

FELLOWSHIP PROGRAMME FOR COOPERATIVE TEACHERS, 1981

C O N T E N T S

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International Cooperative Alliance

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FELLOWSHIP PROGRAMME FOR COOPERATIVE TEACHERS

2nd February to 15th March 1981 - New Delhi, India (Part-I)

16th March to 30th April 1981 - Colombo, Sri Lanka (Part-II)

P R O G R A M M E

(PART-I)

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre for South-East Asia
"Bonow House", 43 Friends Colony, New Delhi - 110065 (India)

International Cooperative Alliance
Regional Office & Education Centre
for South-East Asia (ICA ROEC)
"Bonow House" 43, Friends Colony
New Delhi - 110065 (India)

February 27, 1981

FELLOWSHIP PROGRAMME FOR COOPERATIVE TEACHERS, 1981

P R O G R A M M E

(Part-I)

Sun., Feb. 1, 1981

Arrival of participants at New Delhi

Mon., Feb. 2

forenoon

- i. Inauguration
- ii. Aims and Working Methods of the Programme
- iii. Introduction to ICA ROEC & CEMAS

afternoon

F. R. E. E.

Tues., Feb. 3

0930 - 1300

Cooperative Movement in India
- Mr. B.D. Sharma, Director,
NCUI, New Delhi

1300 - 1430

Lunch break

1430 - 1700

Individual reading and library work

Wed., Feb. 4

0930 - 1100

Agricultural Cooperative Movement
in India - Mr. S.P. Srivastava,
Managing Director, NAFED, New Delhi

1100 - 1130

Tea break

1130 - 1300

Individual work by participants

1300 - 1430

Lunch break

1430 - 1700

Presentation of background paper
"The Situation of Cooperative Training
in Korea" by Mr. Seung Hwan Lim,
and discussion

Thus., Feb. 5

0930 - 1300 Visit to the National Centre for Cooperative Education, New Delhi

1300 - 1430 Lunch at NCCE

1430 - 1500 Tea at ICA ROEC

1500 - 1700 Teaching demonstration on "Documentation and Information Services" by Mr. B.D. Pandey, ICA Librarian, with the aid of his Training Package on the subject.

Fri., Feb. 6

0930 - 1100 Presentation of background paper "Training of Cooperative Teachers in Sri Lanka" by Mr. K. Kaneshalingam, and discussion

1100 - 1130 Tea break

1130 - 1230 Viewing of films entitled
Instructional Techniques - An Introduction
- Planning
- Preparation
- Presentation

1230 - 1400 Lunch break

1400 - 1700 Individual reading and library work

Sat., Feb. 7 &
Sun., Feb. 8

Sight-seeing in and around Delhi and Free for Shopping

Mon., Feb. 9

0930 - 1100 Cooperative Education & Training in India - Introduction by Prof. B.N. Choubey, Secretary, NCCT, New Delhi

1100 - 1130 Tea break

1130 - 1300 Meeting with Dr. R.C. Dwivedi, Chief Executive and Senior Officers of the NCUI

1300 - 1430 Lunch at NCUI

1500 - 1700 Presentation of background paper "Cooperative Education and Training in Indonesia" by Mr. R.M. Remudi Ariffin, and Discussion

-: 3 :-

Tues., Feb. 10

- 0930 - 1100 Demonstration of Training Package on the subject of Shop Layout
- by Dr. G. Ojha, Research Officer, ICA ROEC
- 1100 - 1130 Tea break
- 1130 - 1300 Group work to decide on the Training Package Assignments
- 1300 - 1430 Lunch break
- 1430 - 1500 Discussion on CEMAS along with the visiting teachers of Cooperative Training Centres through the National Cooperative Consumers Federation, New Delhi
- 1500 - 1530 Tea break
- 1530 - 1700 Viewing of film

Wed., Feb. 11

- Workshop on Training Package
- 0930 - 1100 Constitution of two groups and finalisation of Assignments on Training Packages
- Guide : Dr. D. Vir
- 1100 - 1130 Tea break
- 1130 - 1300 Presentation of background paper "Situation of Cooperative Training in Bangladesh" by Mr. Ali Ashraf Khan
- 1300 - 1430 Lunch break
- 1430 - 1700 Preparation of Training Packages

Thus., Feb. 12

- 0930 - 1100 Presentation of background paper "Situation of Cooperative Training in the Philippines" by Mr. Efren V. Perlas
- 1100 - 1130 Tea break
- 1130 - 1300 Preparation of Training Packages
- 1300 - 1430 Lunch break
- 1430 - 1700 Preparation of Training Packages (contd.)

<u>Fri., Feb. 13</u>			
0930 - 1100	Presentation of background paper "A Profile of Cooperative Teachers Training in India - A Situation Paper" by Dr. R.S. Kapuria		
1100 - 1130	Tea break		
1130 - 1300	Preparation of Training Packages		
1300 - 1430	Lunch break		
1430 - 1700	Preparation of Training Packages (contd.)		
<u>Sat., Feb. 14</u>	Visit to Agra		
<u>Sun., Feb. 15</u>	F R E E		
<u>Mon., Feb. 16 to Fri., Feb. 20</u>	Participation in 5th International Conference on Cooperative Thrift & Credit as observers, at Vigyan Bhawan, New Delhi		
<u>Sat., Feb. 21</u>	Preparation of Training Packages at NCCE.		
<u>Sun., Feb. 22</u>	F R E E		
<u>Mon., Feb. 23 to Sat., Feb. 28</u>	Preparation of Training Packages (contd.)		
<u>Sun., March 1</u>	F R E E		
<u>Mon., March 2</u>	Presentation of Training Packages by Group-I and Group-II		
<u>Tues., March 3 & Wed., March 4</u>	Finalisation of Training Packages		
<u>Thus., March 5</u>	Conclusion Evaluation		
<u>Fri., March 6</u>	Lv. Delhi Ar. Jaipur	IC-491	0720 0755
	Visits in and around Jaipur		
<u>Sat., March 7</u>	Lv. Jaipur Ar. Bombay	IC-491	0825 1155
<u>Sun., March 8</u>	Lv. Bombay Ar. Pune	By Deccan Queen	1700 2030

--: 5 :-

- Mon., March 9
- i. Visit to Cooperative Training College, Pune
 - ii. Visit to Vaikunth Mehta National Institute of Cooperative Management, Pune
 - iii. Visit to Maharashtra State Cooperative Union, Pune
- Tues., March 10
- i. Visit to Cooperative Training Centre, Pune
 - ii. Visit to Film Institute, Pune
- Wed., March 11 to
Fri., March 13
- Visit to Cooperatives in Pravara Nagar and Aurangabad
- Sat., March 14
- | | | |
|----------------|--------|------|
| Lv. Aurangabad | IC-491 | 1115 |
| Ar. Bombay | | 1155 |
- Sun., March 15
- | | | |
|-------------|--------|------|
| Lv. Bombay | SR-188 | 0800 |
| Ar. Colombo | | |
- Mon., March 16 to
Thus., April 30, 1981
- 2nd Part of the Fellowship Programme to be held in Colombo, Sri Lanka

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International Cooperative Alliance
Regional Office & Education Centre
for South-East Asia (ICA ROEC)
"Bonow House", 43, Friends Colony
New Delhi - 110065 (India)

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February 5, 1981

FELLOWSHIP PROGRAMME FOR COOPERATIVE TEACHERS, 1981

LIST OF PARTICIPANTS

- BANGLADESH
1. Mr. Ali Ashraf Khan
District Auditor-Lecturer
Bangladesh Cooperative College
Kotbari
COMILLA
- INDIA
2. Dr. R.S. Kapuria
Joint Director
National Council for Coop. Training
3, Siri Institutional Area
Panchshila Marg, Behind Hauz Khas
NEW DELHI - 110016
- INDONESIA
3. Mr. R.M. Ramudi Ariffin
Teacher
Cooperative College
Jalan Oto Iskandar-dinata 583
BANDUNG
- KOREA
4. Mr. Seung Hwan Lim
Associate Professor
Agricultural Cooperative College
38-27 Wondang-ri, Wondang-eup
Goyang-gun, Kyungki-do
Rep. of Korea
- PHILIPPINES
5. Mr. Efren V. Perlas
Training Director
Abra Cooperative Development Centre
Galicia, Pidigan
ABRA
- SRI LANKA
6. Mr. K. Kaneshalingam
Staff Officer
National Cooperative Council of Sri Lanka
455, Galle Road
COLOMBO - 3
- ICA ROEC Staff
7. Mr. J.M. Rana
Director (Education)
ICA ROEC, New Delhi
 8. Dr. Dharm Vir
Joint Director (Education)
ICA ROEC, New Delhi
 9. Mr. Vinay Nagpal
Programme Secretary
ICA ROEC, New Delhi
- vn/

Cooperative Movement in India



NATIONAL COOPERATIVE UNION OF INDIA

COOPERATIVE MOVEMENT IN INDIA

GENERAL APPROACH TO COOPERATIVE DEVELOPMENT

Cooperation as a socio-economic frame-work, has been well known in India since ancient times, when people practised it as a way of life. But it was only in 1904 when cooperation was recognised as a corporate business proposition "largely with a view to providing agriculturists with institutional facilities for obtaining the capital required for agricultural operations otherwise than on usurious rates of interest." The factors which prompted the birth of cooperative movement in this country were the product of backlash of industrial revolution, exploitative policies of an alien government, decline of village and cottage industry and occurrence of a series of famines during early years of 19th century.

With the attainment of independence in 1947, the nation adopted a policy of planned economic development for establishing an integrated and just society providing individual liberty, equality of opportunity and a basic economic minimum for all. The First Five Year Plan stated, "as it is the purpose of the plan to change the economy of the country from an individualistic to social and cooperative basis, its success should be judged, among other things, by the extent to which it is implemented through cooperative organisations."

As a sequel to this, the Government of India appointed an Expert Committee known as All India Rural Credit Survey Committee to define the approach to cooperative development specifically in agricultural sector. The Committee observed "Cooperation has failed in India but it must succeed" and recommended a well defined institutional frame work for cooperative organisation particularly for meeting the needs of rural India.

Reiterating the approach enunciated in the First Five Year Plan, the Second Five Year Plan maintained that building up cooperative sector as a part of the scheme of planned development was one of the central aims of the national policy. During Third Five Year Plan the main emphasis was given on diversification of cooperative activity. The Plan further observed "A rapidly growing cooperative sector with special emphasis on the needs of the peasants, the workers and the consumers becomes a vital factor for expansion of employment opportunity and for rapid economic development". Based on the concept of growth with stability and social justice, the Fourth Five Year Plan outlined the approach to cooperative development in the words, "it will be a part of the policy during the Fourth Five Year Plan to ensure that the opportunity

before cooperatives should be as large and varied as they can utilise.”

During the Fifth Five Year Plan also, the cooperatives were recognised as an important institutional frame work to ameliorate the conditions of weaker sections, particularly in providing inputs and working as an important limb of national public distribution system. The main thrust has been on strengthening primary level agricultural cooperatives so as to enable them in meeting the composite needs of their membership; strengthening consumer cooperatives as an important link in the overall national public distribution system; removal of regional imbalances in the cooperative growth, professionalisation of management at various levels through proper demarcation of functions, powers and responsibilities between Chief Executives and Board of Directors and improving personnel management policies in cooperatives and strengthening the training programmes.

NATIONAL POLICY ON COOPERATION

Till the completion of Fifth Five Year Plan the National Policy on the Development of Cooperative Movement was governed by the Policy Resolution of 1958 adopted by the Government of India. However, this Policy Resolution was reviewed by the Government of India in 1977 in the context of political, social and economic changes that had taken place by that time. With

the result, a New National Policy Resolution on Cooperation, with the following main features was adopted by the Government in December, 1977.

- (i) Cooperatives to be built-up as one of the major instruments of decentralised labour intensive and rural oriented economic development ;
- (ii) Close association of cooperatives with the process of planning and social change ;
- (iii) Cooperatives to be developed as a “Shield for the Weak.”
- (iv) Promotion of Cooperative Development on a national basis and removal of regional imbalances in the cooperative growth ;
- (v) Development of cooperation as an autonomous and self-reliant movement free from undue outside interference and excessive control as also from politics ;
- (vi) Development of cooperatives based on enlightened participation of broad based membership, free from domination of vested interests ;
- (vii) Removal of corruption and mal-practices from the cooperative movement ;
- (viii) Development of a strong and viable integrated cooperative system for total and comprehensive rural development ;

- (ix) Development of a net work of agro-processing and industrial units ;
- (x) Development of consumer cooperative movement to strengthen public distribution system ;
- (xi) Formulation of stream-lined organisational system, simple and rationalised procedures for cooperatives ;
- (xii) Development of professional management for cooperatives.

A GROWING CONCEPT

The emphasis on cooperation as a means of development increased under each successive Five Year Plan. The scope of cooperative activities was extended to cover not merely agriculture but various other branches of economic life as well. At present cooperation has grown and expanded to cover a vast variety of activities; from the production, processing, storage and marketing of farmer's produce to consumer and labour cooperatives; housing cooperatives; cooperative banks in rural and urban areas; cooperative societies of small scale and cottage industry; craft, cooperatives formed by disabled persons, children and women. Cooperative societies now range from small societies of ten or more people to great national organisations that serve as catalysts and link peoples' efforts at grass root level with governmental aid and programmes. There are nearly 300,000 cooperative

8 societies of different kinds with a membership of 120 million covering nearly 97% of villages.

ORGANISATIONAL STRUCTURE

Conceptually, the organisational structure of cooperative movement is federal one spreading from primary level to national level. The strength of such structure presupposes strong units at primary level and active business collaboration between the units at all levels. Continuance of weak primary units and loose organisational and operational links between various units of vertical and horizontal structures of the movement is the main concern which is actively engaging attention of cooperators and Government. After rational consideration and analysis, a bipronged approach with components of integrated services to primary level membership and fruitful inter-cooperative relationship is on anvil for implementation. The village level credit societies have been reorganised into Farmers' Service Societies, Large Sized Agricultural Multi-purpose Societies and viable societies which will take care of multifarious needs of the rural people in addition to extension of farm guidance services. Effective efforts are also under way to develop inter-cooperative relationship through the formulation of unified business strategy, development of managerial pools and cadres of staff at the level of higher federations and extension of promotional and consultancy services to the affiliated units. Entire cooperative structure will

have to function in an unison so that it is in a position to withstand the negative forces of the mixed economy.

PROFESSIONAL MANAGEMENT

Larger diversification and added business complexities presuppose efficient managerial resources at the level of cooperative institutions. The gains accruing out of structural reforms can be best capitalised only if the personnel maintained by the institutions are in a position to execute the policies effectively and efficiently. The cooperative institutions, on account of obvious reasons, have not been in a position to develop their own personnel management policies and practices. Since the movement was sponsored by the Government, the development of the personnel policies was also influenced to a great deal, by the thinking of the Government. There is a need for defined personnel management policies in the cooperative enterprises through definite manpower planning and development programme. The approach in this direction is multi-faceted one. Conducive conditions have to be created within institutions themselves so that they are in a position to develop their own human resources. Various aspects of personnel management, for example, recruitment, training, placement, continuous development, service conditions, etc., have to be tackled together in the context of the totality of the situation.

Induction of professionals in the cooperative

business institutions is the need of the hour and the cooperative institutions cannot escape from this. However, ways and means would have to be found out so that the professionals and representatives of the members work for the achievement of organisational goals. Growth with social justice, being the key-note of future economic policies, the professionalisation of cooperative management will have to be directed in such a way as would reflect rational and effective blending of ideology and business efficiency.

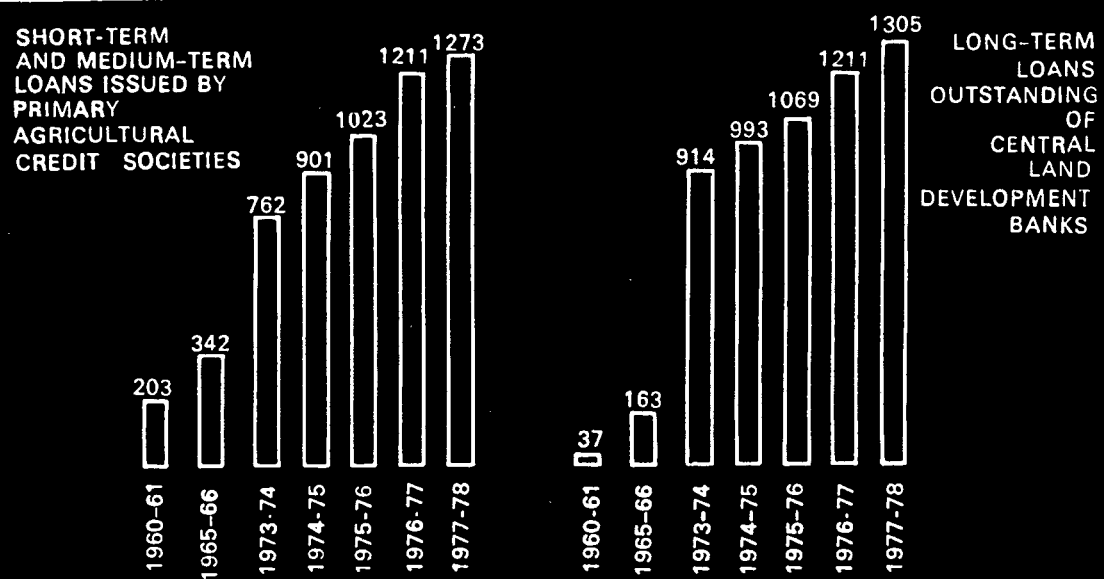
ROLE OF GOVERNMENT

In line with the approach to cooperative development, the Government, both at Central and State level, is actively involved in the development of cooperative movement, more specifically in the following directions :

- (i) formulation of various policies and programmes from time to time at the level of Government;
- (ii) enactment of cooperative legislation and its execution;
- (iii) coordination between public sector undertakings and cooperatives;
- (iv) financial assistance.

The Government have created the National Cooperative Development Corporation (NCDC) under a separate statute of Parliament. The Corporation is the promo-

Progress of Cooperative Credit
(RUPEES CRORES)
(1 Crore = 10 Millions)



tional organisation that supports the efforts of cooperative ventures throughout the country. It takes under its wing the planning, promotion and implementation of a diversity of cooperative schemes from the production, processing, storage and marketing of agricultural and forest produce, to the development of the consumer sector, the backward areas and the rural sector.

Providing financial support is one of NCDC's major contributions. It promotes and finances cooperatives for the establishment of agro-industrial and other units.

COOPERATIVE AGRICULTURAL CREDIT

Agricultural Credit Cooperatives form the largest segment in the cooperative sector. There are two distinct organisational structures of agricultural credit cooperatives—one for providing short and medium-term and the other for long-term agricultural credit.

(a) Short and Medium-Term Structure

For short and medium-term agricultural credit a net work of about 0.1 million active primary agricultural credit societies are spread all over the country covering more than 97% of villages, with a membership of near about 50 millions. They advance loans for meeting the current needs of farmers, e.g. crop production; cattle purchase; buying better seeds, fertilisers, implements etc. The loans outstanding of these socie-

ties amounted to Rs. 18,000 millions (approx.) as on 30th June, 1978.

Such credit facilities help farmer to over-come financial difficulties and free him from the tyranny of money lenders and middle men. The main concern of these institutions has centered around the small farmers. Nearly 40% of total loans advanced by these societies have gone to the small farmers having land holdings below 2 hectares, tenants cultivators and agricultural labourers.

The primary agricultural credit societies federate into 338 central cooperative banks established at district level. These banks have a working capital of Rs. 29,540 millions and a loan outstanding of Rs. 21,150 millions. 26 State Cooperative Banks with a working capital of Rs. 18,220 millions are the provincial organisations of short and medium-term agricultural cooperative credit structure. Through the State Cooperative Banks entire organisational structure for short and medium-term agricultural credit is linked up with the Reserve Bank of India, the Central Bank of the country, which provides financial support to the cooperative agricultural credit sector.

The National Federation of State Cooperative Banks is the national level promotional body of these cooperatives and act as their spokesman. The Federation, however, is not a business body and confines its

activities only to the promotional aspect of agricultural credit cooperatives.

(b) Long-term Structure

As regards long-term agricultural credit, there are 19 central land development banks with 887 primary land development banks and 668 branches, disbursing long-term investment credit to the farmers. More than 7-8 million individuals have so far joined the membership of these banks. Total working capital of these banks is Rs. 27,330 millions. Total long-term credit outstanding amounts to Rs. 18,780 millions.

More emphasis is being laid by these banks on the coverage of weaker sections. In one year nearly 38% of total advances of these banks are provided to cultivators with land holdings 2 hectes or below.

National Cooperative Land Development Bank's Federation is the apex level promotional body of long-term agricultural credit sector and undertakes various activities e. g. conferences, seminars, research, publication of literature; liason work etc., to safeguard the interest of its member organisations.

COMMERCIAL BANKS AND COOPERATIVE AGRICULTURAL CREDIT

Rapidly increasing credit gap between agricultural credit requirements and its availability called for some

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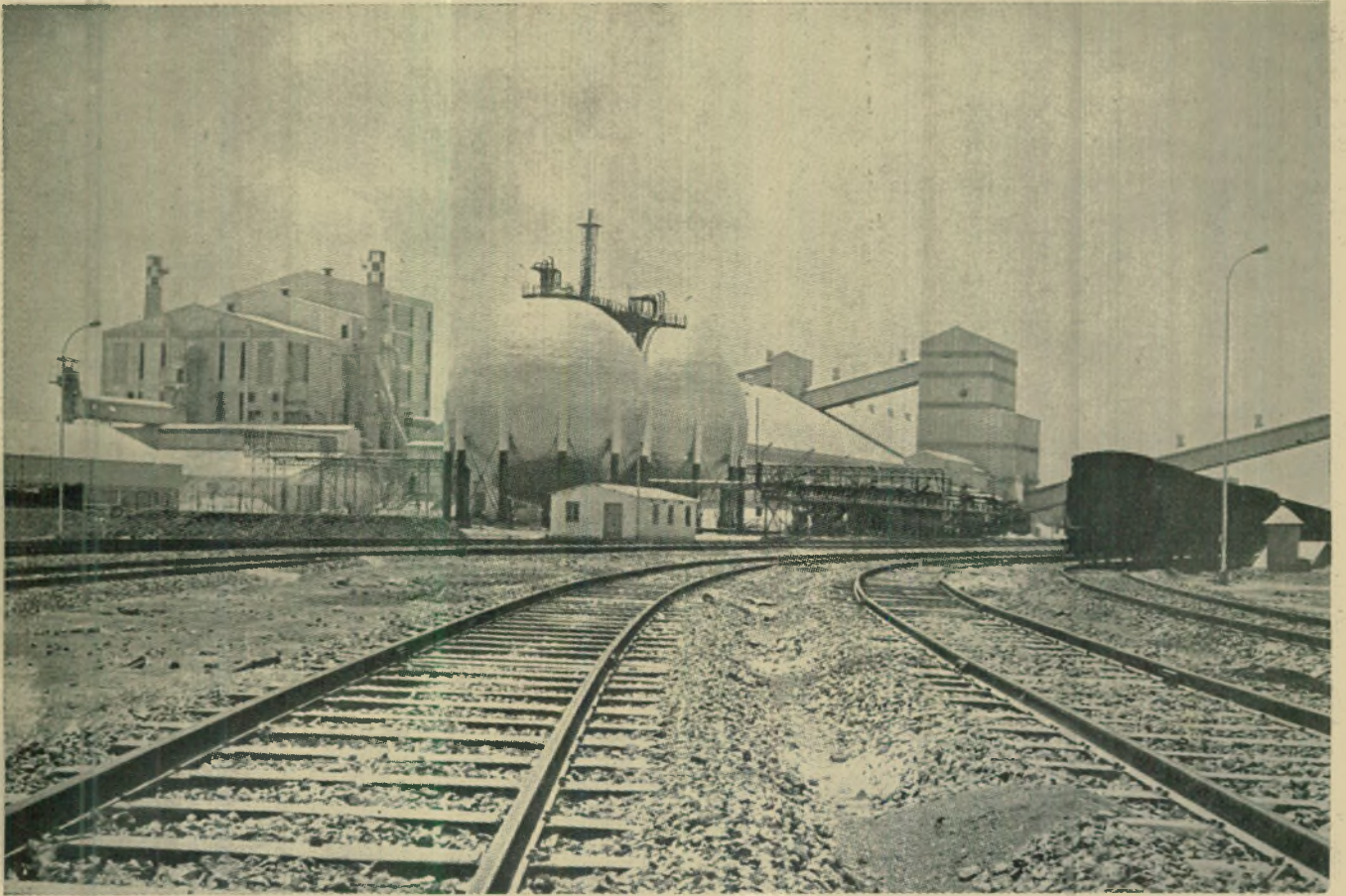
additional arrangements. Therefore, for bridging the credit gap commercial banks were asked to suppliment the efforts of cooperatives by providing agricultural finance. Although commercial banks have facilitated expansion of agricultural credit, their performance in this field has not been in commensurate with the needs. In order to see that the funds of commercial banks meant for agriculture are better utilised, it was felt that these commercial banks might, in addition to credit provided directly to individual farmers, finance through agricultural credit societies. The main object of the scheme is to bridge the production, medium-term and investment credit gap in agriculture. This scheme was introduced in June, 1970 and it has established the fact that even if the finances may come from other quarters, at village level, cooperatives are the only suitable agencies to meet the requirement of agricultural credit.

STRENGTHENING BASE LEVEL COOPERATIVES

Unprecedented agricultural growth in several parts of the country, particularly in areas having assured means of irrigation have multiplied demand for agricultural credit manifold. This cannot be effectively met if base level organisational link viz. primary agricultural credit cooperative societies are not strong enough. In view of this consistent efforts have been made to strengthen them through a process of reorganisation. The village level credit societies have been reor-



A view of IFFCO-NPK Plant at Kandla



A view of IFFCO-NPK Plant at Kandla

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Coops' Contribution to Modernization of Agriculture



ganised into farmers' service societies, large size agricultural multi-purpose societies and viable service cooperatives which will take care of multifarious needs of the people in rural and tribal areas. Large size agricultural multi-purpose societies have been set up to meet all the requirements of credit, inputs and marketing of various products. It is hoped that these societies will give new dimension to the cooperative agricultural credit movement in serving the weaker sections of the community.

