed mainly at testing memory and does not satisfactorily measure the critical power and intellectual development of the students. Further, the crucial examination for the students generally is the final annual examination and the mid-term and end-of-session examinations do not enter into the final evaluation of the students. It is no wonder then that in the present teaching and learning process, there is an overwhelming emphasis on cramming the minds of the students with information and not on developing the faculties of thinking and critical analysis. There are a plethora of guide books and guaranteed success books available in

the market to help the students to pass the examinations. Even professional guess makers exist to suggest likely questions to be asked at the ensuing examinations.

Lectures

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

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The Speaker then dealt with some ways in which the lecture could be made more effective. He suggested that the lecture could be turned into a continuous discussion between the students and the teacher. After giving a short exposition say of ten to fifteen minutes, the teacher could pose leading questions and involve students in carrying the discussion further. Irrelevant questions could be left out politely while any useful point suggested by students could

be taken up and expounded further. Alternatively, the teacher can use the last ten to fifteen minutes of the lecture period for a discussion and also for ascertaining the extent to which students have grasped the subject. Secondly, the teacher may also circulate the synopsis of his lecture and give references for further reading. Thirdly the lecture could be made more interesting by use of various teaching aids and demonstration material like the black board, maps, charts etc.

Tutorial Work

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

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

1. The student has to work regularly throughout the year.
2. He is assigned reading so that his knowledge grows and becomes wide-ranging.
3. In preparing the paper, he collects facts, assimilates and analyses them. This develops in the student faculties of independent study and thinking, and capacity for critical analysis as also facility in expressing ideas.

- 4. The student has to discuss and defend his arguments with the teacher. This develops in the student power of expression and confidence for handling discussions.
- 5. His work is guided by the teacher so that his reading is not haphazard but on well-determined lines. The student receives individual attention.

Group Discussion Methods

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

Seminars

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

Project Method

Case Studies and Research

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

Similarly Master's diploma students may get excellent training by conducting an investigation into a selected problem or aspect of the cooperative society for a period of four to six months and preparing a report thereon.

In conclusion, the Speaker observed that a combination of teaching methods including lectures, tutorials and project reports should be used in order to achieve the desired objects. Considerable reliance should be placed on the tutorials in the matter of covering the syllabi and lectures should be used for either to deal with the most important, or the most difficult topics or to explain some of the common misconceptions and difficulties in the subject matter.

GROUP DISCUSSIONS

Group discussions were carried on, on the following three points :

- 1. Teaching methods suitable for adoption in the Rural Institutes, 2) Implication of the adoption of such methods and 3) Facilities required for their adoption.

Teaching Methods Suitable for Rural Institutes

The consensus of opinion in the group was that while the lecture method cannot be entirely dispensed with, it should be supplemented by other methods such as tutorials and group discussions in order to involve the students in the process of learning and to establish a two-way communication between the teacher and the taught. There was, however, difference of opinion in regard to the emphasis to be placed on the tutorials, group discussions and case studies. Some members felt that these should be considered to be the main methods while the lecture method should be considered as relatively less important. The rigidity of the present system demanded coverage of the entire syllabi through lectures. This method will have to be changed in favour of using the lectures only for discussion of broad areas of the subject matter. The syllabus should also be regarded as covered through students own reading and tutorial work guided by the teacher.

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Most / felt that the lecture method should retain its dominant position for some time but should be supplemented by other methods.

Implications of adoption of New Methods

It was felt adoption of the above teaching methods called for changes of a fundamental nature in the scheme of teaching and the system of assessment and examination. In most of the Rural Institutes a single teacher (and in some two teachers) was required to teach all the three subjects under cooperation and also to guide in supervising practical training and extension work of the students. The number of papers a teacher was expected to teach should be reduced to manageable proportions. Also/number of teachers would have to be enlarged if individual attention was to be given to students in the tutorials. The student-teacher ratio

also would have to be much more manageable than at present since it would not be wise to attach more than ten to fifteen students to a teacher, otherwise his task in respect of correction of students' written work would be back-breaking and the spirit of the tutorial system would be lost. The libraries in the Rural Institutes would have to be strengthened so that sufficient number of copies of important textbooks and reference material were available. In order to facilitate holding of students-teacher discussions or group discussions, accommodation for the purpose would also have to be provided.