ROLE OF RESERVE BANK OF INDIA

Recognising the crucial role of the cooperatives in the provision of credit to agriculture and the need for a solid cooperatives credit structure, the responsibility to give a new life and potent leadership to the cooperative credit movement in this country was assigned to the Reserve Bank of India. Ever since it was established in 1935, but more particularly after 1947 when the country became independent, the Bank is providing refinance to state cooperative banks at 3% below the bank rate for short-term agricultural credit and 2% below the bank rate for medium-term agricultural credit. The Bank is also maintaining two funds viz. Agricultural Credit (long-term Operations Fund) and the Agricultural (Credit Stabilisation) Fund. The Long-term Operation Fund is maintained by the Reserve Bank by making suitable appropriation out of its profits and used for advancement of medium-term agricultural loans to the state cooperative banks, investment in the

debentures of land development banks and loan at concessional rates to state governments to enable them to participate in the share capital of cooperative credit institutions. Out of this Fund, the Reserve Bank of India is also providing long-term loans to the Agricultural Refinance and Development Corporation which excludes refinance facilities to agencies dispensing long-term and medium-term agricultural credit to the farmers.

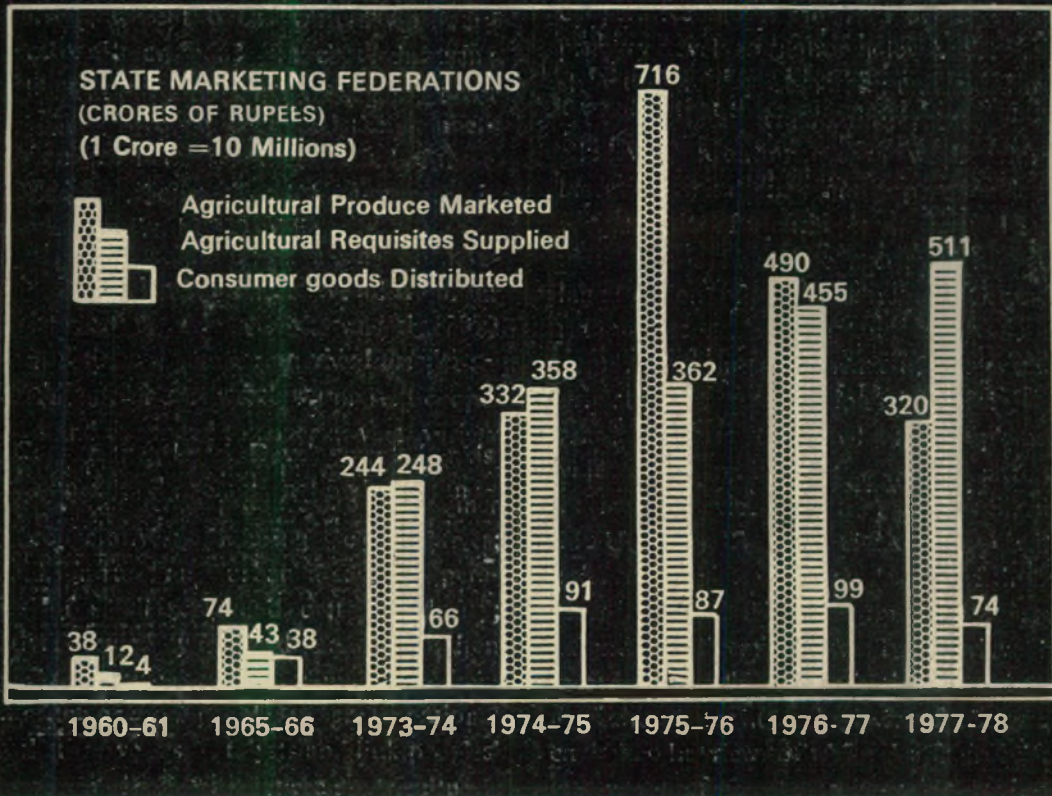
SUPPLY OF FARM REQUISITES

Better agricultural inputs like improved seeds, fertilisers, pesticides; agricultural implements etc., are essential to ensure an increase in agricultural production. Village and marketing cooperatives help farmers to acquire these inputs in adequate quantities and reasonable prices. The cooperatives distribute such farm requisites nearly to the tune of Rs. 4,000 millions. To do this most effectively cooperatives have gone into the production of such inputs. A highly successful example is IFFCO, the largest cooperative producer of fertilisers in India. A newly sponsored cooperative, the Krishak Bharti Cooperative Limited will increase the capacity of fertiliser production by 2200 tonnes of urea per day. Two ammonia plants to be located there will have total capacity of 2700 tonnes per day.

COOPERATIVE AGRICULTURAL MARKETING

A farmer's job does not end with the reaping of a

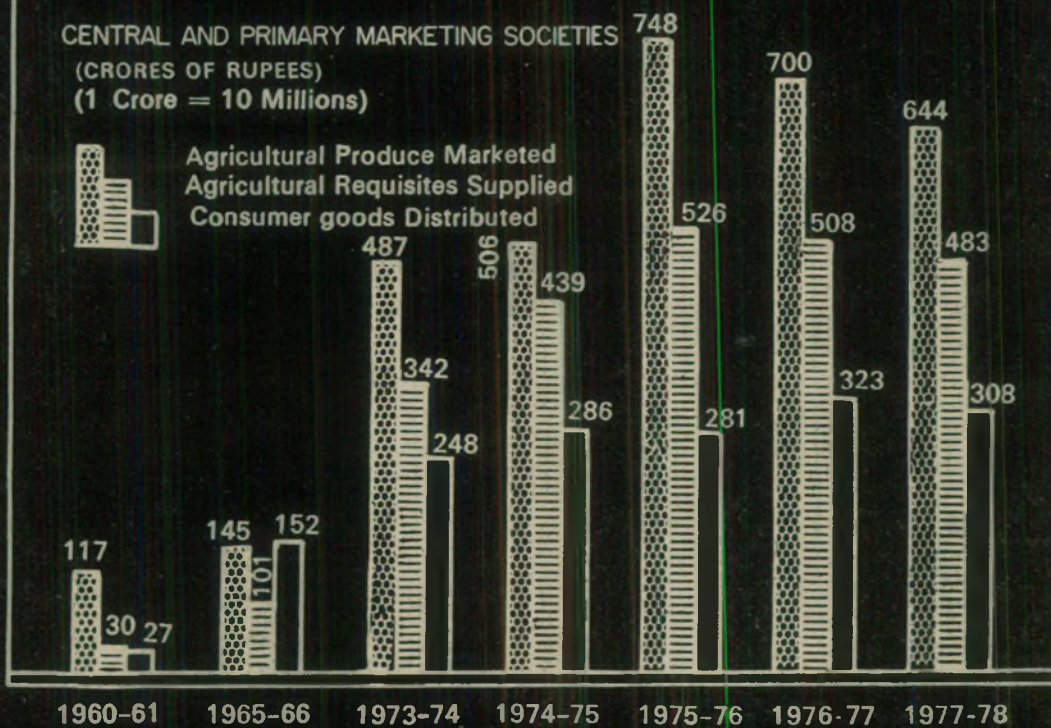
Progress of Non-Credit Cooperatives



CENTRAL AND PRIMARY MARKETING SOCIETIES
(CRORES OF RUPEES)
(1 Crore = 10 Millions)



Agricultural Produce Marketed
Agricultural Requisites Supplied
Consumer goods Distributed



good harvest. Finding a good market and fair prices for his produce is still more important. Cooperatives have evolved a better marketing system helping both the producer and the buyer by eliminating mal-practices like manipulation of weights, exploitation by middlemen and adulteration.

Marketing cooperatives organise collection, storage and sale of farm products at the best possible prices. They also store produce while waiting for a better price and help farmers against the goods stored. This enables many small farmers to wait for a fair price and thus to avoid distress sale. There are now 2,370 primary marketing cooperatives organised at primary agricultural market points in India. These societies include nearly 600 specialised commodity marketing societies and rest are general purpose. The higher tiers of organisational structure of marketing cooperatives consist of 378 district/regional level cooperative marketing societies and 27 state cooperative marketing federations. These are powerful organisations that make bulk purchases, set up godowns and processing factories and arrange for transportation and sale.

National Agricultural Cooperative Marketing Federation, popularly known as NAFED, is the national organisation of marketing cooperatives. It undertakes inter-state trade, organise world wide export of agricultural and forest products and helps stabilisation of prices within the country.

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The Fourth Five Year Plan had set a target of Rs. 9000 millions for the cooperative marketing societies in the country for marketing of agricultural produce. As against the target of Rs. 9000 millions, the cooperative marketing societies in the country marketed agricultural produce worth Rs. 11000 millions. This performance of marketing cooperatives has been widely appreciated. In view of their performance, their targets were more than doubled for the last year of the Fifth Five Year Plan i.e. 1978-79. The targets for 1978-79 had been fixed at Rs. 19000 millions for marketing of agricultural produce which consisted of food grains worth Rs. 8000 millions, sugarcane Rs. 5500 millions and Rs. 5500 millions for other crops.

The business of cooperative marketing societies is not only confined to marketing of agricultural produce. They also act as an effective link between the primary agricultural credit societies and their members by arranging recovery of credit. This system is popularly known as 'linking of credit with marketing.' Under this system the cultivator members sell their produce through the cooperative marketing society, which pays price to them after deducting the demand of the credit society.

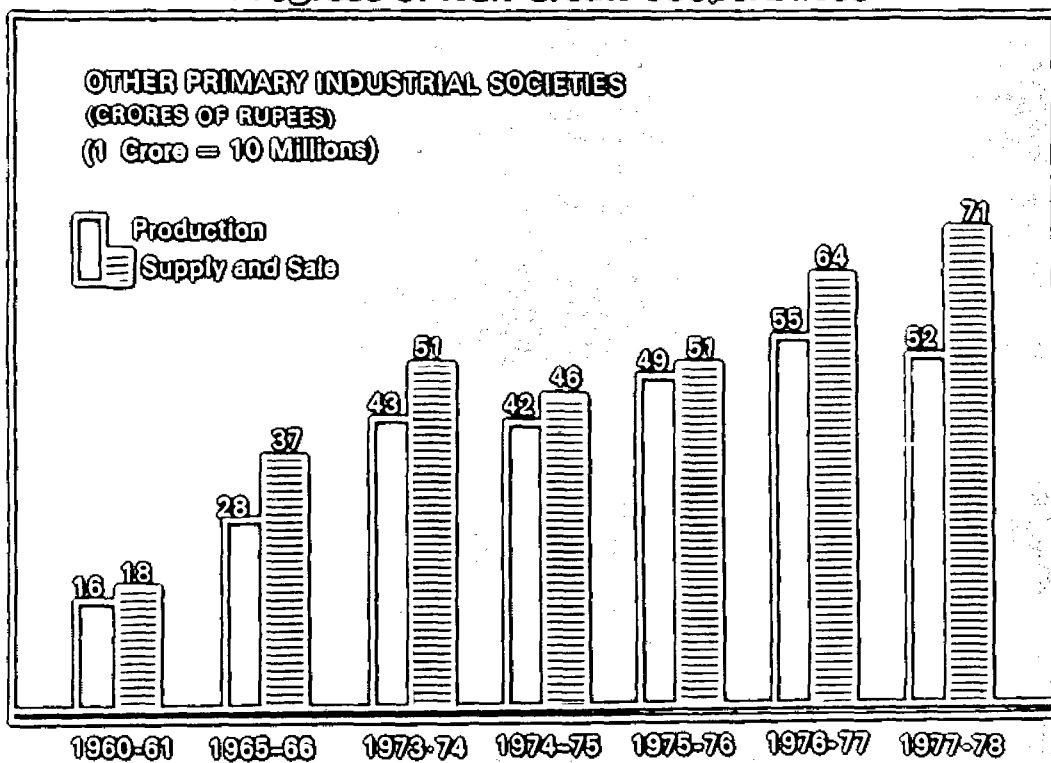
Marketing cooperatives do not confine their operations to the handling of agricultural produce or recovery of credit. They have also entered in the field of processing of agricultural produce in a big way. Processing



Protection to Consumer through Cooperatives



Progress of Non-Credit Cooperatives



of paddy, oil seeds, fruits, plantation crops like cashew-nuts, cardamom, etc., is being done in the country by marketing cooperatives and their processed commodities are very popular. Some of the processed commodities have entered the international market also.

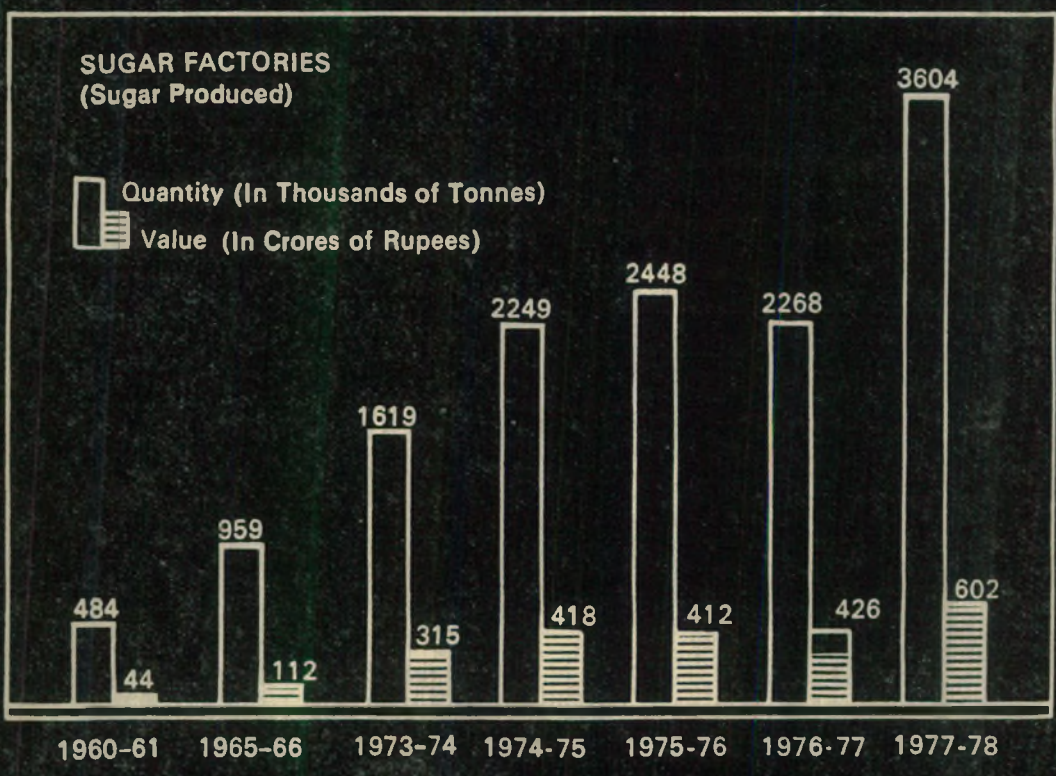
There are now 2,340 cooperative processing units in the country. Prominent among them are cooperative sugar factories which produce more than 50% of sugar in the country. Other prominent segment of processing cooperatives is cooperative spinning mills. There are nearly 57 such mills in the country. The National Federation of Cooperative Sugar Factories and All India Federation of Cooperative Spinning Mills are the apex bodies that provide consultancy, technical guidance to the processing cooperatives. The National Heavy Engineering Cooperative manufactures machinery for processing cooperatives and provides consultancy services.

Main problems of the cooperative processing units are procurement of raw material in time and at reasonable prices; lack of full utilisation of installation capacity. To get over these problems technical and promotional cells have been established either within the State Cooperative Marketing Federation or the Department of Cooperation. The National Cooperative Development Corporation, a Government of India undertaking, provides necessary financial assistance for promoting processing of agricultural produce on cooperative lines.

CONSUMERS' COOPERATIVES

The importance of consumer cooperatives was especially felt in the wake of shortages of essential commodities particularly during war or natural calamities e.g. draught, failure of crops etc. The earliest consumer cooperatives came into existence almost in the beginning of the century and they have gradually developed to a position to be considered as important link in the distribution system. Their main objectives are to provide protection to common people against exploitation, elimination of a host of inter-mediaries, sharing of surplus in relation to purchases, supply of quality goods and services at fair and reasonable prices.

At present there is a pyramidal structure of consumer cooperatives in the country consisting of National Consumer Cooperative Federation at national level, 14 State Federations of Consumer Cooperative Stores at provincial level; near about 500 wholesale/central stores at district level; about 200 departmental stores and 15,918 primary consumer cooperative stores; 152 women's consumer cooperative societies and Mahila Super Bazars with a membership of 6 million consumer families throughout the country. This structure mainly caters to the population of urban areas and the responsibility of distribution of consumer articles in rural areas has been assumed by the marketing and village service societies. In urban areas there are nearly 10,000 cooperative retail outlets, while in rural areas there are nearly 80,000 cooperative retail outlets.

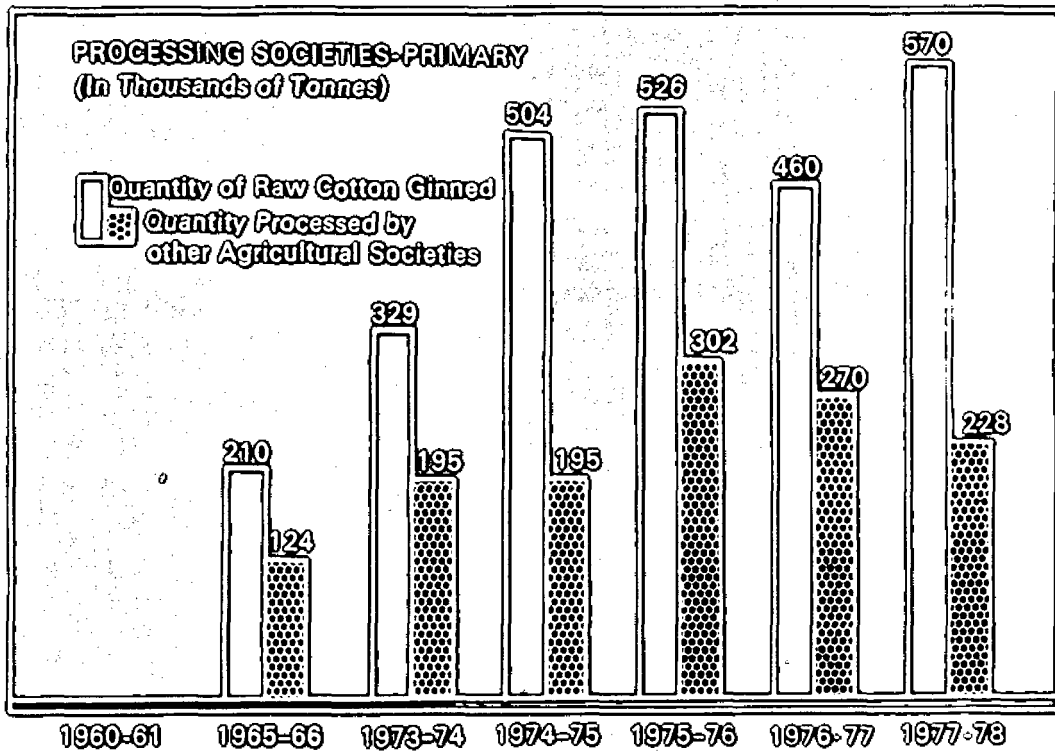




Better Marketing Facilities to Farmers



Progress of Non-Credit Cooperatives



A number of consumer cooperatives have also been organised among industrial and mining workers, employees of government departments and other public and private sector enterprises. There are 5,000 such cooperatives with a membership of 2.3 millions.

The total annual turn over of consumer cooperatives in respect of retail trade amounts to more than Rs. 7,000 millions.

In order to ensure timely supply of essential commodities to consumers at reasonable prices, the Government of India have introduced a comprehensive National Public Distribution Scheme. The consumer cooperatives both in rural and urban areas have been actively involved in implementing the National Public Distribution Scheme.

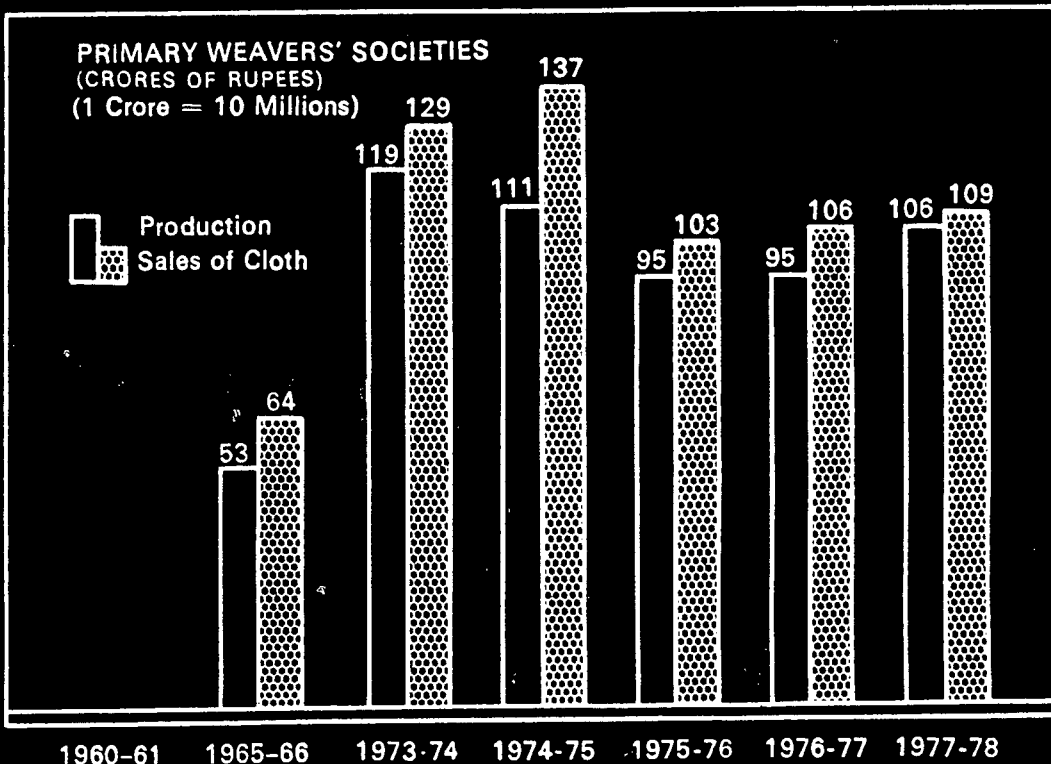
INDUSTRIAL COOPERATIVES

The term 'Industrial Cooperatives' in India is normally understood to cover cooperatives formed by workers and artisans such as weavers, carpenters, smiths, tanners, cobblers, potters, engineers, etc., either for undertaking production or for providing services to the members.

Industry-wise, the industrial cooperatives can be classified into two categories : (a) weavers cooperatives and (b) other industrial cooperatives e. g artisans, cooperatives ; carpenters and blacksmiths societies ; potters societies ; handicrafts societies ; coir workers societies : engineers/technicians societies etc.

There are 14,367 weavers' cooperative societies with a membership of more than 1 million. The organisational structure of weavers' cooperatives consists of All India Handloom Fabrics Marketing Co-operative Society at national level, 22 provincial level state federations of weavers' cooperatives ; 93 central weavers cooperative societies and 14,251 primary weavers' cooperative societies. The total number of looms in the weavers' cooperative sector is at present 1 million and sale of cloth by them during the year 1977-78 amounted to Rs. 1,094 millions. To ensure technological refinements in their products, weavers' cooperatives have been impressed upon to use synthetic yarn which is now being produced within Cooperative Sector. Petrofils Cooperative Limited, supported by the Government, has been set up to produce synthetic yarn so as to enable the weavers cooperatives produce polyester fabrics on handlooms. It has tremendously helped the weavers to increase their earnings.

The segment of other industrial cooperative societies include a National Federation of Industrial Cooperatives; 13 state level federations of industrial cooperatives; 58 central and regional level industrial cooperative federations and 24,804 primary industrial cooperative societies. The total membership covered by the industrial cooperatives is near about 1.5 millions. The aggregate value of production of these societies during the year 1977-78 was Rs. 850 millions and sales to the extent of Rs. 800 millions.



Important problems of industrial cooperatives are weak financial position of their membership; lack of availability of adequate financial resources; problem of marketing of products on account of stiff competition from organised sector; lack of members' loyalty; untrained staff etc. Besides, a sizeable percentage of industrial societies are dormant. Vested interest groups like master craftsmen and others have also entered into these cooperatives in one form or the other and are exploiting them to their advantage. To tackle these problems, the Government of India, the state governments and several specialised agencies have come forward in a big way to promote and develop this sector. Various facilities, including finance and concessions, have been given to the industrial cooperatives and they are being reorganised on viability basis. The National Federation of Industrial Cooperatives undertakes the large scale marketing and export of goods on behalf of industrial cooperatives.

HOUSING COOPERATIVES

Cooperative housing societies have been formed in growing numbers in rural and urban areas all over the country to get over the problems of ever increasing construction cost of the houses. Their main objective is to provide housing facilities to their members at a low cost. At present there are 29,593 primary cooperative housing societies which have formed 19 state level cooperative housing societies. At national

level there exists the National Cooperative Housing Federation which acts as a forum for dealing with the technical, financial and practical problems relating to cooperative housing

COOPERATIVES FOR WEAKER SECTIONS

The main objective of cooperative movement is to ensure growth with social justice. Therefore, emphasis has been laid on the development of small and marginal farmers; landless labourers; tribals; unskilled labourers; fishermen etc. The notable cooperative institutions that have been formed to solve the problems of such sections of population are cooperative farming societies; dairy cooperatives; fishermen cooperative societies; labour contract and construction cooperatives. A brief description of some of these societies is given below :

COOPERATIVE FARMING SOCIETIES

There are two types of cooperative farming societies functioning in the country—(i) cooperative joint farming societies; and (ii) cooperative collective farming societies. The former have been constituted by small land holders to conduct joint farming operations, while at the same time retaining their ownership rights on the land. There are nearly 5,000 such cooperative societies in the country with a membership of 1,31,761 covering 3,30,00 hectares of land. Coope-



Cooperative Efforts



Fruits of Cooperative Efforts

rative collective farming societies have been organised by landless agricultural labourers who have been allotted the public land. The ownership of land belongs to the society and the members function as wage earners. The number of such societies is also about 5,000 with a membership of 1,63,000. These societies have area under their command 2,40,000 hectares.

DAIRY COOPERATIVES

The organisational structure of dairy cooperatives is federal one consisting of 20,000 village level milk production and collection societies; 167 district level milk supply unions; 2 state level dairy federations and a National Federation of Dairy Cooperatives. The total turnover of dairy cooperatives during the year 1977-78 amounted to Rs. 5,000 million (approx.) The membership of these societies at primary level during the same period was 18,17,587.

FISHERMEN COOPERATIVES

Number of fishermen societies as on June 1978 stood at 4,429 with a membership of 5,41,434 fishermen. The value of catch during the same year amounted to Rs. 120 million. In 6 states, state level federations of fishermen cooperatives have been organised; and recently All India Fishermen Cooperative Federation has come into being as a result of active efforts of the National Cooperative Union of India.

LABOUR CONTRACT & CONSTRUCTION COOPERATIVES

Labour cooperatives protect the member workers against exploitation of the inter-mediaries, improve their economic interest and also benefit the state and the community as a whole by means of effecting economies in the execution costs of the work projects. There are two types of labour cooperatives in the country—one labour contract and construction cooperatives which are the organisations of un-skilled workers mainly engaged in construction activities. Other type of labour cooperatives consists of forest labourers' cooperative societies. The main objective of such cooperatives is to save the workers from the exploitation of contractor. As on 30th June, 1978 there were 8,392 labour contract and construction societies and 1,047 forest labour cooperative societies. The organisational structure of such societies consists of district federations which in turn federate into state level institutions. However, such pattern is prevalent only in some of the states. In order to fill-up the structural gap, the National Cooperative Union of India have sponsored a National Federation of Labour Cooperatives. The government also provides certain concessions to such cooperatives in regard to award of work so that they are in a position provide employment to their members continuously.

URBAN CREDIT COOPERATIVES

The Urban Cooperative Banks and non-agricultural

credit societies have been organised mainly to cater to the banking and credit requirements of the lower and middle class people comprising of small traders, business men, artisans, factory workers, salaried, persons etc. in urban and semi-urban areas. The main objective of these banks and credit societies is the promotion of thrift and self-help among the members and collection of deposits from the public (in respect of urban banks) to augment resources for supply of credit to their members. Recognising their role as an important agency for meeting the credit needs of the people of small means, the urban cooperative banks and non-agricultural credit cooperatives have grown over the years not only in number but also in complexity of their operations. The Working Group on Industrial Financing through Cooperative Banks recommended for financing of small-scale industries by the urban banking institutions. These banking institutions are expected to play an important role in the new context for speedy removal of regional imbalances in the economic growth, aiding the industrialisation of small centres and meeting the credit needs of the weaker sections of the community.

Primary cooperative banks and non-agricultural credit cooperatives mainly have individuals as members and their area of operation is restricted under the bye-laws to the municipal limits of the town or a number of wards/zones in which the bank is located. Banks are also being organised with a district-wise area

of operation and also a state-wise jurisdiction. An important feature of a cooperative organisation is its democratic management and the boards of directors of these banks are elected. However, some of the banks have prescribed minimum share qualifications for eligibility for elections which is contrary to the cooperative ideology. Similarly, some banks are reported to be organised on a communal basis.

PROGRESS OF URBAN CREDIT COOPS.

Urban Credit Cooperatives comprising urban banks, employees' credit societies (including salary earners' societies) and others numbered at 21,168, at the end of June, 1978 as compared with 17,666 on 30th June, 1975. Of these, 1408 were primary cooperative banks coming under the purview of Banking Regulation Act, 1949 (as applicable to cooperative societies). The membership of urban credit cooperatives, also known as non-agricultural credit societies, as on 30th June, 1978 was 13 million, and working capital was Rs. 13,720 million. Their deposit amounted to Rs. 8310 million which formed more than 60% of their working capital. The loans and advances made during the year 1977-78 amounted to Rs. 10,000 million.

The purpose for which loans and advances are granted by these cooperative banks are generally for purchase of immovable property, building and house repairs, petty trade and industry, purchase of consumer

articles and house-hold goods, meeting ceremonial and medical expenses, etc. Advances by these banking institutions are generally made against mortgage of immovable property, pledge of gold and silver ornaments, personal sureties, etc.

INVOLVEMENT OF WOMEN AND YOUTH

The movement has provided scope to the women and youth to participate in the economic development of the country. Increasingly, women are joining the cooperative movement particularly the consumer cooperatives. There are a large number of cooperatives, especially industrial cooperatives, consumers' cooperatives and thrift and credit societies where membership is exclusively of women and many of them are managed by women themselves. The cooperative legislation in different states provide for representation of women on the board of mangement of cooperative societies at various levels. There is a special member education programme for women.

In order to provide guidance to the women's cooperative programme in the country, the NCUI has formed a Women's Advisory Committee with eminent and enlightened social workers and cooperators as members. On the recommendations of the Committee and also that of All India Conference on Women and Cooperatives various actions were taken. The state

governments and state cooperative unions were impressed upon to create a Women's Cell in the cooperative departments and Women's Wing respectively. A brochure on "Women and Cooperatives" had been prepared by the NCUI containing necessary guide points on women's cooperatives and also information relating to women's involvement in cooperative movement.

The involvement of youth in the cooperative movement is very essential. With a view to educating the youth in the principles and concept of cooperation and practices and procedures of working of cooperative institutions, students cooperative societies stores are being organised in the schools/colleges and universities. Every year the NCUI organises national essay and debating competitions on subjects relating to cooperative movement in order to provide a forum to the students for exchange of their views and reactions academically. Recently, the NCUI has introduced research fellowships for the benefit of university scholars. Encouragement is given by the government to the unemployed educated youth to form cooperatives as a measure of self-employment. It is expected that a large number of youth and women would join the cooperative movement as a result of the various measures taken by them and the government.

For encouraging the involvement of youth in cooperative movement, a special education programme



Cooperative Education : A Cardinal Principle of Cooperation



named as Cooperative Education Programme for Youth (CEPY) was prepared and circulated to all state unions for its implementation by NCUI. For organising students cooperatives state governments were advised to create a students' cooperatives cell in Education Directorate for undertaking specific programmes.

A scheme has been worked out for holding state/national level debating competition on 'COOPERATION' among school children.

ROLE OF NATIONAL COOPERATIVE UNION OF INDIA (NCUI)

The National Cooperative Union of India is the apex organisation of all national, state and multi-state cooperatives. With 120 million members at the primary level, it represents the largest cooperative movement in the world.

NCUI is the spokesman of the Indian cooperative movement in national and international forums. The role is that of a leader, and a promoter of cooperative activity in every field.

NCUI's activities are manifold. They range from the promotion of cooperative ideology and principles to the training of leaders and employees, from taking measures for removing regional imbalances in coopera-

tive development to field research, liaison with Government Members of Parliament, the Planning Commission, and International Organisations.

COOPERATIVE EDUCATION AND TRAINING

In a country like India, where the movement was sponsored by the Government and is being used as an instrument for implementation of economic programmes, it becomes still more imperative to strengthen cooperative education and training. Efforts have been made in India, particularly during the last 15 years, to develop comprehensive programmes of education and training in the cooperative sector.

COOPERATIVE EDUCATION

In India, the cooperative movement was started in the year 1904. However, there was no systematic nationwide and purpose-oriented cooperative education programme, although various commissions, working groups, etc., which reviewed the working and progress of the cooperative movement, recommended emphatically the need for education to enlighten members of cooperative societies. Only sporadic efforts were made in this direction by the cooperative departments and honorary workers. It was only after more than 50 years of the origin of the cooperative movement that, preceded by a few pilot projects, a nationwide cooperative education programme was launched in the year 1960.

The implementation of the cooperative education programme is undertaken (i) by the State Cooperative Unions (SCUS), directly or through District Cooperative Unions, and (ii) by the National Cooperative Union of India.

The SCUs conduct educational activities for different sectors and for different functionaries of the cooperatives through over 1000 Cooperative Education Instructors. They conduct courses for existing and prospective members, managing committee members, office-bearers and secretaries and managers of primary cooperatives. Some of the SCUs conduct educational activities for women and youth with a view to acquainting them with the philosophy, concept and ideology of cooperation and involve them in the working of the cooperatives in their area. The duration of the different courses varies from state to state depending upon the types of activities. During the year 1978-79 more than 5,30,000 persons of different categories were trained in various courses. More than 7 million persons have been trained since the inception of the programme.

Of late, the growing diversification of cooperative movement prompted the National Cooperative Union of India to reshape the cooperative education programme into a need based and development oriented one. Now the cooperative education programme is named as Cooperative Education-cum-Development Scheme. Besides, the Union has also started specific

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cooperative education projects for the benefit of sectors of consumers cooperatives, fishermen cooperatives and industrial cooperatives. Similarly for certain sections of population, particularly women and youth, special cooperative education programmes have been drawn up.

COOPERATIVE TRAINING

The National Cooperative Union of India has set-up a National Council for Cooperative Training (NCCT) with effect from 1st July, 1976 replacing the erstwhile Committee for Cooperative Training. The NCCT is incharge of the training of personnel employed in different cooperative institutions and cooperative departments of the Government. It caters to the needs of :

- Senior personnel;
- Intermediate personnel;
- Junior personnel.

SENIOR PERSONNEL

For training of senior personnel, the Council has a National Institute called the Vaikunth Mehta National Institute of Cooperative Management at Pune in the State of Maharashtra. This is a research-cum-training Institute for the cooperative movement.

INTERMEDIATE PERSONNEL

Besides running the National Institute, the NCCT

runs 16 Cooperative Training Colleges in different parts of the country. These colleges conduct the various types of courses for intermediate categories of cooperative personnel.

JUNIOR PERSONNEL

For training needs of the junior category of cooperative personnel, there are 78 cooperative training centres/institutes which are run by the state cooperative unions/state governments/separate cooperative societies. Most of them run the Junior Basic Course in Cooperation. The duration of these courses varies from state to state. Some of these centres/institutes also conduct courses for sectoral cooperatives such as housing, farming, cooperative marketing, consumers' cooperation and for sub-auditors.

Till March 1979, 8539 officers belonging to the senior category, 59,298 officers of the intermediate category and 1,67,438 belonging to the junior category were trained in different courses.

TRAINERS' TRAINING AND LEADERSHIP DEVELOPMENT

The National Cooperative Union of India has set-up a National Centre for Cooperative Education in New Delhi. This institution has specialisation in teaching techniques and communication methods particularly relating to the teaching of adults. It orga-

nises basic and orientation courses for different categories of personnel engaged in cooperative education programmes. In addition, it also conducts courses for cooperative leaders of district level cooperative institutions.

FUTURE APPROACH

The Sixth Five Year Plan has just commenced. The main objective of the Sixth Five Year Plan is to eradicate poverty from the country. Various developmental programmes contemplated in the plan emphasise on development of an effective infra-structure for enabling the weaker sections of the community to develop their socio-economic conditions. The cooperatives, therefore, will have to orient themselves towards this end. Another important consideration in this context is the development of self-reliant cooperative movement free from any dependence on the government. In view of this, the following may be the broad approach directions for future development of cooperative movement :

- To build a mechanism and machinery at various levels to formulate its own plans of development at micro and macro levels;
- To evolve a system within the movement to collect, tabulate and analyse statistical information projecting its performance and achieve-

ments, as the existing arrangement serves no purpose due to years' time lag:

- To develop internal financial resources within cooperative institutions and the movement;
- To build intra and inter-cooperative relationship for making cooperation as a powerful, reliable economic system in the country. In this context, establishment of a National Bank for Cooperative Development is essential to ensure balanced, even and smooth flow of credit to all the sectors of the movement;
- To assign top priority to effectively and purposefully cooperativise the vocations having major involvement of the weaker sections of the community; such as the tribals, the landless, unemployed and under-employed, fishermen, weavers, artisans etc.
- To take special measures to remove the existing imbalances in the growth of cooperative movement all over the country;
- To diversify and develop education in coope-

22 ration so as to motivate all sections of the society especially the younger generation and women to participate in the cooperative movement;

- To build a Corpus Fund at the level of National Cooperative Union of India and State Cooperative Unions for Ideological Development of the Cooperative Movement and expansion of member-education, training facilities and public media;
- To extend the horizon of the movement to new areas such as cooperative publication houses, cooperative hospitals, cooperative news agencies, tourists cooperatives etc., and
- To improve managerial efficiency both at the level of non-officials and paid personnel.

Much would depend upon the attitude and approach of the Government in regard to cooperative movement, as in planned economic development no sector can function in isolation and independent of governments' overall policy frame work.

PROGRESS OF AGRICULTURAL COOPERATIVE
MARKETING IN INDIA

NATIONAL AGRICULTURAL COOPERATIVE
MARKETING FEDERATION OF INDIA LTD.
SAPNA BUILDING, 54 EAST OF KAILASH
NEW DELHI-110065

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REVIEW OF PROGRESS OF COOPERATIVES
MARKETING IN INDIA

AGRICULTURE

Agriculture and allied occupations provide livelihood to about three fourths of the population and contribute nearly one half of the national income. The number of persons engaged in agriculture alone, according to the 1971 census, was 125.7 million - 78.2 million cultivators and 47.5 million agricultural labourers. According to the same census, there are 70.5 million operational holdings in the country spread over an aggregate area of 162 million hectares. The average size of a holding is 2.30 hectares out of which net area under cultivation is 2.06 hectares. A half of the holdings are of less than 1 hectare whereas 2.8 million holdings are of 10 hectares and above. The area under irrigation is 29 million hectares or 21 per cent of the area under cultivation. Of the net area sown, 80.4 per cent is under food crops and 19.6 per cent under non-food crops.

AGRICULTURAL COOPERATIVE MARKETING

Marketing Cooperatives have been in existence for nearly four decades. However, the development of marketing societies on a uniform basis and a coordinated structure was initiated during the Second Five Year Plan period, in pursuance of the report of the All India Rural Credit Survey Committee (1954). Marketing Cooperatives have since made significant progress during the successive plan periods.

The net-work of cooperative marketing societies in the country comprises the National Agricultural Cooperative Marketing Federation of India (NAFED) at the All India level, 27 State level cooperative marketing federations, another 369 district/regional

marketing societies including 207 sugarcane supply societies (U.P.-135 and Bihar-72) and 3370 primary marketing societies covering all the important secondary markets in the country. In addition, there are seven State-level commodity marketing federations, viz., two for fruits and vegetables in Delhi and Gujarat, one for cotton in Gujarat, one for sugarcane supply societies in U.P. and three for other specialised commodities. For catering to special needs of the tribal people, Tribal Cooperative Development Corporations/Federations have been set up in Madhya Pradesh, Andhra Pradesh, Orissa, Bihar, Rajasthan, Maharashtra and West Bengal. Primary tribal cooperatives and/or LAMPS are affiliated to these apex tribal bodies. There is also an inter-State Marketing Federation covering the States of Kerala, Karnataka, Tamil Nadu and Maharashtra for marketing of arecanut.

The cooperative marketing societies are undertaking the following functions aimed at assisting the farmers in the field of agricultural production:

- i) Marketing of produce of the farmers;
- ii) Supplying production requisite like chemical fertilisers, improved seeds, pesticides, agricultural machinery, etc. and
- iii) supply of essential consumer articles, like sugar, kerosene, controlled cloth, foodgrains, etc.

These activities are undertaken through more than 50,000 outlets in the villages located in the interior parts of the country. The turnover of marketing cooperatives on account of the above three activities which was of the order of Rs.237 crores in the year 1960-61, reached the level of Rs.2921 crores in 1976-77 representing a twelve fold increase over a span of a decade and half.

The progress made by them over the years may be seen from the following table:

PROGRESS OF MARKETING COOPERATIVES*
(All Types)

(RUPEES IN CRORES)

Year	Agricultural Produce Marketed	Distribution of Agricultural inputs	Distribution of Consumer goods in rural areas	Total 2+3+4
1.	2.	3.	4.	5.
1960-61	171	35.7	22.7**	237.4
1965-66	360	121.1	121.1	679.2
1970-71	649	317.4	154.4	1220.8
1971-72	844	364.8	180.1	1388.9
1972-73	921	392.6	163.4	1477.0
1973-74	1110	479.7	327.0	1916.7
1974-75	1434	711.3	395.1	2540.4
1975-76	1564	818.1	490.0	2872.1
1976-77	1524	851.2	546.0	2921.2
1977-78	1403	782.03	554.47	2738.56
1978-79	1600	875.00 (Approx)	N.A.	3000.00 (Approx)

*Source - NCDC Reports.

**pertains to 1961-62

Whereas marketing cooperatives fulfilled the target of Rs.360 crores in 1965-66 set out in the Third Plan in regard to marketing of agricultural produce, they exceeded the Fourth Plan target of Rs.9 crore by marketing agricultural produce of the value of Rs.1100 crores in the year 1973-74. There was some decline in the value of agricultural produce marketed by cooperatives during the cooperative year 1977-78. This was mainly due to removal of zonal restrictions and the policy of free trade in wheat and paddy, which encouraged entry of private trade in these commodities in a large measure. The discontinuance of monopoly procurement of cotton by the Maharashtra Government through the cooperative system was yet another major reason for decline in the turnover of marketing cooperatives in 1977-78.

In the course of the steady progress, they have acted as the main instruments for modernising our agriculture by providing fertilizers, improved seeds and other inputs in the remotest areas. The working group on Sixth Five Year Plan has projected that by 1982-83, the value of agricultural produce handled by marketing cooperatives would be of the order of Rs.3,000 crores.

As a sector which functions throughout the country, that too in remote under developed villages numbering several lakhs, there are considerable variations in the levels of performance from one State to another. Even within the same State, there are variances in the degree of development due to varied nature of climatic and infrastructure facilities. While this situation may indicate areas needing greater attention, it also gives an idea of the vast untapped potential that still exists in the sector.

(of cooperatives

PRIMARY COOPERATIVES

MEMBERSHIP

The membership of Primary Marketing societies consists of primary agricultural credit village service societies and individual growers. The membership of primary marketing cooperatives now covers 126792 village service societies, accounting 96 per cent of the primary societies which are active. The number of individual members, regular and nominal, of these societies at the end of June 1977 was of the order of 3204 lakhs, as against 19.25 lakhs at the end of the year 1964-65. The average number of individual member per primary marketing society is of the order of 950.

FINANCES

The progress of marketing societies in regard to share capital and own funds is given below:

FUNDS OF PRIMARY MARKETING SOCIETIES

(RUPEES IN CRORES)

= L. 000 000

<u>Year</u>	<u>Share Capital</u>	<u>Own Funds</u>
1960-61	7.49	11.70
1965-66	11.88	27.82
1973-74	35.22	63.90
1974-75	36.25	69.90
1975-76	38.77	76.55
1976-77	42.73	84.00

There has been marked improvement in the Share Capital position of primary marketing societies which has increased from Rs.7.49 crores in 1960-61 to Rs.42.73 crores in 1976-77. This comprised contributions of the Government and members to the extent of Rs.27.55 crores and Rs.15.18 crores respectively.

The primary cooperatives of only seven states viz. Karnataka, Maharashtra, Madhya Pradesh, Tamil Nadu, Uttar Pradesh, Andhra Pradesh and Orissa account for nearly 75 per cent of the total share capital. The other 18 States/Union Territories account for rest of the 25 per cent.

This lopsided development is on account of two reasons; Firstly, the Marketing Societies themselves have not taken up a vigorous programme of collecting share capital from the members. Secondly, the State Governments, whose contributions to share capital of primary cooperatives vary from two to five times of the members contribution in cooperatively weaker States, have not rendered assistance uniformly in all States. The average share capital per society during 1976-77 was of the order of 1.67 lakhs. It has also to be stated here that out of the 3370 societies, Government contribution has been made only in respect of 75 per cent societies. Nearly 25 per cent of the total number did not receive any contribution from the Government towards share capital.

The share contribution by members, other than the State Governments, was of the order of Rs.1517.97 lakhs at the end of 1976-77 as against Rs.1418.99 lakhs in the previous year, registering an increase of Rs.99 lakhs. This is more than the additional contribution made by State Government during 1976-77. The Government contribution in the share capital of all primary societies was of the order of 63 per cent at the end of 1976-77. If the total owned funds are reckoned, the Government share capital contribution accounted for 33 per cent of the resources of primary marketing societies.

BUSINESS ACTIVITIES

The business activities of the primary marketing societies by and large, comprised marketing of agricultural produce, distribution of agricultural production requisites and consumer articles. The business undertaken by them in own account as well as agency basis aggregate to Rs.786 crores during 1973-74. Their business turnover in various activities since 1965-66 were as under:

TURNOVER OF PRIMARY MARKETING SOCIETIES

Year	Marketing of agricultural produce	Distribution of agricultural requisites	Distribution of consumer articles	Total
1965-66	13,361.04	6,190.95	1,413.98	20,965.97
1969-70	20,290.38	15,069.21	9,776.85	45,156.44
1971-72	39,925.35	16,337.85	8,368.81	64,672.02
1972-73	36,764.41	19,597.13	15,252.31	71,610.85
1973-74	27,416.00	22,072.83	19,712.05	69,210.18
1974-75	28,403.00	27,619.25	22,567.05	78,589.30
1975-76	38,993.14	37,876.35	22,532.16	99,401.65
1976-77	48,280.58	33,368.24	25,626.27	107,275.09

STATE FEDERATIONS

There are today 27 State-level general purpose marketing federations and seven special commodity federations. Though the membership of these apex

federations is expected to be confined to primary marketing societies, they normally have members of other categories like primary service societies and even individuals. Out of the 3370 primary marketing societies, only 2,123 societies which were undertaking business activities were members of the Apex Societies.

NATIONAL COOPERATIVE DEVELOPMENT CORPORATION

The National Cooperative Development Corporation was established originally in 1956 under the name of National Cooperative Development and Warehousing Board in pursuance of the recommendations of the All India Rural Credit Survey Committee. The National Cooperative Development Corporation was set up as a successor body to NCDWB in 1963. The Organisation was recognised under an act of Parliament in 1974. The Corporation is mainly responsible for promoting planned development of marketing processing, distribution and storage programmes in the cooperative sector as also for promoting cooperative programmes in the field of dairy, poultry, fishery, minor forest produce, handlooms and spinning mills. The NCDC provides financial and expert technical assistance to the marketing and processing cooperatives at various levels for implementing various schemes. The financial assistance is released by NCDC by way of share capital through the State Governments. The present contribution of the Corporation is to the extent of 91 per cent of the paid up share capital of Apex Federations. The Corporation is also embarking upon several projects valuing Rs.90 crores for expansion of additional storage facilities in the rural areas with the assistance of the World Bank and E.E.C. Mission;

NATIONAL FEDERATION

The National Agricultural Cooperative Marketing Federation of India (NAFED) was established on October 2, 1958. Its registered office is in New Delhi with an

area of operation extending over the entire country including the Union Territories. The objectives of NAFED are to render assistance to farmers through the marketing cooperative societies in the production, procurement, processing and marketing of agricultural and allied products within the country and outside and arrange for supplies of their requirements viz. agricultural inputs, machinery and consumer articles. It also undertakes various activities in support of farmers as well as the consumers at the instance of the Central and State Governments from time to time.

MEMBERSHIP AND CONSTITUTION

All the State Cooperative Marketing Federations and those in the Union Territories are members of the Federation. Its membership since 1976-77 is also open to primary marketing and processing cooperatives having a turnover of Rs.20 lakhs and above, which in the case of cooperatively under-developed States is Rs.10 lakhs. This broad-basing of membership has been aimed at ensuring direct participation of a large number of societies in inter-State and export trade undertaken by NAFED. During 1979-80, the membership of NAFED stood at 145 including 121 primary marketing societies.

OPERATIONS

NAFED has been achieving the above objectives by undertaking activities mainly in the following spheres:

- i) Develop integrated cooperative marketing of agricultural produce particularly in inter-State trade to forge a link between the cooperatives of surplus and deficit States.
- ii) To undertake price support and buffer stocking operations in respect of agricultural commodities on behalf of the Government of India through the marketing cooperatives.

- iii) Develop export trade to pass on the benefits to growers.
- iv) To establish marketing, processing and storage of fresh fruits and vegetables, jute and jute products, oilseeds, cotton, pulses, etc., on its own and in association with other cooperatives and public agencies and supply agricultural machinery and inputs.
- v) To remove the regional imbalances in the Eastern sector and Hilly States of Himachal Pradesh, Jammu & Kashmir, and Eastern U.P. as also in tribal areas by assisting the infrastructure which is presently very weak in these regions and make special efforts for the development of marketing and processing of the commodities produced in these regions.
- vi) To assist cooperative marketing societies in expanding agricultural marketing and supply by undertaking various promotional measures like supplying market intelligence, undertaking commodity studies, etc.

5. During the two decades of its existence, the organisation has made considerable impact in conducting agricultural marketing operations in the fields of internal trade, export, agricultural machinery, perishable commodities and supply of inputs. The Organisation is increasingly associated with primary and State level marketing cooperatives in its operations. During the past three years, NAFED has been recognised by the Government of India as the appropriate agency for undertaking price support operations in respect of new commodities like groundnut, soyabean, sunflowerseed, gram toor, moong, mustardseed, etc. On the supply side, NAFED is being entrusted with the task of building buffer stocks of edible oils, pulses, etc. on behalf of the Government of India with a view to maintaining stable consumer prices during periods of scarcity.

The Federation has also been playing a balancing role in respect of commodities like onion, the export of which is canalised through it. It has been playing a multiple role of extending informal price support during gluts through massive procurement, supplies to consumers at reasonable prices during periods of scarcity and regulating exports, while at the sametime, ensuring realisation of maximum possible foreign exchange. The foreign exchange realisation in all the commodities canalised through NAFED have registered substantial increase in per unit recovery.

The procurement operations of NAFED are undertaken through the network of State level Federations/ primary marketing societies. For expanding the marketing operations, NAFED amended its byelaws in 1976 to permit membership to primary marketing societies with a turnover of Rs.20 lakhs and above (Rs.10 lakhs in under-developed States). Further expansion of marketing activities through the cooperative sector will depend on the ability of the primary marketing societies at the mandi level. In order to develop and strengthen primary marketing cooperatives, NAFED is envisaging a programme of adoption of primary marketing societies for business development in close collaboration with the State level marketing Federations. In addition, NAFED has set up a High Level Committee to examine various aspects concerning development of these societies.