Reform of Examination System

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

Then the examination system was discussed in general. Instances were cited where external examiners asked questions not included in the syllabus. While it was agreed that the scope of the subject should be precisely defined for external examiners, it was considered essential that the teacher himself should be associated in setting up, moderation and evaluation of examination papers. Such a coordination between the internal and external examiners would remove some of the problems experienced at present.

The question of subjective versus objective questions for examination papers was also discussed. While the objective tests were useful so far as exactness and uniformity of standards of evaluation were concerned, it was felt that they did not measure the depth of knowledge of the students. The emphasis in objective tests was more on assessing information aspects than on assessing the understanding of the students. It was also possible to guess the questions much more accurately in respect of objective tests. In view of this, it was felt that objective tests ^{might} be more suitable in primary and secondary schools rather than at higher stages of education where the tutorial system offered a better method of evaluating the progress of the student from time to time.

The group mentioned that the question of examination reform was discussed at the earlier Seminars and Workshops of the Rural Institute Teachers, and urged that the reports of these Seminars should be examined and necessary reforms in the examination system should be introduced as soon as possible.

V. PRACTICAL TRAINING

SPEAKER'S OBSERVATIONS

The Speaker enumerated various methods of practical training and indicated the advantages and limitations of these methods.

Observation Tours

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

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

Participation in the Work of Cooperatives

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

speaker seriously doubted whether the management of cooperative societies would allow the trainees to handle records or operations and felt that the best they might be allowed to do would be to sit by the side of an employee and observe what the latter is doing. This, however, was a problem of convincing the management of the societies of the value of training in the cooperative movement and involving them in the training programmes.

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

Project Method

The project method is already outlined earlier.

GROUP DISCUSSIONS

Objectives of Practical Training

The group felt that practical training should be directed at familiarising the students with the working of cooperative societies and understanding their problems. The second objective may be to train the students in the methods of collecting data relevant to the particular problem and analysing the data so that they would be in a position to deal with actual problems when they start working in the cooperative movement.

What methods of Practical Training?

The group felt that a suitable combination of observation tours, on-the-job training, and project method was necessary to achieve the above objectives. In order to give a broad familiarity to the student about the working of various types of societies, observation tours were necessary and need not be dispensed with. However, they were strongly of the opinion that project method should be employed for developing the students' critical and analytical faculties and for equipping them with research methodology. They felt that on the job training may best be given in the students' own cooperative stores. The students may be allowed to run their cooperative stores and perform day-to-day operations under a teacher's guidance. The group felt that the students should be given training in extension methods also and for this purpose they should be placed in some development block to work with the Extension Officer

for Cooperation for a period of seven days. The group thought that the actual period for practical training may be as follows:

1. Observation tours as shown in the syllabus: 31 days.
2. Project Study: 1 month.

The group felt that case studies should be assigned to students during the third year. The students should select societies in the nearby areas and devote two hours a day for one month for the purpose.

3. Block Placement: 7 days.
4. On-the-job Training: 15 days.

The societies should be selected from the area around the institute so that the student can go to them in the afternoon without interrupting the class-room work.

5. Running the Cooperative Organisations of Students.

No specific time need be allotted. This could be done by rotation amongst the students throughout the year.

The group urged that the recommendation of the Faculty Committee on Cooperation to give not less than Rs.200 per D.R.S. student for practical training should be accepted and implemented soon. It was further suggested that Rs.800 per student should be allotted for practical training at the Master's Diploma level where the period of practical training is roughly four times the D.R.S. level.