The organisation has also made a beginning in developing cooperative processing of agricultural commodities. Besides, setting up its own unit, it has taken over two sick units and has provided custom hiring to a large number of processing societies in the spheres of cotton ginning, dal milling, oilseed processing etc. The Anand Taluka Cooperative Oil Processing Society to which NAFED, in joint venture with the

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Gujarat Federation extended such support, has established the All India Oilseed crushing record by processing 19,000 tonnes of cottonseed, during the Cooperative year.

The operational activities of the NAFED are directly influenced by the crop prospects in various commodities, the international factors influencing the supply and demand, the policies of the Government concerning movement and export and the ability of the primary marketing societies. The need for cooperatives to expand their business activities is keenly felt. As a result, NAFED has emerged as the Central Organisation of Marketing cooperatives in the country for handling various agricultural commodities.

The turnover of the Organisation, which was of the order of Rs.50.43 crores during 1974-75. increased to Rs.143.30 crores during 1978-79. The owned funds of the Federation, which were of the order of Rs.155.26 lakhs in 1973-74, have increased to Rs.665.00 lakhs during 1978-79. The operational and financial progress of the Federation is indicated below:

Year	RUPEES IN LAKHS				
	Share Capital	Owned Funds	Internal Trade	Foreign Trade	Turn-over
1973-74	47.27	155.26	1430	177	1607
1974-75	58.18	169.70	4639	404	5043
1975-76	58.86	293.15	1508	2975	4483
1976-77	60.39	375.90	1912	2146	4058
1977-78	61.09	438.09	3253	945	4198
1978-79	72.91	665.00	8916	5287	14331

The details of Business activities of the NAFED are given below:

INTERNAL TRADE

POLICY

It has been the policy of NAFED to involve the marketing cooperatives to the fullest possible extent in

its business operations. All purchases of agricultural produce are being made by NAFED through the State Apex Marketing Federations who in turn, undertake them through the cooperative marketing societies situated at the mandi levels.

Similarly, in case of disposals, NAFED gives first preference to the cooperatives provided they agree to buy the agricultural produce at the prevailing rates. To encourage the cooperatives further to make purchases from NAFED, supplies, even at rates lower than the prevailing market rates, are arranged.

OPERATIONS

Internal trade operations are generally aimed at fulfilling the dual objective of providing fair prices to the farmers and stabilising the prices of essential agricultural commodities and maintaining consumers' supplies at reasonable prices all round the year. NAFED also undertakes supervision of movement of fertilizers on account of State Marketing Federations. This has resulted in reduction of transit shortages. NAFED has also arranged with the Cement Corporation of India for appointment of Marketing Cooperatives as their stockists.

OUTRIGHT BASIS

The outright procurement of NAFED is invariably undertaken through marketing cooperatives for which the total finance as well as risk is borne by the NAFED. The marketing cooperatives helping in procurement work not only gain experience but are also able to earn service charges.

JOINT VENTURE

To encourage the marketing cooperatives to develop expertise and gain confidence to bear business risks, the Federation is increasingly adopting a policy of undertaking joint venture operations, with them.

The usual terms of joint venture are :

- i) Investment in ratio of 50:50;
- ii) Sharing of profit or loss in the ratio of 50:50;
- iii) Interest on Investment at the Borrowing rate.

It has entered into joint venture with Apex as well as member primary marketing cooperatives on a tripartite basis for procurement of cotton in the States of Rajasthan and Punjab; with cooperatives in Madhya Pradesh, Uttar Pradesh and Andhra Pradesh for procurement of pulses and coarse grains; with cooperatives in Rajasthan and Uttar Pradesh for procurement of edible oils on a substantial scale. The Federation has also undertaken sizeable joint venture business in oil and oilseeds with the Gujarat State Federation.

The volume of joint venture business in respect of pulses, spices, oilseeds and oils, fruits & vegetables, cotton etc. which was of the order of Rs.1.67 crores in 1974-75 increased to Rs.56.85 crores during 1978-79.

AGENCY/COMMISSION BASIS

Marketing operations in agency/commission basis are aimed at achieving two distinct purposes. The first is to provide outlets to the stocks lying with the marketing cooperatives which are disposed of by NAFED through more than 30 offices located in important markets on the basis of nominal commission. The NAFED provides advance to the extent of 60 per cent of the estimated value of the consignment stocks to the concerned society. Secondly, the activities on agency basis are undertaken to effect substantial supplies of foodgrains, pulses, edible oils and oilseeds, etc. through cooperatives, State Civil Supplies Corporations and public agencies.

The new challenges facing our agriculture as well as consumer distribution activities have made it necessary

to reorient the marketing strategies. The Government of India announced price support in respect of Groundnut, sunflowerseed, soyabean, mustard, gram, toor, and moong. In addition, the problems of farmers producing cotton, tobacco and perishable crops like onion, potato, ginger, etc. in respect of which no formal price support was available became acute. The third area of new activities concerned building up buffer stocks in commodities like oilseeds, pulses, tea, onion, potato, etc. to ensure consumer availability at fair prices.

SUPPORT PRICE OPERATIONS AS AGENTS
OF THE GOVERNMENT OF INDIA

NAFED had been appointed as the agency for extending price support in respect of Groundnut, sunflower seed, soyabean and mustard since 1977-78. NAFED has been convening meetings of marketing cooperatives in the producing states and has been making elaborate arrangements for setting up centres, financing procurement, storage, movement, etc. However, the prices have been ruling much above the support prices fixed by the Government of India, except in the case of soyabean. But the Government did not have to incur any expenditure for setting up such an elaborate machinery because cooperatives stretched their available management acumen and resources for shouldering these additional responsibilities.

SOYABEAN

During 1977-78, the prices of Soyabean fell below the level of support price for a short period. The Intervention of NAFED and marketing cooperatives helped the market firmed up and the growers were able to get the full benefit envisaged under the price support scheme. During the year 1978-79, NAFED had to open as many as 121 centres in Madhya Pradesh alone to ensure that even the smallest farmer who had stocks to offer at support price could dispose of his produce and was paid within a week. NAFED procured 66,000 tonnes of soyabean during the year.

GROUNDNUT

The normal tendency of the private trade is to operate at rates slightly above the support price level in respect of commodities where Governments fixes such prices. In such instances, the procurement machinery is normally not able to build any stock worth the name. This tends to leave the entire crops in the hands of the private trade who will be free to jack up prices during off seasons to the detriment of the consumers. In order to counter this tendency and protect the consumers, the NAFED procured stocks of Groundnut oil in Gujarat State at ruling market prices. These stocks were disposed of in Maharashtra and Tamil Nadu States at prices which were much below the ruling prices with a view to stabilising consumer prices of edible oilseeds. During 1977-78 also, this operation was stepped up because the Government of India appreciated the policy and decided that substantial buffer stocks should be built up to ensure consumer distribution of groundnut oil in the off seasons. The NAFED, in collaboration with the Gujarat State Cooperative Marketing Federation, purchased groundnut and its oil, of a total value of nearly Rs.27 crores, under programme of commercial purchases and buffer stocks operation on behalf of the Government.

It is reported that the massive procurement operations of cooperatives in Gujarat State directly resulted in better returns to growers to the tune of Rs.100 crores and the efforts of the NAFED have been very highly appreciated by the farmers. Because of the availability of ready stocks for release during off season with the NAFED and also due to increased import of edible oils, the consumer prices of edible oils during 1978 festival season remained stable for the first time during the past decade. This demonstrated the positive way in which operations of cooperatives create a healthy impact in stabilising prices for the farmers as well as consumers.

BIDI TOBACCO

The growers of Bidi Tobacco in Gujarat, Maharashtra and Karnataka represented to the Government of India for extending price support measures for their produce in view of depressing market trends. Accordingly, NAFED was entrusted with the task of undertaking price support operations on Bidi Tobacco on behalf of Government of India at the rate of Re.1 per kilo of raw Bidi Tobacco w.e.f. 7th June, 1978. NAFED operated the scheme in collaboration with the concerned State Federations. NAFED's intervention in Karnataka resulted in firming up of the price of Bidi Tobacco and in Maharashtra the prices ruled above the support prices. NAFED procured a total quantity of 5,235 M/tonnes valued at Rs.1.06 crores.

VOLUNTARY PRICE SUPPORT OPERATIONS

PERISHABLE COMMODITIES

Producers of perishable commodities are more vulnerable to fluctuations in production and prices. The Government of India or the State Governments have not fixed any support prices for perishable commodities like ginger, onion, potatoes, eggs, gur, apples, etc. Cooperatives generally do not undertake marketing of these commodities because of the heavy risk factor. One important feature in marketing of these commodities has been that while the farmers have to be paid for their produce in time, the disposal on account of historical factors in most of the markets like Delhi, Calcutta, Bombay, etc, have to be made on credit basis which, in spite of precautions, involves in creation in bad debts. It is because of this factor, cooperatives are hesitating from entering this trade. NAFED has been making concerted efforts for nearly 10 years to develop marketing of perishable commodities. It has set up its own shop in Delhi fruit market which is the biggest terminal market for apples produced in J&K, U.P. and H.P. It has also opened branches in Simla and Srinagar to coordinate the marketing of apples produced in these

states. In addition, NAFED is also using its various offices for developing marketing of fruits and vegetables. Commoditywise operations undertaken by NAFED in this sphere are indicated below:

GINGER

Because of bamboo flowering and consequent boom in the rodent population, the Mizoram farmers cultivated only ginger which is spared by rodents. As a result, there was an abnormally large supply of ginger during 1977-78 on which the agricultural population of Mizoram totally depended for their livelihood. The NAFED offered a support price of Rs.90 per quintal and purchased a massive quantity of 90,000 quintals in joint venture with Mizoram Apex which was distributed in various parts of the country. But for the elaborate machinery, cooperative network, it would not have been possible to handle a non-essential and highly perishable commodity like ginger. During 1978-79, a quantity of 3000 tonnes of wet ginger valuing at Rs.16.10 lakhs was procured in joint venture with Mizoram Apex by providing informal support price of Rs.60 per quintal.

APPLE

NAFED started marketing of apples produced in Jammu and Kashmir, Himachal Pradesh and Uttar Pradesh, on a large scale during the year 1972-73. As a leading agency in the field, it has since then been able to establish a full-fledged office and marketing yard in the Delhi market where nearly 2 lakh cases of fresh apples are marketed every year on behalf of growers as well as cooperatives as against 27,000 cases in 1973-74. The notable features of NAFED's activity in this field has been establishment of open auction system in the Delhi market and commission of a Cold storage of apples in its Cold Storage and for the benefit of the growers.

ONION

In respect of onions, NAFED purchased them on competitive prices with the declared minimum price of Rs.45 to 60 per quintal to the onion growers in the States like Gujrat, Maharashtra, when the ruling prices were at Rs.15-20 a quintal. During 1979-80, a total quantity of 2 lakh tonnes valued at Rs.965 lakhs was purchased as against 122450 tonnes valued at Rs.735 lakhs in 1978-79. NAFED utilised the onion so procured for export and also for augmenting the internal availability for supplies to consumers at reasonable prices.

POTATOES

In 1975-76, NAFED offered protection to farmers by way of providing them Rs.45 a quintal and procured large quantities of potatoes. In view of the crop failure in Europe, NAFED developed exports of potatoes and a record quantity of 52,000 tonnes of potatoes was exported during 1975-76. The procurement of potatoes at competitive price was continued during 1976-77 and 1977-78 also. During 1976-77, though the Government of India envisaged export of around 1 lakh tonnes of potatoes, NAFED exported only 18,000 tonnes in view of the increase in internal demand. During 1978-79, NAFED made procurement of potatoes in Punjab, Haryana and U.P. and maintained buffer stock for distribution to the consumers at reasonable prices during lean period. The State marketing federations and the societies were involved to a great extent in the procurement operations. NAFED entered into joint venture with the concerned State federations and marketing co-operatives and procured a quantity of 57,000 tonnes of potatoes valued at Rs.285 lakhs. The potato growers were paid Rs.46 a quintal as the informal support price

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for their produce. NAFED also purchased around 16,900 tonnes of potatoes valued at Rs.105 lakhs on outright basis in Punjab, Haryana, Maharashtra and Delhi through marketing cooperative directly from growers.

COTTON

In respect of cotton, because of the inadequate support from Cotton Corporation of India during 1977-78 cotton prices fell to low levels in Rajasthan. NAFED entered into tripartite joint venture with the Rajasthan State Federation and primary cooperatives in the producing areas and purchased 10,000 bales of cotton which were disposed of to National Textile Corporation units and Cooperative Spinning Mills. Because of success, this scheme has been extended to Punjab, Haryana and Gujarat in addition to Rajasthan. During 1978-79, 30,000 tonnes of cotton of the value of Rs.870 lakhs was purchased and growers were given competitive rates. A stable marketing system has been evolved in collaboration with the N.T.C., whereby the cooperatives get reasonable return and the NTC units get superior quality of Cotton at fair prices.

GUR

At the instance of the Government of India, NAFED undertook substantial procurement of Gur prices slumped to uneconomic level for assisting sugarcane growers. A total quantity of 8,350 M/tonnes of Gur valued at Rs. 1 crore was purchased. The entry of

NAFED into the trade helped in firming up prices and it was possible for NAFED to reduce the losses to cane growers to a great extent. During 1978-79, Car valued at Rs.17.34 lakhs was purchased in joint venture with the Maharashtra Federation.

POULTRY

Poultry farming has come up as a source of supplementary income in a number of areas. However, because of the virtual monopoly of traditional distributive trade, poultry farmers had been facing considerable problems. The NAFED has started a Poultry Division in Delhi which has now taken up organised marketing of eggs in Delhi by opening facilities of Cold Storage and the distribution network. The number of eggs handled by NAFED increased from the level of 25 lakhs during 1977-78 to the estimated level of 600 lakhs during 1979-80. It proposes to expand the coverage of egg marketing to other important consuming areas also. The object of NAFED is to minimise the price fluctuations in eggs for the benefit of farmers as well as consumers. The NCDC will provide necessary financial support to NAFED to undertake this promotional activity.

REMOVAL OF REGIONAL IMBALANCES

As indicated earlier, NAFED is expanding its operation in cooperatively under-developed areas. These comprises hilly areas in Jammu & Kashmir, Himachal Pradesh, U.P., the North-Eastern region and the tribal areas in various States. All these areas lack road transportation and storage facilities. The cooperatives in these areas are also in the process of development. In view of this, any effort on development of marketing of the commodities produced in these regions is likely to involve higher marketing costs, by way of storage, transportation, spoilage, etc. Since farmers of many of these areas exclusively depend upon perishable commodities, it will be necessary to make provision for losses that may result in expansion of marketing and processing of perishable commodities. NAFED has also set up a Tribal Cooperative Cell with the assistance of the NCDC. The work of development of internal trade and export of products of tribal areas like nigerseed, myrabolan, etc. will be expanded during the Sixth Plan.

FOREIGN TRADE

The export of agricultural commodities through the cooperative marketing sector has developed on a large scale only after the establishment of NAFED. For regulated exports of essential commodities grown in more than one State, the agency of NAFED has been found suitable since (i) procurement is spread over all growing areas which motivates growers to increase production, (ii) no artificial increase in prices takes place as it happens in the case of publicised exports and (iii) exports are curtailed if internal condition so warrants.

The volume of foreign trade of NAFED which was of the order of Rs.2.01 lakh during 1959-60, reached the level of over Rs.⁵³~~68~~ crores during 1978-79. Progress of foreign trade during the last ten (Coop-years) has been as under:

contd....

<u>Cooperative Year</u>	<u>Value of foreign trade (Rs. in lakhs)</u>
1969-70	568.94
1970-71	530.47
1971-72	587.20
1972-73	97.43
1974-75	404.20
1975-76	2975.35
1976-77	2146.06
1977-78	944.87
1978-79	5287.00

The commodities exported by NAFED include:

- i) Onions and potatoes
- ii) Nigerseed, sesameseed, HPS Groundnuts
- iii) Groundnut De-oiled Cake and Cottonseed De-oiled Cake
- iv) Processed fruits and vegetables
- v) Spices
- vi) Pulses (in view of the short supply, the export of Pulses has been banned for the past few years) and
- vii) Jute manufactures.

The Government of India have canalised the exports of Onions, Nigerseed, Sesameseed, HPS Groundnuts, Pulses and Large Cardamom through NAFED.

The need for achieving increased exports of various agricultural commodities is being keenly felt. However, in view of the factors of internal consumption needs and internal price levels, NAFED is required to balance its operations in the fields of procurement, export as well as internal consumer distribution in respect of commodities handled by it. The encouraging feature of canalising export of onion, HPS Groundnut, Nigerseed, Sesameseed, large cardamom, etc. has been that it has been able to undertake purchases for exports from the producing centres by providing remunerative prices to the growers while at the same time not affecting the internal consumer prices. In addition, NAFED has also been able to realise substantially higher unit recovery in foreign exchange in respect of the exports canalised through it.

Canalisation scheme of onion through the NAFED was also studied by the Indian Institute of Foreign Trade. Extracts of the report reproduced below will indicate how Nafed has been able to play an effective regulatory role:

"NAFED has two roles to play: firstly, like any private exporter, it exports onion on its own account and secondly, more importantly, it acts as a canalising agency for exports to Singapore and Malaysia since November, 1974. Because of the canalisation scheme, two sets of exporters exist: one is the NAFED which also exports like any other private merchant who export through the NAFED in accordance with the set norms and guidelines. Thus NAFED is not a monopoly-exporter, totally replacing the traditional private exporters. Nor is it merely another overseas trader competing with other private exporters for a higher share in the international market. It is charged with the twin objectives of carrying on exports for offering healthy competition in the foreign markets as well as regulating the private exports. Thus it occupies a position half way between a free trader and a Government monopoly, blending the expertise and initiative of private exporters with the checks and vigilance of cooperative organisation."

Because of the increasing role being played by NAFED in helping capacity utilisation of cooperative oilseeds and other types of processing units, substantial quantities of groundnut, cotton, extraction meals, etc. produced by these units would be available for export. In recognition of this fact, the NAFED had been allotted a separate quota for export of oilseed, extraction meals, during 1978-79. With the expansion of NAFED's oilseeds marketing operations in collaboration with its constituents and their processing through cooperative units, substantial quantities of extraction meal are expected to be available for export.

IMPORTS BY NAFED

NAFED has also been entrusted with the import of fresh fruits from Afghanistan under the canalisation scheme and around 14,400 tonnes of fresh fruits valuing

Rs.557 lakhs were imported during 1978-79. Besides, it has also imported wet Jute from Iraq for internal distribution. Import of Chicory Seed on behalf of Gujarat Apex has been a regular feature during the last few years. During 1978-79, Chicory Seed valuing Rs.12.59 lakhs has been imported by NAFED as against Rs.4.29 lakhs during 1977-78.

In order to augment the supplies of Pulses in the country, NAFED imported 10,000 tonnes of Pulses valued at Rs.248 lakhs during 1977-78 and 14,300 tonnes valued at Rs.696 lakhs during 1978-79 for being distributed to the consumers through public sector corporation and cooperatives.

The total imports by NAFED have been to the order of Rs.1313 lakhs during 1978-79 as against Rs.257 lakhs during 1977-78.

INDUSTRIAL UNITS

Konark Jute Limited

Konark Jute Ltd. has been set up in Orissa in collaboration with NAFED and Industrial Development Corporation of Orissa involving an investment of about Rs.7.50 crores for supply of Jute manufactures to the marketing cooperatives and also to public sector organisations. The mill has gone into production since December, 1978 and the total turnover during 1978-79 was of the order of Rs.50 lakhs. When the full capacity is commissioned, the unit will produce 14000 tonnes of Jute goods valuing Rs.7.5 crores. NAFED is the sole selling agent for the entire production of this unit.

NAFED is also likely to be a promoter member of the 'Jute Industrial and Marketing Cooperative of India Ltd.' which will undertake production and marketing of jute goods required by the cooperative sector. It is estimated that NAFED may be required to invest cash and capital in this unit of the order of Rs.100 lakh.

STORAGE

Inadequacy of godown capacity for non-perishable and lack of cold storage capacity for perishable articles has been proving handicap in expanding marketing operations in this sphere. During the past few years, Nafed has set up a cold storage alongwith an ice factory in Delhi. In addition, it has also set up a warehouse and a fruit processing unit in Delhi complex. Besides this, NAFED has also set up a godown at Washi area in greater Bombay. It has also acquired land for setting up storage of onions in Pimpalgaon, Dasalgaon, Gultekhadi and Chakan in Maharashtra State, where storage capacity of 27,700 tonnes meant for onion at a total estimated cost of Rs.110 lakhs is proposed to be created. In addition, NAFED has acquired land in NOIDA to create storage capacity of the order of 5000 tonnes for various items at a cost of Rs.16 lakhs. Besides this, NAFED also proposes to create storage capacity for 1500 tonnes edible oils in Bombay at a cost of Rs.13 lakhs.

In the Washi complex, NAFED also proposes to create cold storage capacity of the order of 4,000 tonnes for stocking apples, potatoes, etc. for surplus potatoes procured in U.P., Punjab, Haryana, etc. and for their eventual disposal in Bombay.

Under the World Bank Scheme of the NCDC, there is a proposal to set up four giant cold storage of 10,000 tonnes capacity each in Bombay, Calcutta, Ahmedabad and Bangalore at a total cost of Rs.3 crores. In view of the increasing operations of NAFED in perishable commodities, NAFED proposes to participate in this project as well.

P R O C E S S I N G

NAFED has taken steps to develop processing in the cooperative sector in various ways. In respect of perishable commodities, it has set up one unit in Delhi

on its own. Besides, it has taken over on lease and revived a fruit and vegetable factory at Vellore (Tamil Nadu) and Kuchel Nagar (Karnataka) which had become dormant. These units have a capacity of 3000 tonnes and their turnover including exports was of the order of Rs.56.53 lakhs. The products have received consumer acceptance both in internal markets and overseas. It has also proposed for establishment of a fruit and vegetable processing unit in the North-Eastern region with a capacity of 10 tonnes in a day and taking over of the onion dehydration factory at Pimpolgaon (Maharashtra). Setting up of one oleoresin Plant and a potato dehydration unit are being planned.

Society for
processing.

In addition, NAFED is also assisting processing units set up in the cooperative sector by providing custom milling. During the year 1978-79, NAFED, in joint venture with Gujarat State Marketing Federation had given 19,000 tonnes of cotton seed to M/s. Anand Taluka Processing. As a result of this, the above unit was able to work during the year to its full capacity. Stocks of cotton seed were also given to the cooperative processing unit at Chorwad. A total quantity of 70,000 tonnes of cotton seed was given to the above processing units in Gujarat for processing into oil and extraction meal in Gujarat. NAFED, in joint venture with Gujarat Marketing Federation also utilised five cooperative oil units to their full capacity for getting groundnut processed on custom basis. Two cooperative cotton ginning and pressing units in Rajasthan were given full work to the capacity for processing and baling raw cotton. The services of three groundnut solvent extraction units in the cooperative sector were also utilised for providing their work. NAFED also helped revival of cooperative Dal Mills in M.P. and U.P. where large quantities of lentils had been processed before they were distributed through the cooperative and public sector agencies. It is also proposed to take up oilseed processing units, which are dormant in the cooperative sector and FCI and

with necessary modifications and utilise them for processing soybean.

AGRICULTURAL INPUTS

One of the areas of national significance in which marketing cooperatives have contributed to substantial development is in the field of distributing chemical fertilizers. It is largely because of the efforts made by the cooperatives that fertilizer use became popular even in remote areas. During the past two decades, marketing cooperatives have taken all pains to open retail distribution points in interior areas for distribution of chemical fertilizer to farmers at a reasonable price. The volume of chemical fertilizers distributed by cooperatives has increased from Rs.32.27 crore in the year 1961-62 to the level of Rs.708 crore in 1977-78. Cooperatives today handle only 60 per cent of the total volume of fertilizers consumed in the country.

IMPROVED SEEDS

The cooperatives have made considerable progress in the distribution of other agriculture inputs like seeds. As compared to Rs.47.93 crore worth of improved seeds distributed by the cooperatives in the cooperative year 1973-74, their turnover amounted to Rs.53 crores during 1977-78.

PESTICIDES/INSECTICIDES

The turnover of cooperatives in the distribution of pesticides and insecticides during the cooperative year 1976-77 is estimated at about Rs.28.55 crore as compared with the performance of Rs.28 crores during the preceding year. Besides distribution, cooperatives have also taken up formulation of pesticides and insecticides.

CONSUMER SUPPLIES

NAFED has been playing an important role in supplying essential agricultural commodities to deficit States to meet their requirements. During the past decade, the services of NAFED have been utilised by cooperatives

as well as Civil Supplies Departments and Corporations in various States for supplying essential agricultural commodities.

The commodities handled by NAFED for augmenting consumer supplies include foodgrains, pulses, edible oils, tea, onions and potatoes, etc.

During the period 1972-73 to 1978-79, NAFED has extended its services by undertaking procurement of agricultural commodities in surplus areas and supplying them in deficit areas directly or after building up buffer stocks of the same.

BUFFER STOCK OPERATIONS

NAFED had built up stocks of pulses around 50,000 tonnes during 1978-79 as against 30,000 tonnes during 1977-78 to augment the internal availability. In addition, it had also imported 10,000 tonnes lentils during 1977-78 and another around 44,000 tonnes during 1978-79 for being distributed through public sector corporations and co-operatives in various consuming areas which enabled them to stabilise the prices of pulses at reasonable levels. In respect of edible oils also, NAFED in joint venture with Gujarat State Cooperative Marketing Federation, built up adequate buffer stock of groundnut oil for 1976-77 to 1978-79 and supplied to the consumers at less than market rates which had the effect of stabilising the prices.

NAFED in collaboration with the NCCF had set up up wide-spread distribution machinery throughout the country for distribution of loose tea at a fixed price of Rs.16.50 per kg. in October 1977. These sales had the salutary effect on the prices of loose tea which came down in the open market to the level of around Rs.16 per kg. from the then prevailing market rates of around Rs.25 a kg. It is a matter of satisfaction that in spite of variations in production and other factors, loose tea prices for the consumers have remained stable over a period of nearly two years during which NAFED had sold through the cooperatives, loose tea worth around Rs.1.35 crores.

contd....

The progress of supplies of essential commodities by NAFED during last three years is given below:

Cooperative Year	Value (Rupees/lakhs)
1976-77	247
1977-78	644
1978-79	1039

MARKET RESEARCH AND INTELLIGENCE

In order to provide regular and latest information on prices of various commodities and their marketability as well as their production and price trends, NAFED started bringing out special commodity bulletins by strengthening its Research Wing. These have been found useful by all concerned in the cooperative marketing structure.