VI. FIELD STUDY AND RESEARCH IN COOPERATION

The need for field study and research in cooperation, the speaker said, arises firstly because cooperation is a socio-economic movement expected to fulfill certain objectives, and secondly, because cooperation functions not in a static but in a dynamic society. It is therefore essential to find out, situations in which cooperative movement offers a possible solution, to evaluate the performance of the movement in different fields of economic activity with reference to expectations, and to examine the policies and practices followed by the cooperatives on the touch stone of reality and adjust them to changing circumstances.

Research is usually classified as fundamental and applied, The speaker said that he would, however, mainly concentrate on "applied research" since all research in cooperation would have a practical bias and since applied research is more relevant to the Rural Institutes.

The areas of research outlined by the speaker are enumerated below:

Analysis of an Economic Situation

Cooperation is suggested as a solution to many an economic problem such as low productivity in agriculture, thwarted growth of cottage and small scale industries, lack of suitable financial facilities. A fruitful and large area of field study could be to find out socio-economic situations and the nature of problems encountered with a view to suggesting if cooperation could be applied with advantage to these situations. For instance, it is recently suggested that consumers' cooperatives offer a possible solution to the rising price level of consumer goods. This problem needs to be studied and analysed to find out the factors affecting the problem and the precise contribution which consumers cooperative societies could make to its solution.

Research in Principles of Cooperation and Their Applicability to Indian Conditions

The principles of cooperation are firmly established and require little research in the formal sense but research is certainly required in examining their applicability to Indian conditions and their interpretation to suit the Indian situation without affecting the spirit behind them. The examination of application of the cooperative principles by various types of cooperatives also require a study from the point of view of finding out the modifications made and their justification. A principle of cooperative movement is democratic management, which it was thought, implied mutual and intimate knowledge of members and hence called for a small cooperative society. However, experience has shown that small village societies are not efficient or economically strong. A problem requiring careful study and analysis is whether the principle of democratic management could be preserved even in large societies by devising appropriate parliamentary structure.

Foreign Experience in Cooperation

Cooperation is international in character. It has made progress with varying degrees of success in different economic fields in different countries of the world. Experiences of the Cooperative Movement in different countries need to be studied with a view to finding out their applicability to Indian situations.

Evaluation of Policies

Another area of field study and research is the evaluation of cooperative policies and practices formulated by either Government, Coopera-

tive Movement or individual cooperative societies. In a dynamic society the assumptions made for a particular policy or procedure may not remain true for long. Cooperative policies, therefore, have to be constantly evaluated with reference to the assumptions on which they are based and the results they produce.

Regional Disparities

The fifth area of field study is indicated by the diversity of economic conditions in different parts of the country and the uneven progress made by the cooperative movement in the different regions. The regional variations in the progress of the movement has to be traced to the diverse economic problems and the different characteristics and capabilities of the people in the regions. This problem has to be analysed and suitable remedies evolved if the regional disparities are to be removed. A vast field of comparative study and research thus opens out before the research worker in Cooperation.

Structural and Inter-relationship Problems

Problems relating to the federal structure, structure of individual cooperative societies at various levels and their inter-relationship constitute a major area of research which is very essential for the growth of the movement on sound lines. For instance, should there be the usual three-tier structure in a new field of cooperative activity like cooperative marketing viz., a primary society at the village level a secondary society at the district level and an apex society at the State level? Other problems of importance requiring study are the need and the powers of government representatives on the board of directors of a cooperative society, composition of membership of primary marketing societies, relationship between a cooperative union and business organisation etc. For the smooth and successful functioning of the entire cooperative movement, areas of friction have to be located, causes analysed and appropriate remedial action suggested.

Management Problems

The management of cooperative organisations is no less important since cooperatives must be managed as well as the competing business concerns. Numerous problems, however, must be solved if proper management is to be ensured. For instance, in the field of cooperative credit, one of the problems is to devise suitable methods by the Central Cooperative Bank for exercising proper supervision.

Extension Methods

Another area of study is the extension of cooperative principles and cooperative form of organisation to the rural and urban people. The message of cooperation has to be carried to the people for the organisation of cooperatives in various economic fields and to new persons in order to enlarge membership of cooperatives already organised. Also knowledge about proper management practices, efficient use of financial resources etc. have to be communicated to the members, employees and office-bearers. Study of efficacy of various extension methods with reference to audiences for the purpose of achieving maximum results is a crucial problem area, since the task is stupendous while the time and resources available are limited.

Moral and Social Effects of Cooperation

Cooperative societies, while fulfilling economic objectives, lead to certain moral and social benefits for members by the manner in which they are organised and run. The values of citizenship, the art of practising democracy, and the spirit of team work are inculcated amongst members which are advantages of great value to the society at large. These moral and social effects of cooperation should be studied and such cooperative practices as would lead to strengthening of these benefits might be evolved.

The Speaker mentioned that all the above areas might be found relevant for research studies by the Rural Institutes. In regard to emphasis, he felt that the Rural Institutes might concentrate on study of extension methods, operations of cooperative policies and practices at the village level and problems of the village societies.

The agencies which undertake field studies include the Government and the semi-Government bodies concerned with the cooperative movement, the Universities, the Rural Institutes, Cooperative Training Centres, and other academic bodies. However, cooperative institutions at the various levels owe it to themselves to undertake field study appropriate to their functions and policies. Whether it is the Apex Cooperative Bank or the District Central Bank, each of these institutions should carry on appropriate field studies in order to develop proper policies and management practices and to adjust them in the light of changing situations.

GROUP DISCUSSIONS

Importance of Sociological Research

The group discussions indicated that so far studies in the Cooperative

Movement to a large extent were carried out from an economic stand point and sociological aspects of the cooperative movement had not received the necessary attention from research workers. It was suggested that research areas in Cooperation might include various sociological questions affecting the cooperative movement such as social stratification of the village community and its impact on the functioning of democracy in cooperative societies, **factors** responsible for dearth of cooperative leadership at the various levels, group psychology in cooperative societies and problems of ensuring members' loyalty in the context of traditional units of loyalty in village communities, etc.

Suggested Research Areas

The group discussion outlined the following research areas in which the Rural Institutes may be interested.

1. Study of various types of cooperatives existing in the area surrounding a Rural Institute such as service cooperatives, consumers cooperative stores, and industrial cooperatives in pilot project areas;
2. Capital formation in cooperatives ;
3. Membership participation in the Cooperatives;
4. Impact of Cooperatives on weaker sections of village community;
5. Inter-cooperative relations at particular levels;
6. Social, economic and organisational difficulties in introducing cooperative societies in rural areas;
7. Impact of the Rural Institutes on the surrounding areas;
8. Contribution of Cooperation to women's and youth welfare, and
9. Utilisation of credit by members of rural credit societies.

It was suggested that workload on the teaching staff was heavy and hence they should be given at least a nucleus of staff for research viz. one research assistant and a typist. It was pointed out by Mr. B.M. Save, Director of the Rural Institute Gargoti that provision for necessary research projects and the personnel required might be made in the general budget and could be sent to the Central Ministry of Education for sanction. He pointed out that the Central Ministry of Education was favourably disposed towards giving financial assistance for the purpose. It was pointed out at this stage that the post of research assistant would be purely on a temporary basis and so problems would be experienced in getting suitable persons to fill the positions. The Ministry may, therefore examine the possibility of financially assisting the Rural Institutes in appointing Research Assistant on a permanent basis.

The group suggested that a Seminar on Research Methodology with special

reference to Research in Cooperation might be sponsored by the Central Ministry of Education in collaboration with the International Cooperative Alliance in order to equip the teachers for effectively organising and conducting research projects.

Encls : List of Speakers and participants.