PROMOTIONAL ACTIVITIES

One of the major constraints in rapid expansion of cooperative marketing is the persistent weakness of primary marketing societies. Since the NAFED and apex Federations have to make procurement of various commodities through these societies, the strengthening of primary marketing societies is a sine-qua-non for development of cooperative marketing of agricultural commodities. According to the target fixed in the Sixth Plan for distribution of inputs and marketing of agricultural commodities in the cooperative sector and also distribution of consumer articles, the average turnover of each primary society would be of the order of Rs.90-100 lakhs per annum. However, nearly 75 per cent of the societies are having turnover below Rs.10 lakhs out of these 31 per cent of the marketing societies do no marketing at all. It is for this purpose, NAFED has enlarged the scope of its membership to primary marketing societies, it has also set up a high level committee to

commission the manner in which primary marketing societies could be strengthened in order to augment the capacity of the marketing cooperative sector to undertake a larger volume of trade. Besides as an immediate matter, NAFED has been taking steps to adopt selected primary marketing societies, with whom it has business relations in collaboration with the Apex Federations. In addition to this, NAFED is also undertaking a survey of marketing societies to assist the work of the High Level Committee.

The country is on the threshold of an agricultural revolution. The increases in production of some commodities and shortage of some others have been inducing crisis for the producers as well as the consumers. The NAFED, as the apex body of marketing cooperatives in India, has been putting into operation the resources of the cooperative marketing structure from the primary level onwards for eliminating the peculiar problems so erupted. That some demonstrable results have been achieved during the past years, not only proves that the NAFED and the marketing cooperatives have a great role to play for helping the country's economy, but also that they have the potential to undertake the task.

* * * * *

6/2/1980

**COURSE IN TRAINING METHODOLOGY & TECHNIQUES FOR
CO-OPERATIVE STAFF TRAINING IN SOUTH-EAST ASIA.**

15 January - 30 March 1980

.....

1. Name of the Project : Documentation and Information Services, techniques and systems with special reference to cooperatives.
2. Media Overhead transparency
3. Language English
4. Duration Four sessions of ninety minutes each.
5. Producer of the package B.D. Pandey, Librarian and Documentation Officer of ICA ROEC.
6. Target population Librarians and Documentation Officers working at the cooperative organisations/Institutions in S.E. Asia.
7. Age Group 25 - 35
8. Ability Higher secondary/Graduates (Certificates in library science with three years experience.
9. Other relevant factors The participants are expected to be familiar with the theory and practice of library science, its management and organisations.
10. Main Aims of the package To acquaint the cooperative librarians with the theory and practice of documentation and information services in general and cooperatives in particular.
11. Terminal Objective
 - I. The participants will acquire conceptual knowledge of the need, utility of documentation services.
 - II. Participants will be able to acquire the skills and techniques of documentation services

in general and cooperatives
in particular

III. The participants will acquire the skills of compiling documentation bulletins in a way so as to enable the readers to make best utilization of the library facilities.

12. Attached documents

I. Script of the lesson

II. Teachers note

III. Students note

13. Reasons for choice of media

The OMT's are available. These are easy to be taken to various places easily for conducting courses.

Poons
Feb. 6, 1980

B.D. Pandey

Name of the teacher preparing
the training package.

ag/

29/80

6/2/1980

**COURSE IN TRAINING METHODOLOGY & TECHNIQUES FOR
CO-OPERATIVE STAFF TRAINING, IN SOUTH-EAST ASIA**

15 January - 30 March, 1980

**Documentation and Information Services;
Techniques and systems with special reference
to cooperatives**

B. D. Pandey
Librarian & Documentation
Officer
ICR RJOEC

INTRODUCTION

Before we discuss the need and utility of documentation services, we would precisely deal with the purpose of a library, documentation, and information services. Documentation and information services are the extensions of library services. They are inter-related, in fact these are the stages to achieve the ultimate objective of a library, that is to make library reading material available to the readers in a quickest possible time. Documentation is an important tool to provide reference/information services to the readers, so to say it helps library to achieve its ultimate objective of serving the readers.

Laws of Library Science vis-vis inter-relationship between library and documentation services

All disciplines of knowledge have certain principles, certain laws which are guiding factors and help the discipline to achieve its ultimate objectives. Similarly, library or library science has its own laws. The laws/objectives of a library services are described in its best manner by Dr. S.R. Ragnathan the father of Library science in India. These are as follows:

1. Books (including all reading material in library) are for use
2. Every reader, his book
3. Every book its reader
4. Save the time of reader
5. Library is a growing organization,

Therefore all the activities carried out in library viz. procurement of documents, processing, cataloguing, classification, documentation, reference and information services are governed and guided by five laws of library science, with the motive of achieving its ultimate objective of serving the readers in most efficient manner.

What is document ?

Before we define documentation, let us first understand the document itself. There are various and comprehensive definitions of document, however, we will prefer to discuss a simple and easily understandable definition of a document. "Any writing whether printed, cyclostyled, typewritten or produced in any form which can be reproduced for further use".

Concept of documentation ?

There is no precise definition of documentation. However, the most accepted definitions are given by two scholars namely Paul Otlet and S.C. Bradford. Bradford definition is latest one, and has incorporated all components of Otlet's definition. Therefore we give below definition of Bradford.

"... the art of collecting, classifying, and making readily accessible the

- 3 -

records of all kinds of intellectual activity ... the process by which... is, put before the creative specialist the ~~existing~~^{existing} literature, bearing on the subject of his investigation, in order that he may ~~may~~ be fully aware of previous achievements in his subject, and thus be saved from the dissipation of his genius upon work already done."

Historical Evolution
of documentation -
The classical concept

1. The classical concept

In olden days the main place of availability of written information were libraries. The libraries were either the personal collection of individual scholars or attached with some educational and religious institutions. The access to the books that is knowledge was the privilege of the elite class of the society. With the invention of the printing machine the reading material could be multiplied, knowledge could reach to more and more people and with the liberal educational policies of governments and society the number of literate people went up rapidly. The upheaval in literacy gave birth to modern libraries. But ~~more~~^{more} collection of book in library was not sufficient, people expected more service from library that is how the modern concept of documentation and information emerged.

The modern concept & documentation - the need -

"The terms 'documentation' and 'information' have recently undergone a certain clarification with the emergence of documentation and information as a scientific discipline (also called information)." Therefore the concept of documentation and information services is of recent origin. It is simply an extended form of traditional librarianship. With the information explosion, it became a problem to lay hands on the current and retrospective information. The scholars and librarians thought for decades of how they could retrieve information which otherwise would remain in the heap of printed and other type of information generated. At the same time, the growth of information industry caused by the scientific approach to collection of information so rapid that a methodology to keep a constant watch on the information generated became necessary. Information so generated started playing a vital role in the socio-economic life of the countries. Today the ignorance of existing information means leaving the society much behind. The definite impact of the information on human life made it necessary to keep a systematic record of the information, and its quick retrieval to be needed. Hence the need for documentation and information services was felt and that is how the service was born.

Documentation services -

Services offered by documentation centre. Traditionally these include (but are not limited to) providing copies of the documents from its own store or elsewhere,

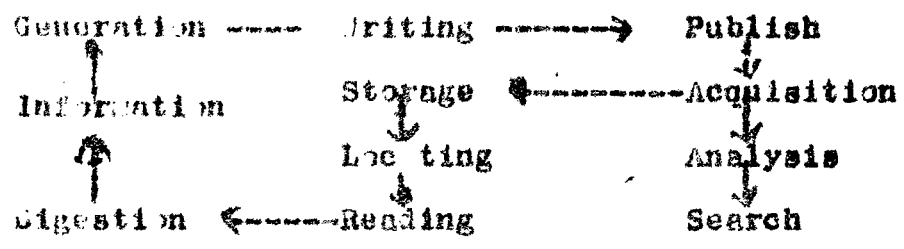
- 5 -

in original form or as photo copies, producing guides to the literature (index, abstracts, social bibliographies, union catalogues, list of holdings of others collection translations, reading list etc.) and exploiting the literature (publishing evaluative reviews, reporting the state of art of the subject, calling the attention of the competent authorities to gaps⁽⁷⁾ in the information in certain areas of the field and suggesting research or other work to fill in these gaps). Often research in documentation taken.

Library Documentation and Information and their inter-relationship -

As dealt earlier that library documentation and information are inter-related. These are the stages of information process. The following diagram may explain their inter-relationship in a better manner.

The chain of information process



What are documentation activities



(For diagram see Gupta's book page - 7)

sources of information

A document in any form can be a source of information

Types of documents

The types of documents are determined on the basis of the nature of content and form of presentation in documents,

Information scientists have divided the documents into three categories, namely

1. Primary : books, journals, reports, patents, thesis, trade literature, standards.

2. Secondary : Abstracting and indexing journals, citation indexes, subject bibliographies, reviews and surveys.

3. Tertiary : Guides, list of research in progress, bibliography of bibliographies. (for diagram see Guha's book page-37)

Identification needs of users

It is a general complaint that documentalists ignored the needs of the readers. They were more concerned with the documents and their bibliographical control. Several studies have been conducted to determine the needs of users. These studies are comprehensive, hence more useful for scientific and technical documentations, where in depth documentation is carried out. Keeping in view of limited subject coverage and clientele for cooperative documentation, we would stick to traditional methods of determining the users needs, that is library issue records the latest policies and programmes of the concerned organization with which the library is attached.

Nature of information needs -

1. Current approach
2. Every day approach
3. Exhaustive approach
4. Catching-up or brushing-up approach

Inform. Libn services and products - I

Information services fall into two broad categories I. Anticipatory documentation service and II. Responsive documentation service, that is a service rendered in response to specific request. They are also called active and passive documentation respectively. Therefore the library, documentation and information services should be organized in such a way that they can provide both types of services. (put here ticked diagram from Guha's book page 68-69.)

Nature and characteristics of the services and their collection -

Whether documentation services should be of current awareness or exhaustive depends upon the need and also the competents of the documentalist. For classification we compare their scope and nature which will help us to determine what kind of documentation services are needed for our organization. What is our capacity and competence, accordingly the service should be rendered.

Comparison of exhaustive and current approach

(for diagram see Guha's book page 76-77)

Method of presentation in current awarenesslist

(for diagram see Guha's book page 81)

Information services
and products - 2

Three factors should be kept in mind while designing of a documentation list. The service must meet the three approaches namely - current approach, exhaustive approach and catching up approach. All of them ultimately take the form of a bibliographical list. We have also keep in our mind that these are based on primary sources. Further frequency and coverage shall depend on the type of documentation. For example for current awareness coverage should be limited, but its frequency should be weekly or fortnightly. While abstracting it has to be exhaustive with more coverage, hence the duration of its frequency will be longer.

selective library-
service of information

In other words the service can be called the pin-pointed reference service. It more useful for scientific and technical institutions. For cooperative libraries this can be used in limited manner.

Organisation of
Information -

1. document description (and document representation)

The basic purpose of documentation, indexing, cataloguing etc. is to convey maximum information for the identification of location and indication of its information contents.

2. document representation by indexing (take diagram see Gupta's book page 118)

Organization of information - 2
(Indexing techniques)

Documentation should follow the same system of indexing as is being followed by the library for classification and cataloguing. For example the libraries following colles classification should follow Sagnathan's chain indexing.

Indexes - Types of
and their

- a. Bibliographic
- b. Subject
- c. Location
- a. Bibliographical detail means, title author, publisher, date and place of publication, number of illustration.
- b. Subject terms tells us in index language about the subject matter of the document.
- c. Location - indicate the places of availability of document.

Point of view in indexing -

It should include all important topics of the document.

Document structure in indexing

- 1. Vocabulary - minimum vocabulary
- 2. Minimal definition

Basic aspect of index presentation -

(Take diagram see Sengupta's book page 89).

Classification of indexing -

- It can be -
- 1. authorwise
 - 2. titlewise
 - 3. subjectwise,
 - 4. countrywise etc.

Abstracting

As a technique - First of all the abstractor must have knowledge about his audience.

- 1. citation
- ii. Abstract.

Types of the abstract

They can be divided into two parts -

1. Subject specialist
2. Others, having minimal interest on the Subject.

How to abstracting

At first stage

1. It must be well contained.
 - 1a. It should reveal essential of original document
- What abstractor should do -
1. Introductory portion should be read carefully.
 2. The authors abstract should be read carefully.
 3. Summary and conclusion should be read carefully.
 4. Then text should be scanned for methodology of work, dates and other information.

Second stage -

- is to organise ideas. The ideas should be organised as following sequence.
1. citation
 2. purpose
 3. methodology
 4. results
 5. conclusion
 6. special information

Types of abstracts

These are of two types -

1. Informative abstract
2. Indicative abstract.

1. An informative abstract (also called comprehensive abstract or abstract-synopsis) contains in an abridged form all the significant

- 11 -

findings or ideas contained in the original document. It is an adequate Institute. The average length of such abstract is about 200 to 300 words.

8. An indicative abstract (also called descriptive abstract or abstract-summary- indicates briefly the nature and scope of document. It only provides ques about the information content of the document, hence cannot serve the substitute of the original document.

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1. Information Resources in the Field of Cooperatives

1.1 Agencies generating information

1.1.1 Cooperatives; Cooperative colleges and cooperative sponsored organizations.

1.1.2 Government departments; governments institutes, inter-governmental organisation.

1.1.3 Universities and Universities Institutes.

1.1.4 Other research and educational organizations.

1.1.5 Individual authors/researchers.

2. Types of information

Books, Journals, Annual reports, Conference documents special and ad-hoc committee reports, souvenirs etc.

3. Cooperative documentation - Types-

Accession list, documentation list, indexes of articles, abstracts, digests, bibliographies, annotated bibliographies subject bibliographies, country bibliographies, authors bibliographies, cumulative library catalogue, research register, book reviews, etc.

4. Scope and Coverage

Cooperative documentation fall under the following categories of

1. current awareness service
2. Exhaustive service. They are current and retrospective.

5. Institution generating cooperative information

5.1. International Coverage;

ICA and its regional officers, ILO, FAO, COPAC, SCC, KF Internal department, Cooperative League of USA, Manchester, Cooperative Union etc.

-: 13 :-

5.2 National Coverage -

All apex level cooperative organisations and institutions .

6. Agencies producing documentation list

ICA its regional office, ILO, FAO, COPAC International Working Party of Cooperative Librarians and Documentation officers, and a few national level cooperative organisations and institutions.

Note :- For further detail please see

Lanning, A; Cooperative Information Sources,
ICA/CEMAS, London, 1978.

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International Cooperative Alliance
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43 Friends Colony, New Delhi-110065.

SITUATION OF COOPERATIVE TRAINING IN BANGLADESH

- Ali Ashraf Khan
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1.1 The institutional training on Cooperatives in Bangladesh began in 1949 when a residential training institute was set up by the Cooperative Department at Pubail (20 miles north of Dacca) for organising basic and refresher training for various field officers of the Department. In 1960 this institute was upgraded into a College, and was shifted to Dacca. In 1962 it was shifted to its own buildings at Kotbari in Comilla, about 60 miles east of Dacca. The College was so far imparting training mainly to Cooperative Departmental Officers and partly to employees and leaders of Cooperative Societies.

The College has six class-rooms, 72 participant places in its three-storeyed hostel, six teachers excluding the Principal and the Vice-Principal, and had been fulfilling annual training target of about 400 during the last 20 years. During 1980-81 the College has however been going ahead with a training target of about 1400, of whom 50% are management leaders and employees of national and intermediary-level Cooperative Societies and the remaining 50% are Cooperative Departmental Officers, for all of whom specific syllabi, as thoroughly revised in June 1980 have been introduced.

The subjects taught in the College are Cooperative Principles and history, Cooperatives in Bangladesh, Cooperative law and management, book-keeping and accountancy, audit, rural economy, extension and communication and occupation-specialisation topics. The training methods adopted are generally class-room lectures, individual exercises, group discussions, workshops and field-trips. The teaching aids used comprise black-boards, lesson-sheets, table charts, posters and manuals. Pre-training and post-training evaluation is conducted in respect of most of the groups of trainees.

There are eight Cooperative Zonal Institutes (CZI) and one Rural Development Training Institute (RDTI) in Bangladesh, which provide job training to employees of primary and intermediary-level cooperative as well as short orientation courses for office-bearers of primary societies. Refresher training of lower-level officers of the Cooperative Department and IRDP is also conducted there. These are residential institutes with an average of 30 participant places in their hostels. Each CZI is staffed with one Principal and only three instructors with no family accommodation facilities under it. The subjects taught in the institutes are more or less similar to these of the Cooperative College.

For training at the Cooperative College and Institutes, the trainees belonging to Cooperative Department are selected and financed by the Cooperative Department, while the selection and financing of non-government trainees like employees, office-bearers and management leaders of the Cooperatives are done by the concerned Cooperative Societies. All costs of women cooperators receiving training at the College and Zonal Institutes are of course met by the Government. It may be mentioned that the eight CZIs are run by the Government under direct supervision of the Cooperative College, while the RDTI is supervised by the Integrated Rural Development Programme (IRDP), which is a government agency of autonomous nature.

For local-level training of members and office-bearers of the primary Cooperatives, there exists, since mid-sixties, 55 Cooperative Peripatetic Units, each consisting of one Instructor and one Assistant Instructor, posted in 55 subdivisions, out of 71 subdivisions, in the country. These units organise 4-day training at primary societies level of the agricultural cooperative sector in collaboration with the District Cooperative Unions, and the training allowances paid by them to trainees are disbursed from the Education Fees raised by Central Cooperative Banks from investment of loans.

There are in Bangladesh about 90,000 cooperatives with (membership of about 5.5 million) office-bearers of about 720 thousand and paid employees of about 50 thousand who require continuous training. The total personnel in the employ of the Cooperative Department

and the IRDP are also around five thousand, whose training need is all the more important. In the context of the above training needs of about 775 thousand personnel, the annual training fulfilment of about 22,400 of the aforesaid three categories of institutions, as below, are very insignificant :

a) Bangladesh Cooperative College	:	1,400
b) Eight CZIs and one RDTI	:	3,000
c) 55 Cooperative Peripatetic Units	:	<u>18,000</u>
Total	:	22,400
		=====

For a number of bottlenecks and limitations, some of which are listed out below, the quality of training is not sometimes of reasonable standard :

- a) There is shortage of experienced and well trained teachers in the Cooperative College, Institutes and Units.
- b) There is dearth of funds and expertise for production of teaching aids and study materials as well as of equipment like projectors, etc. so necessary for institutional training.
- c) Physical facilities of the Cooperative training institutions for office-maintenance, field visits, class-cum-hostel accommodation, library, recreation, etc. are extremely poor and outdated.
- d) The meagre training allowances sanctioned by the Government coupled with the poor physical facilities attached with the institutions do not attract the right type of training-needy people to institutional training.
- e) Since the course-contents of the training institutions are sometimes devoid of pragmatic problems and empiric needs of the Movement (mainly for want of their survey/research activities) the whole training activity often turns theoretical, boring and ineffective.
- f) The national and district Cooperative Unions do not have adequate resources to organise training programme effectively or alternatively to assist the government sponsored training institutions in the shape of teaching aids, equipment or experts.
- g) Inadequacy of facilities for training of Cooperative trainers within or outside the Movement hampers the growth of Cooperative teaching profession.

There was practically no regular programme for training of professional cooperative teachers in Bangladesh within or outside the country. During the last 20 years, some seminars and workshops were however held in Bangladesh, mostly under joint sponsorship of the ICA ROEC and BJSU, for training of Cooperative teachers. A few government officials and non-government leaders associated with cooperative education and extension received training from various countries and under ICA fellowship programme. But these arrangements which were inadequate for building up professional expertise, had been availed of by a small fraction of the teaching personnel of the cooperative training institutions.

For the last four or five years, the Bangladesh Cooperative College has, in collaboration with the Bangladesh Rural Development Academy (BRDA), been organising teacher development courses for the faculty members of eight Cooperative Zonal Institutes and Instructors/ Assistant Instructors of 55 Cooperative Peripatetic Units. The teacher development programme is however fraught with a number of problems, of which the following are important :

- a) The College does not possess modern audio-visual aids and equipment to display their use and efficiency.
- b) There is want of expert knowledge, funds and material resources to equip the under-trainee trainers with the technical know-how of production and use of audio-visual aids.
- c) The teachers, on getting training at the College, cannot utilise their ideas and experiences in their respective institutions for lack of physical facilities, funds and resources there.
- d) The teachers of the College and CZIs which are posted from amongst Cooperative Departmental Officers have often been transferred outside the training institutions under routine orders. This hampers development of skill in the profession.

1.2 I teach book-keeping and accountancy for all courses of training organised at the College. It may be mentioned that the College does not organise any separate course specifically on book-keeping and accountancy for any particular group. Book-keeping and accountancy are more or less taught in most of the courses, wherein I take the responsibility of planning, preparing lesson-sheets and charts, conducting classes and making evaluations of trainees' performances with respect to book-keeping and accountancy.

2. I drafted the syllabi on book-keeping and accountancy for various courses, as revised by the College in 1980. While formulating the course-programme of the College by its academic council, for various clientele groups, I undertake to ascertain the number of classes in respect of my faculty, fix up the course-contents and plan other relevant events for smooth conduct of training on book-keeping and accountancy.

3.1 The training techniques adopted by the Cooperative College for classes on book-keeping and accountancy are mainly class-room lectures, group discussion and laboratory methods. For most of the classes, lesson-sheets written in simple Bengali are distributed to trainees, and charts, posters or sample forms are used to supplement the lessons. The trainees are sometimes put to exercises of solutions of problems. Wrong accounts sets are furnished to them for check up and correction. Field trips are sometimes arranged for study of procedures and practical problems of book-keeping and accountancy at the societies level.

3.2 Only a few kinds of audio-visual aids such as posters, table charts and chalk-boards are being used for training on book-keeping and accountancy in the College. These aids, which reinforce the knowledge and leave a lasting impression on the trainees, are least costly for production by the College.

3.3 I have not adopted case method or role-play technique for conducting courses on book-keeping accountancy, and as such I have no experience of the applicability or efficiency of these techniques in book-keeping and accountancy.

4. For conducting courses on book-keeping and accountancy at the College, I have used the following materials :

- a) Lesson-sheets.
- b) Table charts.
- c) Posters.
- d) Dummy accounts for correction.
- e) Proforma of account-books and registers.
- f) Home-task sheets of accounts.
- g) Reference books.

5. The following problems are being encountered by me in conducting courses on book-keeping and accountancy at the Bangladesh Cooperative College :

- a) There was so far no accounts manual for Cooperative Societies in the country, nor is there any training manual on book-keeping and accountancy for the Cooperative College.
- b) The College has very limited resources and expertise knowledge to produce and use charts, posters flannel/magnet boards, etc. in each class on book-keeping and accountancy.
- c) The College, which has no demonstration model Cooperative, is fraught with inadequate transport facilities necessary for organising study visits of trainees and evaluating the efficacy of accounts systems for improvement of its training methods.
- d) There is no facility in the College for display of slides, films, photographs, tape-recording and other modern aids for training on book-keeping and accountancy.
- e) I do not have any training in modern teaching methodology and in production and use of audio-visual aids so necessary for a professional teacher in cooperative institutional training.

6. I require training in teaching methodology and programme planning of educational activities as well as in production and use of various teaching aids/materials for organisation of courses on book-keeping and accountancy.

7. There is ample scope for improvement of training activities of the Bangladesh Cooperative College. This will call for a number of measures, of which the following are very urgent :-

- a) The teaching staff of the College should be strengthened with adequate specialised training in their respective faculties along with teaching methodology. The staff-strength and physical facilities of the CZIs should be restructured for higher training targets, so as to reduce the training load of the College to a reasonable level.
- b) The College should be provided with necessary equipment, funds and experts for regular production of various teaching aids and materials for use in the College and other Cooperative training institutions as well as for training of Cooperative teachers in the country.
- c) The government should be moved to provide for increasing physical facilities with respect to transport, class-cum-hostel accommodation, stationeries and contingencies, training allowances, library services, etc. for the College.
- d) An elaborate programme should be worked out and financed for preparation and publication of training manuals on various faculties/studies at the College.
- e) There is exigency for building up demonstration villages/cooperatives for study, research, survey and evaluation of various teaching methods therein, for improvement of training system of the College.
- f) The National Cooperative Union (BJSU) should build up its own resources and expertise for regular production of audio-visual aids and study materials so as to feed the cooperative educational services in the country.
- g) Since the government cannot afford to expand adequately for the Cooperative College and some aid-giving foreign/international agencies are interested to support Cooperative training activities, an effort should be made with a development project for obtaining assistance - financial and technical, from those benevolent agencies for improvement of training system of the College.
- h) There should be separate cadre services for Cooperative teachers, so that the teachers, on getting training and experiences, do not leave the profession to the frustration of the educational need of the Movement.

- i) Regular courses of certificate, diploma and degree for new entrants to the Movement should be introduced at the Cooperative College, and the Cooperative law should be amended so as to make it obligatory for employer - Cooperatives to give first preference to those certificate/diploma/degree holders for filling up of new/vacant situations.

As a matter of fact, a five-year project (1980-85) for 'Development of Cooperative College and Zonal Institutes' costing tk.85.00 million was submitted in May 1980 for improvement of Cooperative training system in the country. The project was processed upto the level of National Planning Commission but for financial stringency it has not yet been approved for implementation.

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A PROFILE OF COOPERATIVE TEACHERS
TRAINING IN INDIA - A SITUATION PAPER

- Dr. R.S. Kapuria
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The purpose of this paper is two-fold: on the one hand, it describes the situation of Cooperative Training in India with particular reference to the training of Cooperative Teachers, and on the other it gives a personal experience and problems encountered in carrying out various teaching assignments as Principal at one of the constituent training colleges under the aegis of the National Council for Cooperative Training.

I

1.1 Training Structure

There is a three-tier cooperative training structure in the country comprising the Vaikunth Mehta National Institute of Cooperative Management (VMNICM) for senior and key personnel; 16 Cooperative Training Colleges for intermediate level personnel; and 76 Cooperative Training Centres for junior personnel. The National Council for Cooperative Training (NCCT) is directly responsible for the implementation of training programmes at the National Institute and Training Colleges, while it provides academic support and guidance to the programmes at the junior level training centres under the administrative control of the State Cooperative Unions/State Governments.

(a) VMNICM : The Institute at Pune is the apex training and research Institute in the country, equipped with multi-sectoral and multi-disciplinary faculty. The Institute conducts a core course in Cooperative Business Management which has been recognised as a Post-Graduate Diploma Course. The course is of 38 weeks duration and is intended to develop conceptual and decision-making skills of executives and departmental officers through constant exposures to modern management concepts, methods and techniques. The programme divided into 3 semesters, suitably interspered with campus and practical training also provides specialisation in different sectors of the cooperative movement, viz. banking, marketing, consumers cooperation, cooperative law and administration. A 3-week Cooperative Executive Development

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Programme organised at the Institute provides an orientation in cooperative organisation, management and administration, cooperative development and the socio-economic environments in which the cooperatives function. The Institute also provides a variety of other management based courses to meet the sectoral requirements of the cooperative functionaries. Besides, seminars, workshops and conferences are also organised at the Institute which provide a forum to the executives and key personnel to discuss the managerial and operational problems.

(b) Cooperative Training Colleges : The 16 Cooperative Training Colleges (CTCs) meant for intermediate category of personnel, are located in different parts of the country. They offer 36 weeks' Higher Diploma Course (HDC) in Cooperation which deals with different facts of cooperative movement in the country. A condensed HDC is also conducted at selected colleges. Besides, the colleges also offer 9 other specialised diploma courses of varying duration for the personnel of industrial cooperatives, land development banks, cooperative audit, consumer cooperatives, marketing cooperatives, housing cooperatives, LAMPS as well as Urban Cooperative Banks. Apart from this, the colleges also organise short-term job-oriented/functional courses, as per the emerging needs.

(c) The 76 Cooperative Training Centres run by State Cooperative Unions/ State Governments, generally conduct Junior Basic Courses as well as specialised sectoral courses.

1.1(a) In order to meet the growing challenges of diversified and specialised training needs of various categories of executives and functionaries required to shoulder new and complex responsibilities in large and medium cooperative enterprises, it has become incumbent on the cooperative training complex that the faculty at the various cooperative training institutions is kept abreast of the latest techniques of modern management and are also trained at suitable intervals during their career in their respective fields of specialisation. It is necessary that faculty is continuously exposed to latest developments and techniques to equip them properly to meet the demand of the movement and develop specialisation.

1.2 In a way, the trainers' success depends on how efficiently the required information, knowledge and skills are transmitted from the trainer to the trainees. The basic pre-requisite for this is that the trainer himself must have a proper attitude in the direction the change is sought, besides possessing a thorough knowledge and experience in the subject to be handled by him. Besides being a person of proven worth and experience, he must also be well-conversant with the techniques of effective communication (contd. on next page)

-: 3 :-

with his audience who might not always be receptive. Often trainees are critical of trainers and brand them as theoreticians either because of certain gaps and imperfections in the trainers' knowledge and experience due to which class-room instructions lack the practical touch of the field and direct relevance to the trainees actual job situations, or because of deficiency in his communication skill. Ineffectiveness of trainers lead to credibility gaps which in turn may adversely affect the image of the entire training complex besides defeating the very purpose of training itself. It is, therefore, imperative that the trainers are continuously developed and kept up-to-date through appropriate faculty development programmes.

1.3 The Council with its prime responsibility of planning, organisation and monitoring of training of personnel of Cooperative Organisations had endeavoured to equip the faculty not only in the techniques of training but also to upgrade their knowledge and skills in the respective areas of their specialisation, so as to maintain proper standards of training and building competent trainers in the cooperative training complex. This has resulted to a large extent on the replacement of "Multi-Purpose Approach" by "Specialised Approach" for the development of the faculty on the basis of specialisation.

1.4 The need for specialisation was raised in the Principals Conference of Cooperative Training Colleges held in January 1977. The Conference endorsed the need to have specialisation of teaching faculty at the colleges and suggested that "to start with the core faculty at each college may be made up of five specialists for (i) Cooperation and Management, (ii) Credit and Banking, (iii) Law and Administration, (iv) Accounts and Audit, and (v) Non-Credit Cooperatives. For Sectoral Diploma Courses additional specialists, over and above the five core staff members, may be made available to each college, depending upon need to meet specific requirements of the sectoral courses placed at the College". To a limited extent, the Council has taken steps in this regard and two specialists in consumers cooperation have been placed at the four colleges, identified for regular training in Consumers Cooperation.

1.5 In its secretariat at New Delhi, the Council maintains a Register known as Trainers' Profile which contains bio-data of the trainers working at the National Institute and Colleges. Through this register the area of specialisation of each faculty member in which he has received training or requires training is identified. During 1979-80 the Council has completed the preparation of Trainers' Profile for Lecturers, Vice-Principals, Principals at Cooperative Training Colleges, Senior Lecturers; Readers and Professors at National Institute.

1.6 During the past years, a series of faculty development programmes have been organised by the National Institute of Rural Development, Hyderabad, Vaikunth Mehta National Institute of Cooperative Management, Pune, College of Agricultural Banking, Pune, Indian Institute of Management, Ahmedabad, National Cooperative Union of India, New Delhi and certain Cooperative Training Colleges and certain international agencies like ICA, FAO, ILO, etc. in which a number of trainers have since participated and developed their knowledge and skill through formal training programmes both in India and abroad. Besides, the faculty development process has also entailed, among others, (a) individual self-development of the faculty through study and research, leading to Ph.D.; (b) placement in live field situations as under-study; (c) deputation of the faculty in sister cooperative organisations; (d) writing of case studies/research articles; and (e) membership of study groups/items.

1.7 From 1975-76 to 1979-80, the Council sponsored faculty members and administrative staff for 31 faculty development programmes. Largest number of 9 officers each were deputed in 1975-76 and 1978-79. Seven officers were deputed during 1978-79, 6 officers were deputed during 1976-77 and only 2 were sponsored in the year 1977-78. Director, National Institute, Pune attended 4 programmes, Professors of the Institute 5 programmes, Secretary 2 programmes and Readers 5 programmes, Principals of Cooperative Training Colleges 3 programmes and 12 programmes were attended by Joint-Directors, Deputy Directors, Vice-Principals, Senior lecturers, lecturers and Administrative Officers of the NCCT. Besides training abroad, the faculty members are being trained in various faculty development programmes organised by various institutions in the country as also in the Trainers'

Training Programmes organised by the International Agencies like ICA, ILO MATCOM and National Level Business Federations like National Cooperative Development Corporation. During the same period, Principals and non-teaching staff were deputed to 54 programmes in which members of the staff including faculty and non-teaching staff were also deputed for various training programmes. Largest beneficiaries were lecturers, numbering 213 of Cooperative Training Colleges, followed by 22 Vic.-Principals, 16 Principals, 3 Senior Lecturers, One Reader, One Deputy Director, Director, National Institute, Pune also attended one such programme in 1979-80. The details of various training programmes and participation of faculty members and others in these programmes are given in Annexures-I and II.

1.8 After undergoing training in various programmes, there has been considerable improvement in the training methods and techniques used at the Cooperative Training Colleges. Since inception, our training units have been trying to achieve a harmonious blend of theory and practice by interspersing our training programmes suitably with campus practicals in the College Consumer Stores and field placement practical training. This was further enriched by associating field experts as guest and special lecturers and by organising work in adopted societies and cooperative stores. Participative teaching techniques like group discussion, panel discussion, role play, etc. were further intensified for greater involvement of trainees in the process of teaching and learning. After the audio-visual workshops, the use of audio-visual aids have received new impetus at the colleges, which led to better use of flannel graphs, films and film strips, charts, overhead transparencies. Teaching techniques like case methods, management games, role play, in-tray exercises, etc. also became more popular. Emphasis today is on management-oriented training. Through adoption of above participative methods, the participants are helped to develop in them decision-making skills, besides the skills of effective communication and motivation faculties.

II

1.2 Nature of training assignments being carried out e.g. courses in which training being done, subjects being taught, etc.

I joined the Cooperative Training College, Gauhati (Assam) in 1978 as Principal and carried out regular teaching assignment, particularly in

the Higher Diploma Course in Cooperation (36 weeks). The subject exclusively taught by me was "Principles and History of Cooperation and Planned Development" besides associating myself with the teaching of other subjects in two more Diploma Courses and several short-term functional courses on certain specific topics. I was also invited by the Assam State Cooperative Union on several occasions to deliver lectures at the Cooperative Training Centre, Gauhati to the participants of various training courses organised by the Union. During the period of my tenure at Cooperative Training College, Gauhati I was largely instrumental in motivating the faculty members to undertake research and case studies, particularly in relation to different types of cooperatives in the North-Eastern Region.

1.2(a) Two case studies, namely "Assam Cooperative Bell Metal and Utensils Manufacturing Society, Sarthebari" and "Chandarpur Gram Panchayat Samabay Sanity Limited" were conducted by me and my effort in this direction was supplemented by other members of the faculty who also undertook individual case studies and prepared research articles. All such case studies/research papers were subsequently published in the form of a mimeograph under the caption 'An Anthology of Case Studies and Materials'. Besides a paper titled "Family Welfare through Cooperative Education" was prepared by me and presented at the Workshop on Integration of Population and Family Welfare Education with Cooperative Education and Training Programmes organised by NCUI-ILO in 1979.

2. Contributions made in the formulation of course programmes

2.1 My contribution in the field of formulation of course programmes at the College was chiefly in the nature of assisting the course coordinator/faculty members in the preparation of basic outlines and contents for different short-term functional courses. In this process, the requirements of the sponsoring institutions were kept in view so as to make the training programmes more purposive and meaningful for their employees. Every care was, however, taken that maximum coverage should be given to the course content during their period available, say two or three weeks, for the purpose.

3. Training Techniques used with some details of experience derived

3.1 Various teaching techniques adopted in the class were, namely (a) Lecture-cum-discussion; (b) group discussion; (c) case studies; (d) practical training in adopted societies; and (e) to a limited extent role-play. On the whole, my experience in the use of various teaching techniques was satisfactory. In a way, these methods have helped in ensuring active participation of trainees leading to better understanding of the subject-matter and developing in them the art of critical appreciation. The lecture-cum-discussion method is considered to be primitive when modern techniques have developed, yet the usefulness of this method cannot be denied as it is perhaps the most common method with the trainers. However, other methods are equally important in the context of changing training concept and diversified nature of the Cooperative Movement.

3.2 Use of Audio-Visual Aids

The 16mm sound projector and 35mm film strip projector are being used by the college. An overhead projector has also been provided to the college for showing films on cooperatives to the trainees of different courses. The college has no films, films strips and slides to be used and integrating the same with the coverage of the syllabus. However, certain films are obtained on loan from ICA ROEC and Assam State Cooperative Union and are being exhibited in the college at regular intervals for the benefit of the trainees. The impact of such audio-visual aids on the trainees for better understanding of the working of different types of cooperatives in India and abroad has been tremendous and much to their advantage. However, the financial constraints in not having films transparencies, flip charts, etc. of its own at the college have been the sole factor in using the audio-visual aids equipments only in a limited way.

3.3 Use of Case Method and Role Play Technique

Both the case method and role play technique were used but only occasionally. The dearth of case studies available on different topics was the single factor for limited use of this method. Besides, it was not possible to teach all the topics through case study method. My experience in this regard has been that case studies are the most efficacious tools in the

hands of the trainers which serve as a very useful means of identifying field problems, whose critical analysis may yield logical conclusions. Through them, the trainees can develop an understanding and appreciation of the problems, situations and solutions in evaluating the performance of cooperatives at different levels.

4. Details of training material used

The following types of training materials were used in the class-room: (a) synoptic notes of lectures prepared by me and distributed to the trainees in advance; (b) case studies in a limited way; (c) circulation of latest reports and important studies to the trainees; (d) use of charts and graphs; and (e) posters and statistical boards, etc.

5. Problems encountered in teaching work

The trainees admitted to various diploma and short-term functional courses were from different States/Union Territories of the North-East Region. Their heterogeneous background, ability and different levels of understanding coupled with the inadequate knowledge of the English language on the part of most students which was the medium of instruction at the College, posed the problem of approach and methodology for the trainer in dealing with them in the class. The communication gap was too wide and at times insurmountable when the majority of the trainees were not English knowing. In such cases, local experts were invited to deliver lectures in the regional languages. Besides, the lack of technical skill and competence to handle sophisticated equipments, e.g. overhead projectors and the absence of standard text-books in the regional language and dearth of literature prepared to suit the specific needs of training were some of the major constraints as a trainer.

6. Areas in which training skill required

There are certain areas in which I need specific training for example: (a) skill and technical competence in the operation of audio-visual aids and equipments; and (b) modern techniques of evaluation of training courses for assessing the effectiveness of the programmes.

-: 9 :-

7. Suggestions for Improvement of training activities

The following are a few suggestions for improvement of training activities in the College.

- (a) The competence of the faculty is of utmost importance both in theory and practice of Cooperation. Since the concepts and practices are continuously changing, the faculty needs continuous development. Besides, actual work-experience may be of great advantage to the faculty in imparting job-oriented training. The faculty members should be in touch with the various types of cooperative institutions so that they have the knowledge of the objectives, functions, policies, procedures and management operations of these institutions.
- (b) Systematic conduct of operational research and studies of field problems, may greatly help the trainees in constantly developing their knowledge and experience besides making available a lot of rich training material. This will definitely help in reinforcing the strength and effectiveness of training.
- (c) There is need for greater stress on participative techniques of training, production of suitable training material and specialisation of the faculty in the use of modern training techniques appropriate to the instructional objectives.
- (d) The literature on Cooperation is mostly available in English. It is equally important that the existing literature on Cooperation is suitably translated into the regional language and made available to the trainees and faculty members.

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6. Follow-up Ryugyok Programme for Cooperative Teachers (Los Baños, Philippines)

7. Course in Training Methodology & Teaching Techniques (Sweden)

1972-73

8. Course in Training Methodology for Training of Cooperative Committee Member Asia (ILO, CENTRAS Turin, Italy) 7.5.79 to 20.5.79

9. II Meeting of South East Asian Specialists Group on Coop. Training (SSEASPECT) South Republic of Korea.

3. XVII Course for Coop. Officials from the Development Countries (ICU Dresden, G.D.R.) 23.7.79 to 13.12.79

4. Special Course in Training Methods for Management (ICU, Loughborough)

5. Consumers Cooperative (Individual Fellowship Study Tour) (1.10.79 to N.A.), Sweden, London.

6. 6th Open Asian Conference on Cooperative Movement Malaysia (26.11.79 to 30.11.79)

7. Regional Symposium for Setting Effective Cooperative Training Policy and Standards in Asian Countries at Chiangmai, Thailand (3.12.79 to 8.12.79).

FACULTY DEVELOPMENT PROGRAMME - DURING COURSE 1973-76 to 1974-76

| Sl. No. | Name of the Programme | Director | Prof. Head | Asst. Prof. Head | Jr. Asst. Prof. | Sr. Lect. | Asst. Lect. | Vice-Principal | Lecturer | Research Officer | Others |
|---------|---|----------|------------|------------------|-----------------|-----------|-------------|----------------|----------|------------------|--------|
| 1 | General Manager's Course (M.I., Pune) | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2 | Faculty Development Programme for newly recruited lecturers of Coop. Eng. Colleges. (M.I., Pune) | | | | | | | | | | |
| 3 | Faculty Development Programme in Management for lecturers on Coop. Eng. Colleges (M.I., Pune) | | | | | | | | 3 | 9 | |
| 4 | Faculty Development Programme in Industrial Coop. for the lecturers of Coop. Eng. Colleges (M.I., Pune) | | | | | | | | | 3 | |
| 5 | Short Term Course on Teaching Methodology (M.I., D. Hyderabad) 29.4.76 to 20.5.76 | | | | | | | | | 11 | 1 |
| 6 | Workshop on Coop. Law (Coop. Eng. College, Dehradun) 7.6.76 to 15.6.76 | | | | | | | | 5 | 11 | |
| 7 | Faculty Development Programme in Budgeting, Accounting & Management information (M.I., Pune) 1.6.76 to 6.6.76 | | | | | | | | | 9 | |

General Manager's Course (M.I., Pune)

2. Faculty Development Programme for newly recruited lecturers of Coop. Eng. Colleges. (M.I., Pune)

3. Faculty Development Programme in Management for lecturers on Coop. Eng. Colleges (M.I., Pune)

4. Faculty Development Programme in Industrial Coop. for the lecturers of Coop. Eng. Colleges (M.I., Pune)

5. Short Term Course on Teaching Methodology (M.I., D. Hyderabad) 29.4.76 to 20.5.76

6. Workshop on Coop. Law (Coop. Eng. College, Dehradun) 7.6.76 to 15.6.76

7. Faculty Development Programme in Budgeting, Accounting & Management information (M.I., Pune) 1.6.76 to 6.6.76

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|--|----|----|----|----|----|----|----|----|----|-----|-----|-----|-------------------------|
| 4. Faculty Development Programme in Economic, Purchase, Supply and Inventory Management (N.I., Pune) 24.5.76 to 1.6.76 | - | - | - | - | - | - | - | - | - | 2 | 10 | - | - |
| 5. Faculty Development Programme in credit, Banking & Financial Management (N.I., Pune) 16.6.76 to 30.8.76 | - | - | - | - | - | - | - | - | - | 4 | 8 | - | - |
| 6. Trg. of Managerial staff of Advtel, Coop. Societies (N.I., Pune) 15.7.76 to 7.8.76 | - | - | - | - | - | - | - | - | - | - | 1 | - | - |
| 7. Management programme for Fineries Coops. (N.I., Pune) 19.7.76 to 31.7.76 | - | - | - | - | - | - | - | - | - | - | 5 | - | - |
| 8. H.D.C. (Condensers) Jettus, Channarguth
1.8.76 to 1.12.76
15.7.76 to 17.11.76 | - | - | - | - | - | - | - | - | - | - | - | - | 1 P.A.
1 Accountant |
| III
1977-78
An Orientation Course in teaching in Trg. Methods (N.I.C.D. Hyderabad) 16.5.77 to 28.5.77 | - | - | - | - | - | - | - | - | - | 1 | 11 | - | - |
| 2. Orientation Course in Coop. Dairy Management (N.I., Pune) 6.6.77 to 3.6.77 | - | - | - | - | - | - | - | - | - | 2 | 6 | - | - |
| 3. Orientation Course for the Librarians of the Coop. Trg. Colleges (I.O.A. N. Delhi) 13.6.77 to 25.6.77 | - | - | - | - | - | - | - | - | - | - | - | - | 1 P.A.
14 Librarians |

| | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
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| 11. | | | | | | | | | | | 1 Stereo-grapher |
| 12. | | | | | | | | | | | 1 Asst. Instr. |
| 13. | | | | | | | | | | | |
| 14. | | | | | | | | | | | |

4. Basic Course on Research Methodology (NICD, Hyderabad) (20.6.77 to 8.7.77)

5. Consumers Cooperation (Cooperative Training College, Madras) (28.11.77 to 17.12.77)

6. Programme in Credit and Financial Management for Co-op. Bank Executives (National Institute) (9.1.78 to 14.1.78)

7. Faculty Development Programme on Successful Management needs - good Public relations (Instt. of Public Relations Management, Madras) (30.1.78 to 31.1.78)

8. Teaching Techniques & Training Methodology (National Institute, Pune)

9. Course on Rural Credit with a focus on Integrated Rural Development (N.I.C.D., Hyderabad)

10. Programme in Management Accounting

11. Higher Diploma in Cooperation (Condensed), Cooperative Training College, Patna (16.8.77 to 19.12.77)

12. Office Management (SIET, Institute, Hyderabad) (29.9.77 to 17.9.77)

13. National Cadre Development Working

14. Aims of Agricultural Development, H.I.C.D., Hyderabad (10 days)

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| <u>1979-80</u> | | | | | | | | | | | | | |
| 1. Course on Training Methodology and Techniques - follow up workshop (I.I.K., Hyderabad) 8.4.79 to 5.5.79. | - | 1 | - | - | - | - | - | - | - | - | - | - | - |
| 2. Workshop on Audio-Visual Methods, National Institute, Pune (4.5.79 to 21.5.79) | - | - | - | - | - | - | - | - | - | - | 12 | - | - |
| 3. Course on Training Methodology in N.I.R.D., Hyderabad (21.5.79 to 2.6.79) | - | - | - | - | - | - | - | - | - | - | 7 | - | - |
| 4. Program on Methodology of Rural Social Research (4.6.79 to 21.6.79) | - | - | - | - | - | - | - | - | - | - | - | 1 | - |
| 5. Research Methodology Course, National Institute, Pune (4.6.79 to 21.6.79) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 6. SEVIC, National Institute, Pune (4.6.79 to 9.6.79) | - | - | - | - | - | 1 | - | - | - | - | - | - | - |
| 7. Programme for Managers of Agricultural Cooperatives (National Institute/A.I.C.C.I., Pune) | - | - | - | - | - | - | - | - | - | - | - | 4 | - |
| 8. Workshop on Integration of Development Programme Family Planning with Cooperative Education & Planning (ILO in Collaboration with ICL) (15.10.79 to 15.12.79) | - | - | - | - | - | 3 | - | - | - | - | - | - | - |
| 9. National Workshop on Case Writing (National Institute, Pune) 26.11.79 to 14.12.79 | - | - | - | - | - | - | - | - | - | - | - | 10 | 1 |
| 10. Workshop on Diploma Course in Cooperative Marketing - Cooperative Training College, Bangalore (13.12.79 to 21.12.79) | - | - | - | - | - | 2 | - | - | - | - | - | 3 | - |

International Cooperative Alliance
Regional Office & Education Centre
for South-East Asia, "Bonow House",
43 Friends Colony, New Delhi-110065.

COOPERATIVE EDUCATION AND TRAINING IN INDONESIA

- R.M. Ramudi Ariffin
Cooperative College
Bandung, Indonesia.

I. Whole Information

As between 1960 - 1966 the cooperatives in Indonesia was depicts and contravention of the genuine cooperative principles. They were not able to perform their function as economic units. Since 1967 until now, the government steps taken to correction about the cooperative policy of the past and returning it into the real function as economic institutions, not placed as a political means again.

Together with the political changes in the cooperative existence, education and training in the field of most economics and business was programmed by the government. The objectives of the education and training to step on ability in management and business knowledge.

Immediately, the problems to be found soon that the education and training materials in cooperative scientific not to expand as expected. Almost the education and training materials taken from full economics scientific, namely, the liberalism theories of economics. At the whole opinion of cooperative sectors to^{be} considered that the economics theories not all agreed by the cooperative principles. But besides that, at recent times the government was working hard to promote the cooperatives become viable and able to function as economic units. The economic units it means ability of rural community by uniting and extending the activities in food supply, handicrafts, fishery, cattle breeding, credit, etc. Nevertheless although generally the role of cooperatives in production sectors is still limited.

Education and training programmes of the cooperatives accompanied by improvement of organisational structure included to strengthen itself in stabilisation of the primary cooperatives as a basis, to integrate its activities of several organisation tiers to influence not only micro-economic, but also to influence macro-economic. The programmes mostly taken by the government responsibility.

In most cases as I found in cooperative education and training were participated by the board of cooperatives, on the whole they were minimum basic education background, made the situation of learning process so slowly movement.

Whenever I took study cases for solution by the participants, they were looked like so difficult to solve it. The cases usually I used about how to carry over banking credit to maximisation cooperative business benefit to their members.

Subjects being taught surroundings about capitalisation, for example financial planning or how to use of money best. Usually I did not use of the audio-visual aids for illustration all of study cases, except I have shown them several tables or mathematical approaches. That is the main problems, how to give of the training materials to the participants which low basic education background, so simply and easy to except by them. Then, on the other hand cooperative education and training would be continued to assure the supply of management and business employees for handling of such a growth and can be taken over on a basis of self help and self activities.

II. The Cooperative College in Indonesia

In Indonesia there are two cooperative colleges. One has set up in West Java and the other one in South Sulawesi. The students come from all the parts of provinces.

The students of the Cooperative College, which I have to fulfill a duty since four and half years ago, came from Sumatra, Central Java, East Java and other east lands of Indonesia.

The two colleges to established by cooperative institutions, not by the government desire. That is why its classification like as private education sector. But at recent times the government more to promote the cooperative college become viable and able to function as cooperative education institution.

In case the cooperative college still perform like an academy it has three years study classes. The students graduated in bachelor, with support from the government in the coming years the Cooperative College were planned extending as a cooperative institute and will have five years study classes and graduated in scholar.

The students to take on three subjects learn the first year set in preparation class, 2nd year in candidate class and the 3rd year in bachelorcat class.

The contents of the subjects teaching to put on two module, that are the obliged subjects and the main subjects.

- A. The obliged subjects are as follows :-
1. Basic idealism
 - a) Constitution/basic principles.
 - b) Religious
 - c) Cooperative principles

2. General stadium :
 - a) Sociology
 - b) Demography
 - c) Business and fiscal law
 - d) Agro-economics
 - e) Monetary & Banking
 - f) Economics development

 3. Subject tools :
 - a) Language (Indonesia & English)
 - b) Mathematics
 - c) Statistics
 - d) Research methodology

 - B. The main subjects are as follows :
 1. Basic theories :
 - a) Introduction to economics
 - b) General business management
 - c) Micro economics
 - d) Organisation & administration
 - e) Cooperative organisation
 - f) Accounting
 - g) Calculation

 2. Application theories :
 - a) Cooperative management
 - b) Capitalisation
 - c) Marketing management
 - d) Production management
 - e) Cost accounting
 - f) Auditing
 - g) Accounting management
 - h) Rural development
- (about my subject taught, please see point B-1(c).)

Several problems in my teaching work are as follows :-

1. The students looked like relatively difficult to understand of the education materials, because they came from different high school graduated. That is the reason why the students cannot finish of their study on time.
2. Most of the teachers, including myself, have a little experience and limited teaching methodology.
3. In several times, whenever I was taken as a trainer in several training programmes, were participated by the boards or members of cooperatives in which they have minimum basic education background, made the situation of learning process so slowly movement.

In the following programme of ICA I want guidances to carry out the problems.