List of Lecturers who delivered lectures at the Orientation Course
for the Teachers of Cooperation of the Rural Institutes at Gargoti
15th October to 24th October 1962

<u>Lecturer's Name</u>	<u>Subject</u>
1. Mr. B.M. Save, Director, Shri Mouni Vidyapeeth Rural Institute, Gargoti. Kolhapur Dt.	"Purpose and Working Methods of the Orientation Course" (on 15th October '62 morning)
2. Mr. O.R. Krishnaswami, Senior Lecturer in Cooperation, Rural Institute, Coimbatore.	"A Survey of the Teaching of Cooperation in the Rural Institutes with reference to syllabi at graduate and post-graduate levels " (on 15.10.62 afternoon)
3. Mr. B.V. Vora, Director (Coop. Training), Department of Cooperation, Ministry of Comm. Development & Cooperation, New Delhi.	"Cooperative Education and Training in the Movement" (on 16.10.62 afternoon)
4. Dr. S.K. Saxena, Regional Officer, ICA Regional Office, New Delhi.	"Review of Text-books on Cooperation for Rural Institutes " (on 17.10.62 morning)
5. Mr. J.M. Rana, ICA Education Centre, New Delhi	"Methods and Techniques of Teaching Cooperation" (on 18.10.62 afternoon)
6. Mr. Marian Radetzki, ICA Education Centre, New Delhi	"Cooperative Education and Training in Foreign Countries" (on 22.10.62 morning)
7. Mr. B.S. Davle, Deputy Secretary, Ministry of Community Development, Panchayati Raj and Cooperation, New Delhi.	"Programmes of Non-Agricultural Coope- ration" (on 22.10.62 afternoon)
8. Mr. P.M. Chengappa, Principal, Cooperative Training College, Poona.	"Practical Training Arrangements" (on 23.10.62 morning)
9. Mr. G.D. Goswami, Joint Secretary, Ministry of Community Development, Panchayati Raj and Cooperation, New Delhi.	"Place of Cooperation in the Third Five year Plan with special reference to Agriculture " (on 23.10.62 afternoon)
10. Dr. S.B. Mahabal, Reserve Bank of India, Bombay	"Areas of Field Study and Research in Cooperation with Particular relevance to Rural Institutes" (on 24.10.62 morning)

List of Participants to the Orientation Course for the Teachers
of Cooperation of the Rural Institutes held at Gargoti
15th to 24th October 1962

<u>Name and Designation</u>	<u>Rural Institute</u>
1. Mr. O.R. Krishnaswami, Professor of Cooperation and Vice Principal	College of Rural Higher Education, Sri Ramakrishna Vidyalaya P.O., Coimbatore Dt.
2. Mr. N. Krishnamurthy, Lecturer in Cooperation	- do -
3. Mr. P.N. Moosad, Lecturer in Cooperation	College of Rural Services, Rural Institute, Jamiamillia Islamia, Jamianagar, New Delhi - 25.
4. Mr. R.K. Kaushik, Lecturer in Village Industries	Kasturba Rural Institute, Rajpura (Punjab)
5. Mr. B.S. Das, Lecturer in Economics	Rural Institute, Hanumanamatti, Ramibennur Taluk, Dharwar Dt. (Mysore)
6. Mr. V.K. Deo, Lecturer in Economics and Cooperation	Rural Institute, Wardha (Maharashtra)
7. Mr. G.S. Acharya, Lecturer in Cooperation	Rural Institute, Visva Bharati, Sriniketan (West Bengal)
8. Mr. R.L. Maktali, Lecturer in Cooperation	Shri Mouni Vidyapeeth Rural Institute, Gargoti. Kolhapur Dt. (Maharashtra)
9. Mr. M.S. Athavale, Lecturer in Cooperation	- do -
10. Mr. Roshan Singh, Principal, Rural Services Section	B.V. Rural Institute, Bichpuri (Agra)
11. Mr. M.V. Shende, Lecturer in Cooperation	Rural Institute, Amaravati (Maharashtra)
12. Mr. K.C. Jain, Principal	Instructors' Basic Training Centre (National Cooperative Union of India) Chandranagar, Gurgaon P.O. (Punjab)
13. Mr. R.N. Vyas, Research Fellow	ICA Education Centre, 6 Canning Road, New Delhi.1.
14. Mr. B.M. Save, Director	Shri Mouni Vidyapeeth Rural Institute Gargoti. Kolhapur Dt. (Maharashtra)