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THE SITUATION OF COOPERATIVE TRAINING IN KOREA

by

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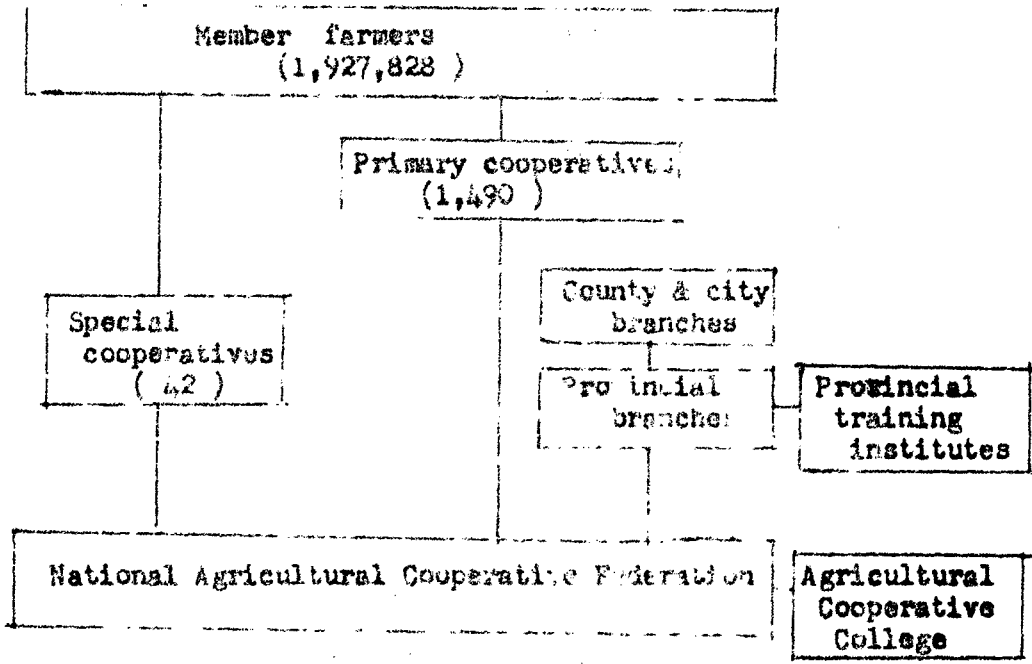
FOR

FELLOWSHIP PROGRAMME FOR COOPERATIVE TEACHERS
India - 2nd February to 15th March, 1981 (Part-I)
Sri Lanka - 16th March to 30th April, 1981 (Part-II)

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre for South-East Asia
"Bonow House" 43, Friends Colony, New Delhi-110065

1. The agricultural cooperatives had been organized at three levels from 1961 to 1980: primary cooperatives at the township level, county cooperatives at the county level, and the federation at the national level. On the other hand, they are classified into multipurpose types and single-purpose types.

In January 1981, the county level multipurpose cooperatives were merged into the national federation, and livestock cooperatives of the single-purpose cooperatives organized their own national federation. The National Agricultural Cooperative Federation (NACF) organized with primary cooperatives and special cooperatives has the head office in Seoul, provincial branches and more than 200 branches in cities and counties.



NACF has Agricultural Cooperative College at national level and 5 provincial training institutes. In 1980, the Central Training Institute which had been operated for 20 years was merged into Agricultural Cooperative College in the same campus.

The college has two functions of in-service training for staff members of agricultural cooperatives and two-year college for high school graduates.

In in-service training program, there are many courses: orientation course for newly-employed staff members of the NACF, refresher course for clerk-level staff members, middle management course for managers of primary cooperatives and assistant division chiefs of the NACF, and top management course for presidents of primary cooperatives and general managers of NACF head and branch offices.

The 2-year college aims at educating students so that they can contribute to the development of agricultural cooperative as rural pioneers in terms of both theories and practices. The applicants for admission into the college are required to be high school graduates as son of member farmers recommended by the presidents of agricultural cooperatives.

The provincial training institutes provide the training programs mainly for the staff members and member farmers of the primary cooperatives.

I belong to the in-service training department of Agricultural al Cooperative College as a full-time professor. I have taught Agricultural Marketing in various training courses of the college since 1977.

2. The curriculum of each training course are formulated in the meeting of professors. The contents or syllabus of each subject is designed by the professor in charge. I have prepared the text book of my subject and cases on marketing to be used in the group discussion.

3. Most of training programs are extended with lectures according to the text book prepared in advance. I have usually used the over-head projector during the lecture. In case of explaining the marketing process through the cooperative channel, a set of slides can be shown.

The college has several film projectors and a VTR set. But the VTR is never used in the training programs yet.

The case method is often applied in the group discussion. It is more effective than normal lecture. But the application of case method is on the beginning stage in the college. Because case method can not be applied for the class of 50 participants and the number of cases is not sufficient for each subject. The instructors as well as trainees are not familiar with the case method.

Role play method has never been applied for the training programs in the college. I think that this method would be developed with VTR system.

4. The contents of the text book on Agricultural Marketing for one of training courses are as follows:

- (a) Basic theory on agricultural marketing
- (b) Situation of cooperative marketing
- (c) Marketing channel of agricultural cooperatives
- (d) Marketing methods
- (e) Marketing center operation
- (f) Marketing procedures

5. There are several problems encountered in my teaching work.

(a) The participative teaching method can not be applied to the class of 50- 70 participants. The number of participants to be trained is too many to organize the small classes.

(b) The case method can not be applied to every course. due to lack of cases which were developed in the college. Many cases of training purpose for each subject should be developed in the future.

(c) Most of teachers are not familiar with the various effective training methods and teaching techniques such as case method, role play, use of audio-visual aids and so on.

6. It can be said that I need training on the following training methods and teaching techniques for our teaching ability.

- (a) Advanced training methods
- (b) Case writing and case method
- (c) Designing training package
- (d) Use of audio-visual aids.

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February 9, 1981

SITUATION OF COOPERATIVE TRAINING IN THE PHILIPPINES

- Efren V. Perlas
Coop. Training Centre
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Brief Background

In the Philippines we have the cooperative law called "Strengthening the Cooperative Movement" - Presidential Decree No. 175. This law was signed by President Marcos on 14th April 1973 and repealed 'Republic' Act 2023 and a new cooperative programme was introduced. Under this law a new government agency was created to supervise the cooperatives called Bureau of Cooperatives Development under the Ministry of Local Government and Community Development. Recently it has been transferred to the Ministry of Agriculture. In this Bureau there is a division called Education and Training Division which takes care of training.

In short, cooperatives are still young and have not fully grown. Nevertheless, some cooperatives of different types organised before Presidential Decree No.175 continued to exist and grow, and some died a natural death. Most of these cooperatives are credit and consumer cooperatives initiated by the private sector. Some of these primary cooperatives have organised themselves according to the geographical location, their respective training centres are as follows:

1. Southern Philippines Educational Cooperative Centre (SPECC)
2. Visayas Cooperative Training Centre (VICTO)
3. Bicol Cooperative Training Centre (BCTC)
4. Tagalog Cooperative Training Centre (TAGCOTEC)
5. Northern Luzon Cooperative Education & Development Centre (NORLUCEDEC)

These training centres form the NAJCCO - National Association of Training Centres for Cooperatives. They offer courses on :

1. Leadership Development Course.
2. Basic Cooperative Management Course.
3. Consumer Cooperative Management Course.
4. Credit Union Management Course.
5. Staff Development Course.
6. Personnel Management.
7. Cooperative Lending Seminar.
8. Credit & Collection Management.
9. Cooperative Auditing, Book-Keeping.
10. Financial Management.
11. Budgeting.
12. Seminar of Board of Directors.
13. Trainer's Training.
14. Audio-Visual Aids for Cooperative Communication and other Courses relevant to the area.

I am closely working in our provincial association of cooperatives called Abra Cooperative Development Centre which is affiliated to the NORLUCEDDEC. I give lectures on cooperatives particularly to the members and officers of our primaries. I sometimes assist the NORLUCEDDEC in their seminars. During the seminars, we use case method, workshop method and lecture method. In our experience, the case method was very effective particularly in seminars for managers and presidents. Everybody participate and the discussion is lively. In our province we are planning to use the slide and sound for the rural folks.

Problems

1. As a field worker/trainer on Cooperatives - when we invite officers for seminars, only very few come. They have too many reasons such as they have to go to the fields, plough and harvest or some are government employees; cannot just absent themselves.
2. Cooperatives cannot shoulder registration fees.

3. Most people have no interest on cooperatives.
4. The learning capacity of the rural people is very slow.
5. Lack of dedicated leaders.
6. Lack of funds for training centres.

I would need training to improve my skill in preparation of :

- Audio-visual aids,
- Preparation of slide and sound, and
- Modern teaching techniques.

I would strongly suggest that participants in the seminars conducted by the training centres should continue communication to the training staff so that the staff could see in some way the work of the trainees. On the other hand the staff can see where they failed.

N.B.: I am not in a position to make a detailed report on the government sector as I am coming from the private sector.

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vn/

TRAINING OF COOPERATIVE TEACHERS IN SRI LANKA

by

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FOR

FELLOWSHIP PROGRAMME FOR COOPERATIVE TEACHERS
India - 2nd Feb. to 15th March 1981 (Part-I)
Sri Lanka - 16th March to 30th April 1981 (Part-II)

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre for South-East Asia
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ICA/TTP

Fellowship Programme for Co-operative Teachers (1981)
 New Delhi, India - 2nd February-15th March 1981 (Part I)
 and Colombo, Sri Lanka - 16th March-30th April 1981 (Part II)

Background Paper on Training of Co-operative
 Teachers in Sri Lanka

1. Description of Co-operative Training in Sri Lanka

1.1 Historical Background

The beginning of the Co-operative Movement in Sri Lanka can be traced back to the year 1906, when a society was formed to meet the credit requirements of rural farmers. At subsequent stages, societies were formed either on government initiative or directive. There were no paid employees except in the case of a few provincial and agricultural banks until the co-operative store societies were formed in 1942. There were no institutional arrangements for co-operative education. Training was confined to ordinary members, committee members and government co-operative officers.

The following were basically the methods employed for training:

1. Annual co-operative conferences
2. Study tours to India particularly and other countries (this training was specially meant for government officers)
3. Inspectors' participation in general meetings of co-ops
4. Printed matter (booklets and pamphlets)
5. Seminars

The Registrar of Co-operative Societies, his assistants along with honorary supervisors functioned as instructors.

1.2 The beginnings of Regular Training

With the increase in the number of co-operative officers recruited yearly and the expansion of the movement, the need for regular cooperative training was felt. The School of Co-operation thus came into being in 1943. Employees training, however, was undertaken by the School only in November 1950 with the recruitment of a lecturer in Salesmanship and Business Methods. A correspondence Course too was started as a general course for all categories of employees. The main subject of the course was book-keeping. Initially, the duration of the course was one month but this was increased to 2½ months in 1952. Classroom lectures and practical training were the two methods employed.

Again in 1954, the duration of the training period was increased to 3 months. The subjects taught were Co-operation, Co-operative Law, Business Methods and Accountancy. Training given was more of a theoretical nature and the Principal of the School of Co-operation had this to say about these shortcomings: "We realise the importance of giving a practical bias to the course of training". (School of Co-operation administrative Report 1953). Accordingly, practical training was introduced and the trainees were exposed to practical situation in the societies in the vicinity.

The participation in the training course was very poor. The number being 40 in 1953 in spite of the fact that the number of stores societies had increased to 4,000.

was An advance course for the training of staff in co-operative societies started in 1954 and the subjects of the course were: Co-operation, Book keeping, Accounts, Principles of Economics, Co-operation and General Law, Salesmanship and Business Organisation. This course, which was called a Diploma Course in Co-operation was of one year's duration and the medium of instruction was English.

The following problems were experienced by the trainees from the early stages:

- There were no residential facilities available at the School
- Employees were not paid any salaries during the training period
- Contribution of training to enhanced career prospects after training was negligible
- Job opportunities were not available in the societies to non-employees who had received training
- Training did not contribute to increased job satisfaction as there was little relation between training received and actual job requirements.

With the establishment of multi-purpose co-operative societies in 1955, a crash programme for the training of managers of the newly formed multi purpose co-operative societies was undertaken by the School of Co-operation. The training was of 3 months' duration. A significant development in Sri Lanka Co-operative Movement was the institution of the Co-operative Federation of Ceylon in 1955. The Federation, however, did not undertake regular staff training until 1960. In the meantime the School of Co-operation standardised its regular courses. This took place in 1957. The standardisation resulted on the introduction of 2 regular training courses for co-operative employees, namely:

- The Co-operative Employees Certificate (OL) 4 months
- The Co-operative Employees Certificate (Junior Level) 2 months. This course was also available as a weekend course.

An advance Course called Co-operative Employees (Higher Level) Certificate course was introduced subsequently and the duration of this course was 6 months.

1.3 Decentralisation

The unexpected increase in the number of employees gave rise to the need for decentralisation of employee training. The establishment of the 24 co-operative education centres in the districts (now 26) by the Co-operative Federation for the purpose of conducting junior level and ordinary level training marked the beginning of decentralisation of co-operative staff training. Later the co-operative employees (higher level) certificates course too was introduced in Jaffna, Kandy, Colombo (1972), Galle (1973) and Batticaloa (1974). The Batticaloa district co-operative education centre, however, had to discontinue its higher level course due to shortage of trainees.

The higher level course at the Kandy Centre was conducted by the School of Co-operation at Polgolla. This course too was handed over back to the NCC in 1979 (the successor to the Co-operative Federation).

However, the School continues to administer authority on regular courses in three ways:

- a. Curriculum development
- b. Conduct of examination and issue of certificates
- c. Execution of any changes in the system

1.4 Institutional Arrangements at Present

Following institutions provide training in co-operative employees and prospective employees:

- a. National Co-operative Council of Sri Lanka
- b. School of Co-operation
- c. Co-operative Management Services Centre

a. National Co-operative Council

26 The NCC which is the successor to the Co-operative Federation of Ceylon functions as the main organisation which deals with regular and adhoc employee training. The NCC conducts its educational programmes through district level co-operative education centres and the central education section of the NCC.

Following regular courses are conducted by the NCC:

- Co-operative Employees Junior Level Certificate Course (correspondence course)
- Co-operative Employees Ordinary Level Certificate Course (institutional and correspondence)
- Co-operative Employees Advanced Level Certificate Course (institutional)

Examinations for these courses are conducted by the School of Co-operation and certificates are also issued by the School.

In addition to these regular courses, the NCC district co-operative education centres organise ad hoc courses for training of co-operative employees and board members. These seminars are limited to one-day or two-day sessions. There are no pre-determined and designed seminars, but incidental ones are organised at the request of societies - main emphasis on current problems of various aspects of management of co-operatives. Very often these seminars are assisted by specialist educators from outside, in addition to the NCC staff.

The NCC also engages itself in co-operative member education activities, leadership training forms one aspect of the activities.

Thus the NCC has the ordinary members, co-operative leaders and employees as its main target groups for training and education. In the satisfactory fulfilment of the training needs of these target groups the NCC seems to be handicapped in regard to finances, trained personnel and other facilities.

The NCC has the following staff to carry out its training and education Programmes:

- General Secretary
- Assistant Secretary
- 8 Staff Officers
- 33 District Secretaries
- 31 Education Assistants

The supporting staff includes two film projector operators, two photographers, two editors and office staff.

An informal coordinating committee of the NCC functioned during the period 1975-1977 which assisted the NCC on such matters as publication of teaching material, publicity and formulation of co-operative member education programme. The committee ceased to function after 1977.

b. School of Co-operation

The School of Co-operation which functions under the Department of Cooperative Development, engages in ad hoc training programmes for Co-operative employees. The School gives priority however, for training of co-operative officers and other government officers.

Annual work programme of the School is decided by the CCD & RCS. Sometimes, this programme is revised on the priorities decided by the CCD. Member education programmes were also conducted by the School in 1940s and 50s. An Assistant Commissioner who was placed in the School carried out members education programmes and publicity work. This activity was handed over to the Co-operative Federation when it was formed in 1955 although some work had been done by an Assistant Commissioner (extension) in Colombo.

The volume of co-operative education activity of the School increased when the Extension Unit of the Department was brought to the School. The Government's policy of democratisation of co-operatives recently gave rise to the need for the education of co-operative members. The School, therefore, has launched an Island-wide member education programme. The education drive, which is centralised at the School is assisted by the NCC and the Department. The strategy employed is publicity and propaganda drives, formal study circles and appointment of education officers to societies. The extension officers too are appointed to be in-charge of extension activities at each district.

c. Co-operative Management Services Centre

The Co-operative Management Services Centre was established in 1973 as a permanent centre for providing management consultancy services to co-operative enterprises. The centre engages itself in training activities geared to the solution of specific problems of client co-operative organisations. This training is often carried out as an integral part of a consultancy assignment. The CMSC also identified specific areas which are not generally covered by regular training courses. Such training programmes are conducted by CMSC as an ad hoc basis.

1.5 Training Carried Out

Two types of training programmes for employees are now being carried out, viz.,

1. Regular courses (Co-operative Employees Junior Level, Ordinary Level and Advanced level)
2. Ad hoc training programmes (refresher courses for general managers, middle level managers, managers, salesman and clerks etc.)

A. Co-operative Employees Junior Level Courses

Any co-operative employee is eligible for admission irrespective of age or educational qualifications.

This course is an elementary correspondence course designed to provide the employees with a basic knowledge of the various aspects of work involved in co-operatives. The objectives of the course is to make the employees aware of the need to equip themselves better for more efficient co-operative service. The syllabus and course content is decided and prepared by the School.

This course is conducted by the NCC central education section. They are employed on a part-time basis to prepare lessons and deal with student response sheets. Normally, students answer questions given in the lessons in the form of tutorials or exercises. No regular revision classes are held for these students by the teachers. Instead, teachers in the district centres are requested to organise revision classes during week-ends but conducted on an ad hoc basis.

There is hardly any relationship, formal or informal, between the teachers and the student. No records of students are maintained. The course is not very popular among the trainees. The subjects taught are Co-operation (History, Theory and Secretarial Practices), Salesmanship I, Salesmanship-II, Elements of Book-keeping.

(B) Co-operative Employees Ordinary Level Certificate Course

The objectives of this course are as follows:

- To orient the present and prospective employees of the Co-operative sector towards the ideas of the Co-operative Movement
- To develop general aptitudes and create correct attitudes in the present and prospective employees of the Co-operative sector to undertake job opportunities in junior and supervisory grades.

The duration of this course is 5 months, which includes 2-week optional practical training.

The requirements for admission to this course are:

1. employees with CBC Junior level certificate; or
2. employees with SSC/GCE (Ordinary level) or NCGE with 6 subjects; or
3. employees with SSC, GCE (Ordinary level), NCGE with 6 subjects in one sitting obtaining 4 credits including a credit pass either in Arithmetic, Commercial Arithmetic, Mathematics, Applied Maths or Book-keeping or Accountancy at the same sitting or any other sitting.

This course is conducted twice a year by the 26 district co-operative education centres of the NCC. In addition, the NCC also conducts a correspondence course, which is not as popular among the students.

Lectures, discussions and exercises are the main teaching methods employed. Participative techniques are rarely used. The emphasis is on giving maximum information to the students. No Audio-visual aids are used other than the chalkboard, due to the lack of physical facilities.

Opportunities for learning outside the training room are very limited. Most of the education centres do not have proper library facilities. Supplementary material is rarely used.

(C) Co-operative Employees (Advanced Level) Certificate Course

This is the highest training course offered to co-operative employees with co-operative ideology and contemporary developments in allied fields and to develop general attitudes among them to undertake higher co-operative careers.

This course is conducted by the 4 regional centres of the NCC located at Colombo, Jaffna, Kurunagala and Galle.

Duration is 9 months on a full-time basis.

Subjects are as follows:

1. Co-operation
2. Management
3. Accountancy
4. Auditing - for Inspectors only
5. Economics
6. General and Co-operative Law.

The following persons are eligible for selection to this course:

a. Co-operative employees

- i. Employees who have completed three years in service after GCE (OL) Certificate Examination;
- ii. Employees who have completed one year's service after passing GCE (OL) Examination with 1st Class;
- iii. Employees who possess a degree from a recognised university.

b. Non-employees

Persons who possess the GCE (AL) certificate with four subjects at one sitting and GCE (OL) certificate with passes in any one of more of the following subjects i.e., Arithmetic, Commercial Arithmetic, Mathematics and Book-keeping.

The course is meant for preparation of middle and top level managers. There are many categories of managers who are to be trained. At one stage this course was divided into two branches of specialisation i.e., management and accountancy. The subjects^{are} also grouped accordingly. However, the system was abandoned after some time. The present course serves the general needs of all categories of specialised personnel. All the subjects have the same depth and coverage but the background of the trainees vary. Some of the trainees are usually weaker than others in some subjects. While this is so, the trainers and the examiners seem to adopt contradictory approaches. As stated earlier, the trainers are more inclined to give theoretical information while the examiners set questions with a practical bias. Lecturers employ lecture-cum-discussion method. The syllabus expects the complete mastery of any given subject by the students. Many sections have no relevance to the knowledge and/or skills required to perform the tasks of a specific job. The syllabus and the range of subjects are ~~not~~ so wide, the lecturers usually are unable to cover the entire syllabus within the period of 9 months.

A table showing the emphasis of various subjects in the above courses is given on the next page.

1.6 Evaluation

The analysis of the information given in the previous section shows that CEC Advanced level course has a reasonable balance of an academic course. However, there seems to be greater emphasis on accountancy. This subject consists of two papers at the examination. Management occupies a secondary place even though the course is primarily meant for training of middle and top level managers.

TABLE SHOWING THE EMPHASIS ON VARIOUS SUBJECTS IN THE JUNIOR, ORDINARY AND ADVANCED LEVEL COURSES

| Paper subject | Percentage | | |
|-------------------------------------|------------|-----------|-----------|
| | CEC (A/L) | CEC (O/L) | CEC (U/L) |
| 01. Co-operation | 13.6 | 22.0 | 16.39 |
| 02. Salesmanship | - | 4.4 | 17.3 |
| 03. Management | 17.4 | 12.3 | 17.3 |
| 04. Accountancy
(Book-keeping) | 27.9 | 52.4 | 41.8 |
| 05. Auditin | 10.5 | - | - |
| 06. Economics | 14.1 | - | - |
| 07. General and
Co-operative Law | 16.5 | - | - |
| 08. Secretarial
Practices | - | 8.9 | 7.2 |
| Total number of
hours | 100% | 100% | 100% |
| Duration of the
course | 9 months | 4 months | 6 months |

Source: KK Taimini's Co-operative Management Training in Sri Lanka.
A publication of the CMSC

Again, in CEC (OL) course, Accountancy (Book-keeping) has been given a more prominent place. The position is the same with CEC (JL) course.

The importance of keeping the society books properly is the argument generally used in favour of giving a dominant place to book-keeping. In spite of this, book-keeping is still the weakest area in an MPCS. Too much emphasis on accountancy on the other hand, means insufficient attention to the actual job requirement of a co-operative employee.

1.7 There is no organised training imparted to co-operative teachers in Sri Lanka. With the assistance of the International Co-operative Alliance, Dr. Marret carried out a survey in Sri Lanka on training of Co-operative Teachers and recommended to the ICA to have a project in Sri Lanka for ~~the purpose~~. A project for training of Co-operative Teachers in Sri Lanka has been sponsored by the Swedish Co-operative Centre through the ICA through the executing agency of the National Co-operative Council of Sri Lanka to train the Co-operative Teachers in Sri Lanka.

1.8 Objectives of the Project

The main objective of the Project is to 'enhance the effectiveness of co-operative training activities being carried out or proposed to be carried out for personnel and members of managing committees of the Co-operative Movement in Sri Lanka'. In order to achieve the objectives of the Project, several activities have been planned. These activities include the following:

- identify teaching methods to make teaching effective
- training seminars for teachers in methodology
- subject matter courses
- production of training material
- training programmes in research methodology
- programmes on education management
- evaluation of present educational system and help redesign it
- assist co-operatives in developing an internal training system
- arrange for teachers to gain field experience
- suggest guidelines on recruitment etc.
- offer scholarships/fellowships to teachers from overseas.

In Broad terms the activities of the Projects can be classified in the following manner:

- a. programmes in training methodology;
- b. production of training material;
- c. production and use of audio-visual training material;
- d. publications programme.

1.9 Geographical Coverage

The Project covers the districts of Colombo, Galle, Jaffna, Kandy, Kurunagala and Gampaha. The coverage is gradually expanding. It is expected that by end of 1982, the Project would be operating in all the 26 districts.

1.10 Target Group

The Project covers the faculty members of all Higher Level course centres in ~~four~~ districts of Colombo, Galle, Jaffna and Kurunagala. Two centres which offer Ordinary level courses located in the districts of Gampaha and Kandy are also covered. All the district co-operative education centres are run and operated by the NCC. All faculty members of the School of Co-operation located at Polgolla are also included in the target group.

The breakdown of the target group is as under:

- NCC education centre staff
- School of Co-operation staff
- Extension Officers of the Department of Co-op. Development (in the four districts)
- Education Officers of the selected large-size Multi-Purpose Co-operative Societies (also in four districts)
- Education assistants and consumer education officers working under the Womens' Consumer Information Project.

The total number of effective faculty members and others covered under the Project is about 90.

1.11 Activities of the Project

Some of the activities of the Project are as follows:

- A. Training seminars in Concepts of Learning, Facilitation of Learning and Human Communications - introductory
- B. Production and use of Basic Audio-Visual Training Material - introductory
- C. Participative Teaching Methods courses - introductory
- D. Education Management seminars
- E. Subject-matter courses
- F. Seminars/workshops on the revision of Co-operative education system
- G. On-the-job training for the co-operative teachers
- H. Research methodology courses
- I. Training courses in library methods and documentation services for education assistants and librarians
- J. Field Training (Experience) Programme
- K. Co-operative Teachers' Training Bulletin (Publication)
- L. Fellowship Programme.

1.12 Strategy adopted

Most of the personnel covered under the programmes of the Project are handling regular training courses and preparing students for AL and OL examinations, it is difficult for them to participate in the course of programmes of the Project for longer durations. It has, therefore, been decided to group the personnel into three groups.

Each group is brought to the Project programmes on a rotation basis. Each group had been designed in such a way that at no one event more than two persons will come out of their education centres for project course.

For purposes of material production workshops under the audio-visual courses, the personnel have been sub-divided into five sub groups mainly due to the practicability of having fewer people to produce quality training material. These five sub groups come at AVA follow-up workshops.

It is expected that by the end of the Project period the effective number of faculty members covered would be around 300.