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Orientation Course for Teachers of Cooperation of the
Rural Institutes held at Gargoti from 15 - 24th Oct.62

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

1. The group suggested that much greater weightage should be given to the Project Report in the Master's Diploma in Cooperation Course and the marks allotted to it should be raised to 200.
2. A Committee was constituted to prepare textbooks and discuss other connected matters. The members of the Committee are as follows :
 1. Dr.Roshan Singh, Rural Institute, Bichpuri
 2. Mr.N.Krishnamurthy, Sri Ramakrishna Vidhyalaya, Coimbatore.
 3. Mr.O.R.Krishnaswamy, -do-
 4. Mr.R.L.Moktali, Rural Institute, Gargoti
 5. Mr.M.S.Athavale, -do-
 6. Mr.M.V.Shende, Rural Institute, Amravati
 7. Mr.V.K.Dev, Rural Institute, Wardha
 8. Mr.P.N.Moosad, Jamiamillia Islamia Rural Institute, New Delhi -
Convenor
 9. Dr.S.K.Saxena, ICA Regional Officer - Consultant Member

It was suggested that the following two subjects should be given top priority in preparation of text book material.

1. Principles of Cooperation
 2. Management structure of the Cooperatives
3. It was suggested that the Ministry of Education should sponsor in collaboration with the International Cooperative Alliance Education Centre a Workshop on production of Cooperative literature.
 4. It was suggested that the lecture method should be supplemented by other teaching methods such as tutorials and group discussions. The adoption of these methods would call for a small student-teacher ratio, less number of lectures per teacher per week, inclusion of tutorials in the assessment scheme, and expansion of library and accommodation facilities.
 5. For practical training the following methods were suggested :
 1. Observation tours as shown in the syllabus : 31 days.
 2. Project Study : One month

The group felt that case studies should be assigned to students during the third year. The students should select societies in the nearby areas and devote two hours a day for one month for the purpose.

3. Block Placement : 7 days.

4. On-the-job Training : 15 days.

The societies should be selected from the area around the institutes so that the student can go to them in the afternoon without interrupting the class-room work.

5. Running the Cooperative Organisations of Students

No specific time need be allotted. This could be done by rotation amongst the students throughout the year.

6. The recommendations of the Faculty Committee on Cooperation to give not less than Rs.200 per D.R.S. student for practical training should be accepted and implemented soon. Rs.800 per student should be allotted for practical training at the Master's diploma level.
7. The following research areas were suggested for conduct of research activities :
1. Study of various types of Cooperatives existing in the area surrounding a Rural Institute such as Service Cooperatives, Consumers Cooperative Stores, and Industrial Cooperatives in Pilot Project Areas;
 2. Capital Formation in Cooperatives;
 3. Membership participation in the Cooperatives;
 4. Impact of Cooperatives on a weaker sections of village community;
 5. Inter-Cooperative relations at particular levels;
 6. Social, economic and organisational difficulties in introducing Cooperative Societies in rural areas;
 7. Impact of the Rural Institutes on the surrounding areas;
 8. Contribution of Cooperation to women's and youth welfare, and
 9. Utilisatiōn of credit by members of Rural Credit Societies.
8. It was suggested that the teachers of Cooperation should have the assistance of one Research Assistant and a Typist. The Ministry of Education, Government of India, may examine the possibility of financially assisting the Rural Institutes in appointing these staff on a permanent basis.
9. It was suggested that a Seminar on Research Methodology with special reference to Research in Cooperation may be sponsored for the teachers of the Rural Institutes by the Ministry of Education, Government of India, in collaboration with the International Cooperative Alliance.

List of Lecturers who delivered lectures at the Orientation Course for the Teachers of Cooperation of the Rural Institutes at Gargoti 15th October to 24th October 1962

<u>Lecturer's Name</u>	<u>Subject</u>
1. Mr.B.M.Save, Director, Shri Mouni Vidyapeeth Rural Institute, Gargoti. Kolhapur Dt.	"Purpose and Working Methods of the Orientation Course" (on 15th October 62 morning)
2. Mr.O.R.Krishnaswami, Senior Lecturer in Cooperation, Rural Institute, Coimbatore.	"A Survey of the Teaching of Cooperation in the Rural Institutes with reference to syllabi at graduate and post-graduate levels " (on 15.10.62 afternoon)
3. Mr.B.V.Vora, Director (Coop.Training), Department of Cooperation, Ministry of Comm.Development & Cooperation, New Delhi.	"Cooperative Education and Training in the Movement" (on 16.10.62 afternoon)
4. Dr.S.K.Saxena, Regional Officer, ICA Regional Office, New Delhi.	"Review of Text-books on Cooperation for Rural Institutes " (on 17,10.62 morning)
5. Mr.J.M.Rana, ICA Education Centre, New Delhi	"Methods and Techniques of Teaching Cooperation" (on 18.10.62 afternoon)
6. Mr.Marian Radetzki, ICA Education Centre, New Delhi	"Cooperative Education and Training in Foreign Countries" (on 22.10.62 morning)
7. Mr.B.S.Davie, Deputy Secretary, Ministry of Community Development, Panchayati Raj and Cooperation, New Delhi.	"Programmes of Non-Agricultural Cooperation" (on 22.10.62 afternoon)
8. Mr.P.M.Chengappa, Principal, Cooperative Training College, Poona.	"Practical Training Arrangements" (on 23.10.62 morning)
9. Mr. G.D.Goswami, Joint Secretary, Ministry of Community Development, Panchayati Raj and Cooperation, New Delhi.	" Place of Cooperation in the Third Five year Plan with special reference to Agriculture " (on 23.10.62 afternoon)
10. Dr.S.B.Mahabal, Reserve Bank of India, Bombay	"Areas of Field Study and Research in Cooperation with Particular relevance to Rural Institutes" (on 24.10.62 morning)

List of Participants to the Orientation Course for the Teachers
of Cooperation of the Rural Institutes held at Gargoti
15th to 24th October 1962

<u>Name and Designation</u>	<u>Rural Institute</u>
1. Mr.O.R.Krishnaswami, Professor of Cooperation and Vice Principal	College of Rural Higher Education, Sri Ramakrishna Vidyalaya P.O. Coimbatore Dt.
2. Mr.N.Krishnamurthy, Lecturer in Cooperation	- do -
3. Mr.P.N.Moosad, Lecturer in Cooperation	College of Rural Services, Rural Institute, Jamiamillia Islamia, Jamianagar, New Delhi - 25;
4. Mr.R.K.Kaushik, Lecturer in Village Industries	Kasturba Rural Institute, Rajpura (Punjab)
5. Mr.B.S.Das, Lecturer in Economics	Rural Institute, Hanumanamatti, Ramibennur Taluk, Dharwar Dt. (Mysore)
6. Mr.V.K.Deo, Lecturer in Economics and Cooperation	Rural Institute, Wardha (Maharashtra)
7. Mr.G.S.Acharya, Lecturer in Cooperation	Rural Institute, Visva Bharati, Sriniketan (West Bengal)
8. Mr.R.L.Maktali, Lecturer in Cooperation	Shri Mouni Vidyapeeth Rural Institute, Gargoti. Kolhapur Dt. (Maharashtra)
9. Mr.M.S.Athavale, Lecturer in Cooperation	- do -
10. Mr.Roshan Singh, Principal, Rural Services Section	B.V.Rural Institute, Bichpuri (Agra)
11. Mr.M.V.Shende, Lecturer in Cooperation	Rural Institute, Amaravati (Maharashtra)
12. Mr.K.C.Jain, Principal	Instructors' Basic Training Centre (National Cooperative Union of India) Chandranagar, Gurgaon P.O. (Punjab)
13. Mr.R.N.Vyas, Research Fellow	ICA Education Centre, 6 Canning Road, New Delhi.1.
14. Mr. B.M.Save, Director	Shri Mouni Vidhyapeeth Rural Institute Gargoti. Kolhapur Dt. (Maharashtra)