1.13 Field Training (Experience) Programme

In order to provide the faculty members with an opportunity to fully understand the functioning of a Co-operative Society, the Project has designed a programme under which faculty members are attached to selected co-operative societies. They are expected to follow the work and activities of the societies and gather experience there which they could use in their teaching situations. This has been appreciated by the faculty members and the initial results very encouraging. This programme will eventually form an integral part of the work of the faculty members working within an education centre.

In addition to this, the Project has also selected four large-size multi-purpose cooperatives where the project staff would also involve themselves more intensively and gather information and experience for themselves. This exercise is to provide learning situations for the project staff so that they could effectively help the faculty members.

1.14 Material Production

The Project is making use of the faculty members themselves to produce training material according to the syllabi currently in force. So far 50 elements have been produced duly supported by simple graphic aids and participative exercises. Field testing of the material is in progress. The material, once perfected and finalised, will be reproduced by the Project for a wider distribution. This activity will generate material for the teachers as well as for the students.

1.15 Operation of the Project

The Project enjoys the benefit of advice and guidance from a PROJECT ADVISORY COMMITTEE which has been constituted by the National Co-operative Council and the International Co-operative Movement together. The PAC reviews the work done and offers suggestions for new work. The committee is helpful in the sense that the Co-operators represent on it can give first-hand information on the needs and requirements of the Co-operative Movement and can suggest how the Project could assist.

The Project Director of the Co-operative Teachers' Training Project is guided by the advice and guidance of the PAC in the affairs of the Project.

The PAC has representatives from the national apex cooperative organisations, four district committees, the Principal of the School of Co-operation, a representative of the Commissioner and the representative of the ICA and the NCC.

1.16 Subject Matter Course

The Project felt the need of imparting subject matter knowledge to the teachers in view of the quality of their results produced and considering the other factors arranged a six months programme to impart subject matter knowledge and methodology to Co-operative Teachers. The course commenced in January 1981.

1.17 Teaching Carried out

Taught the following subjects; Cooperative Law, Management, Cooperation and Salesmanship to the Ordinary Level and Higher Level students at the Education Centre. In addition to the above, conducted field training programmes for Branch Committee Members, Board of Directors and Employees of Cooperative Societies.

Formulation of Course programmes, this is a new field; The Teachers Training Project conducted a course on this during the year 1980, which is to be practised in time to come.

The techniques used are group discussions, role plays, case studies. Found most of these techniques are very useful but it needs lot of preparations and experience in handling the subjects. Aids used in respect of training are, flip chart, flannel graph, chalk board and at times over head projector. The material used are library books which are available at the NCC Library, Jaffna, Colombo and School of Cooperation Polgolla. There is no adequate material for reference. Most of the books are out-dated. Because of the switch over to swabasha it is very difficult to find suitable materials for ready reference. The problems encountered are physical, financial and administrative ones. Difficult to obtain for easy reference, produce material to suit the local conditions, procure sufficient teaching aid. Financial allocation will have to be made for training which should be adequate to maintain building to provide facilities for trainers, to procure teaching materials. Administration in this respect certain authority should be given to Center to run their training programmes independently with proper coordination from the top. Skills are needed in the preparation of training programmes, using of sophisticated equipment and production of material for training.

The Teachers Training Project was started with the intention of providing a systematic training for Cooperative Teachers in Sri Lanka. The technical knowledge imparted rooted in the teachers, after amalgamation with the NCC, the technical knowledge to be continued to be imparted to the Teachers till they fully acquaint with the subject so that they can make use of it to the appropriate fields.

.....

K. Kaneshalingam
Staff Officer
National Coop. Council of Sri Lanka

FELLOWSHIP PROGRAMME FOR COOPERATIVE TEACHERS

India - 2nd February to 15th March 1981

Sri Lanka - 16th March to 30th April 1981

TRAINING PACKAGE

ON

AGRICULTURAL COOPERATIVE MARKETING FUNCTIONS

(Script & Teachers Notes)

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I N T E R N A T I O N A L C O O P E R A T I V E A L L I A N C E

Regional Office & Education Centre for South-East Asia

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INTRODUCTION OF AGRICULTURAL COOPERATIVE MARKETING

This is an element of the main subject :

"AGRICULTURAL COOPERATIVE MARKETING FUNCTIONS"

OHTs - 1-3

- 1. Main Aim : To educate the participants in the concept and functions of agricultural marketing.
- 2. Terminal Objective : After the session the participants would understand the concept of agricultural marketing functions and get them more interested in the further learning about agricultural marketing functions.
- 3. Target Population : New managers of multi-purpose cooperatives or prospective managers and assistant managers (Marketing) in the large size multi-purpose cooperatives.
- 4. Age group : 25 - 35 years of age
- 5. Language : English
- 6. Other information :
 - a. This session is meant for one hour duration and would be followed by discussion for 30 minutes.
 - b. Copies of notes for participants will be made available before the session.
 - c. An evaluation session would be followed after discussion. Revision of the Package may be undertaken, if necessary, after field testing.
- 7. Media used : Use of Flip charts, Overhead transparencies and black board with colour chalks will be effective and convenient (if possible, VTR can be used)
- 8. Facilities Needed : Flip board and stand, Overhead Projector and Black Board.

AGRICULTURAL COOPERATIVE MARKETING FUNCTIONS

INTRODUCTION

Cooperative Marketing is a part of the co-operative management. Cooperative Management may be defined as the efficient and effective utilisation of the resources of cooperatives as business institutions for the purpose of serving the needs of their members within the context of the accepted cooperative principles.

At first, we want to know :
"What is Marketing"?

1. OHT - 4 Marketing is all business activities regarding flow of goods and services from the producers to the consumers.
-

2. Marketing consists of two phases:
- i. determination of the needs, wants and values of the customers in the target market.
 - ii. to deliver the products desired by the customers more effectively and efficiently than the competitors.

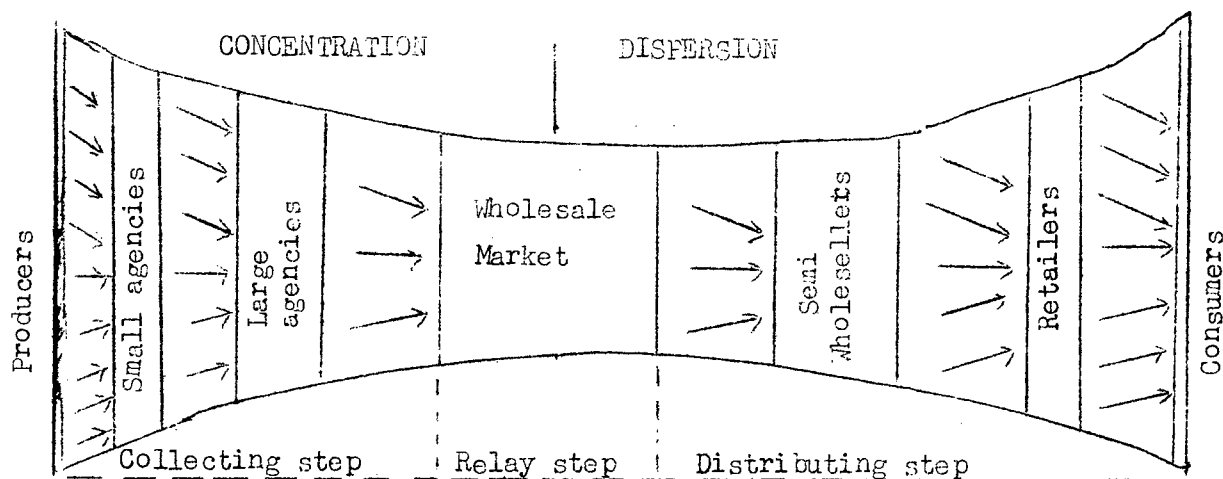
This session will deal with agricultural cooperative marketing. Two questions will arise :

- (a) what is agricultural marketing?
 - (b) What is agriculgral cooperative Marketing?
-

3. "Agricultural Marketing" is all business activities regarding flow of farm products and services from the farmers to the consumers. To flow of goods and services in agricultural marketing looks like as follows:

OHT - 5

4.



The producers sell their products to the small agencies and after that they send on their collected products to the large agencies. Finally, the large agencies send on the products to the wholesale market.

wholesale market as a step relay, the products pooled in the largest number are distributed through the distribution channel and come to the consumers through the semi-wholesellers and retailers.

Viewed from within this concept.

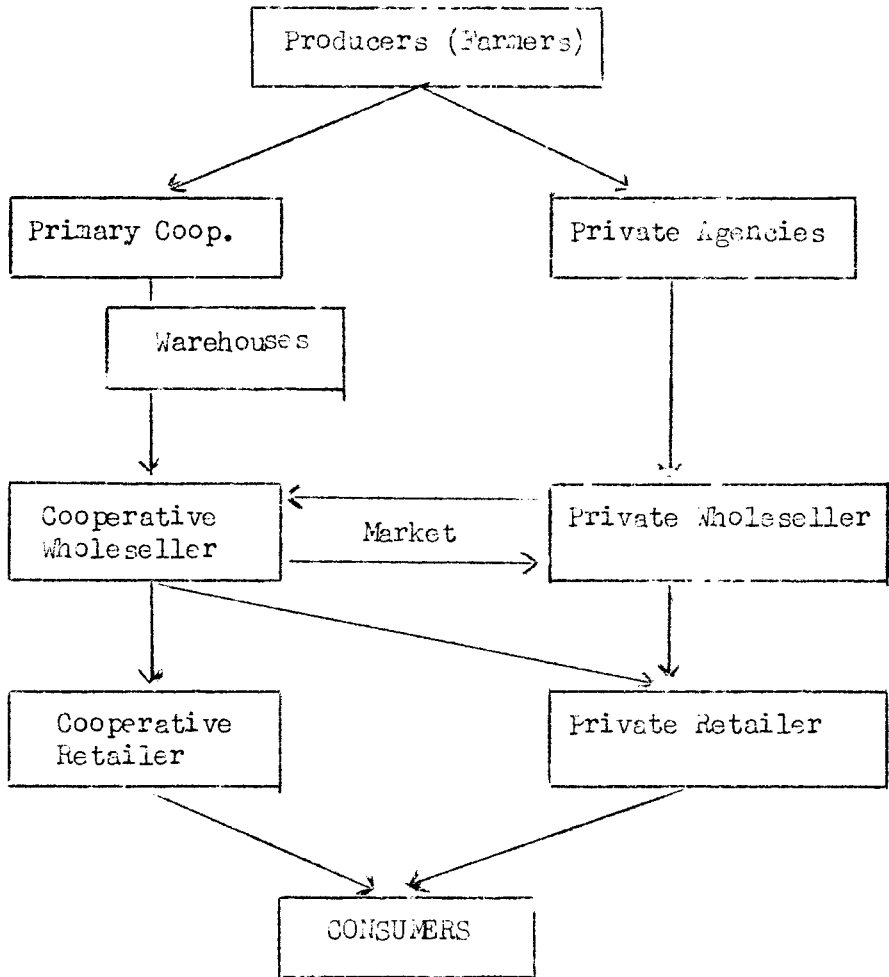
5. OHT - 6

"Agricultural Cooperative Marketing" is the cooperative business established by its member patrons to market farm products and services collectively for their benefit.

The cooperative societies engaged in marketing have to play according to the rules of marketing and cooperative managers extend marketing the same way as to managers of any other type of companies.

6. OHT - 7

Attention must be given to the chart



Marketing is based on competition, and there are certain conditions and rules governing the fighting and killing of competitors in the market. In this case, the marketing co-operatives stood opposite with the private sectors.

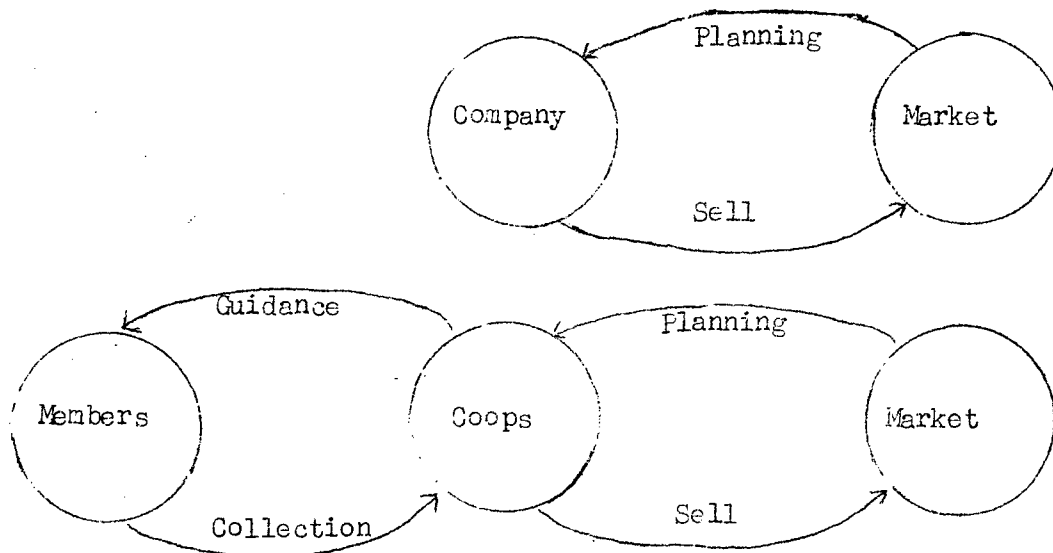
The immediate purpose of farmer's cooperative marketing institutions is to obtain the highest price for farm products. The ultimate purpose is to help in rational distribution of the income among farmer members.

-: 5 :-

Further the purpose of agriculture cooperative marketing is to secure more radical rationalisation of collection, processing and distribution of farm products and to improve the farmers' plans of production - technically etc. as well as quantitatively.

7. OHT - 8

There were different ways in marketing process between private companies and cooperatives.



Agricultural Marketing :

- A. Private companies sell their goods to the market and plan their own products as per consumer needs. There is only one cycle process of marketing.
- B. Cooperative marketing societies also sell their goods to the market and plan the goods as per needs of the consumers. Cooperatives do not produce the goods by themselves. They guide the farmer members to produce and collect it from them. So, there are two cycles of marketing process. The process of marketing of cooperatives are more difficult than private sectors.

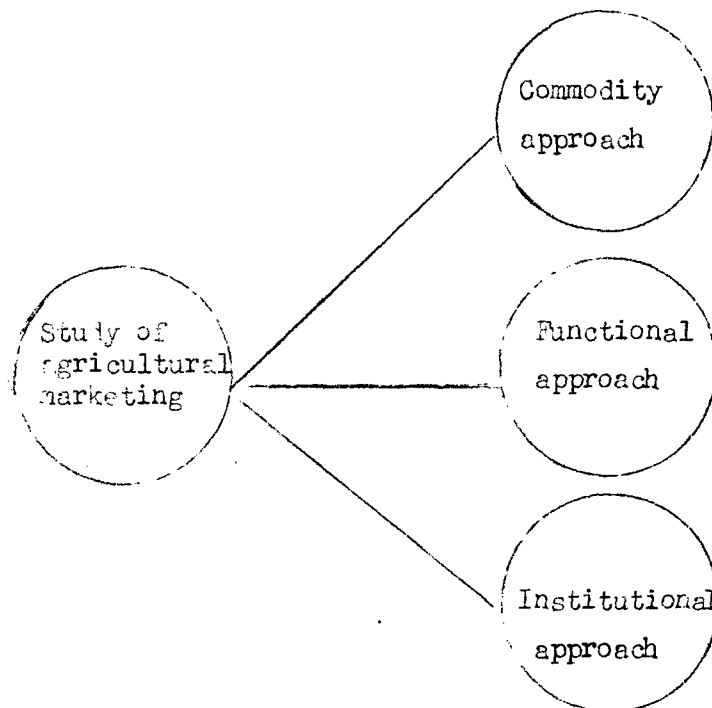
Viewed in its totality, it will be realised that the agricultural cooperative marketing is indeed one complete system.

The discussion will mainly touch on the following basic guidelines.

Agricultural Cooperative Marketing Functions

8. OHT - 9

There are three concepts for study of agricultural marketing :



1. Commodity approach

The study of agricultural cooperative marketing revolves principally around the agricultural products (i.e. rice, corn, fruits, vegetables, livestock products, etc.)

The study would involve description and analysis of marketing which tend to be specific to a particular commodity.

-: 7 :-

2. Functional approach

The study of agricultural cooperative marketing uses a common frame of reference of the various functions of agricultural marketing.

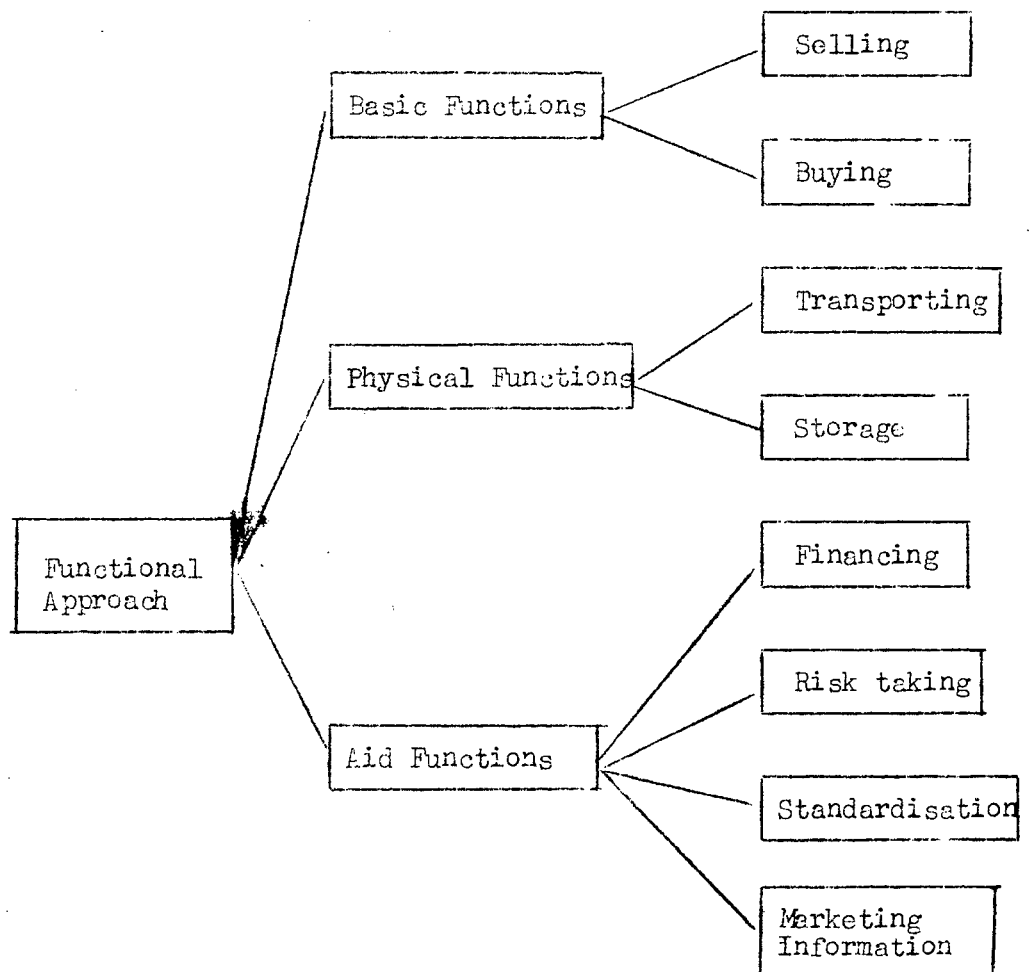
3. Institutional approach

The study of agricultural cooperative marketing using as focal points the various marketing institutions, probes into the operations of the retailers, wholesalers, warehouses, etc.

9. OHT - 10

The functional approach of the agricultural cooperative marketing would be discussed in this session.

The functional approach in the agricultural cooperative marketing divided on three main functions and after that eight detailed functions would be shown as follows:



"Any marketing process, whether it is simple or complex, involves the performance of marketing function given in the chart"

Note : The marketing functions may be handled by one agency or several agencies but they must nonetheless be performed.

10. OHT - 11

Selling Means :

"Cooperative sales associations, refer to farmers cooperative associations which sell farm products and services which were produced individually on the farms of the members. Processing, packing, storing, financing, bargaining and other marketing functions are carried on by such cooperative associations".

In other words : Farmers through their co-operatives consolidate their selling force, improve their bargaining position and pool their resources, stand in competition with others in marketing their products.

11. OHT - 12

What can they do? The following points would be helpful to the managers of cooperatives:

(i) When they must sell the products

- in off season
- in harvest season
- or continuously for a long time without a pause.

It depends on - Supply

- demand
- price
- products characteristics, etc.

This also depends on

- Storage functions
- Farmers economic conditions, etc.

-: 9 :-

12.

(ii) Where they must sell their products

- in the local market
- in the small city market
- in the large city market
- or foreign countries

It depends on - demand

- selling costs
- quality of products
- price
- marketing facilities, etc.

This is connected with

- transporting functions
 - marketing information functions
-

13.

(iii) How much the products would be sold

- in small volume
- in medium volume, or
- in large volume

It depends on - competitive situation

- supply
- demand
- price, etc.

It is connected with

- bargaining power
 - economic principle of bulk handling
-

14. OHT - 13Buying Function

There are many kinds of buying, e.g.

- Farmers buying - farm inputs
- Factories buying - raw materials
- Consumers buying - goods and services
- Government buying - public utilities
- Agents buying, etc. - for sales

Agricultural Cooperative Buying is to "Handle or bargain primarily for goods and services used in farms production".

Farmers command the buying power through the cooperative by pooling their buying needs in solid manner.

15. OHT - 14

Storage Function

Objectives :

- (1) Goods to be stored have to be durable or capable of being made durable.
- (2) Storage is to bridge the gaps between surplus supplies and low demand.
- (3) Storage must give an opportunity to compare prospective costs with income to be derived from the rise in prices. A prospective rise in price is the stimulus for storage.

Storage - time utility

Storage forms are :

- (1) Warehouses (for rice, copra, rubber sheets, wheat, etc.)
- (2) Cold storages (for fruits, vegetables, etc.)
- (3) Freezing (for meats, fish, etc.)

Goods to be stored have to be durable or capable of being made durable. So, storage made rendering services keeping the goods in a safe and secure condition, made reasonable price and maintain balance considering supply and demand.

-: 11 :-

16. OHT - 15Transporting Function

Transportation is either for bringing goods into its premises, for moving them about a while they are there, or for delivering them to members or markets.

Transporting is merely an aid function of cooperatives having as its main purpose the marketing of produce or the distribution of supplies. It means that transporting is service to improve space utility.

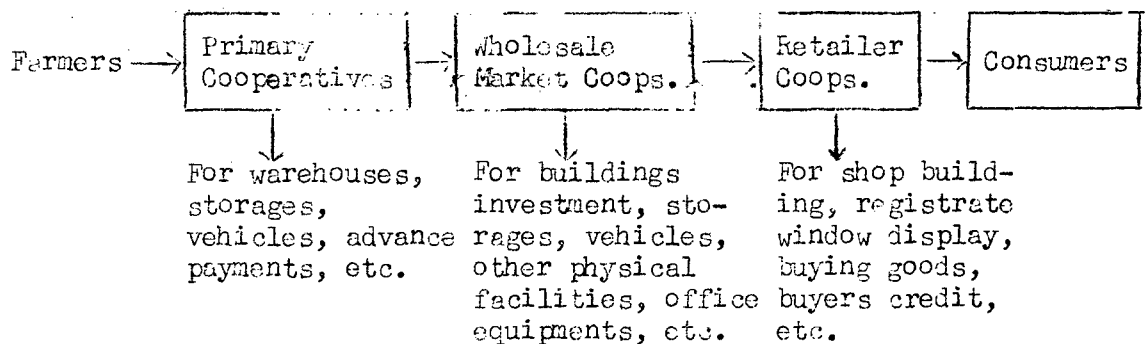
The kinds of vehicles for transportation are as follows :

- trucks
- trains
- ships
- aeroplanes, etc.

17. OHT - 16Financing Function

The agricultural marketing cooperatives need capital for handling their operations as the middlemen i.e.

- for investment
- for buyers credit
- for buying goods and services
- for policy price system

Financial Needs

18. OHT - 17

Risk Taking Function

Supply and demand of agricultural products are in elastic. There is price fluctuation due to short and over supply and the products are perishable. So, there is some apprehension about consequences i.e. risk taking.

The kinds of risk coverage are :

- storage
- insurance
- forecasting, etc.

19. OHT - 18

Standardisation Function

Standardisation of agricultural products is important for its effective flow according to the needs of the consumers

Advantages of Standardisation :

- sampling sales or description sales
- joint storages, joint transports
- joint grading/processing
- make easier loans
- sales promotion

The standardisation process includes :

- sorting
- grading
- inspection

20. OHT - 19

Marketing Information Function :

Marketing information involves the collection, compilation, analysis, interpretation and dissemination of current and long-term data and information with respect to the demand and supply situations.

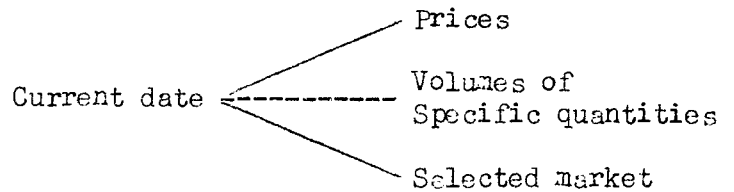
Vital aspects of the information are:

- production
 - consumption
 - prices
 - stocks
 - imports/exports
 - competitions, etc.
-

21.

Types of Marketing Information :

(i) Short-term marketing information



22.

(ii) Medium-term marketing information

Concerned with the buying and selling of products in the ensuing few months.

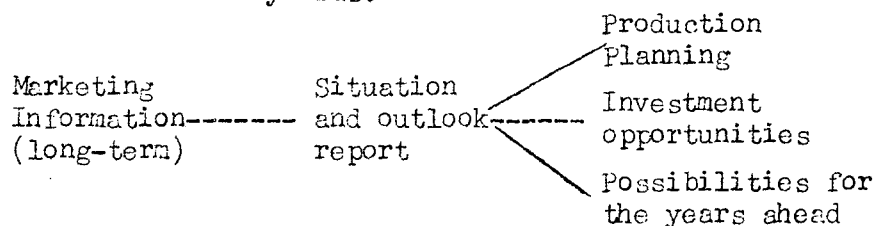
Marketing information -

- (1) projections of the future prices
 - (2) particular quality
 - (3) grade products
 - (4) expected demand and supply
-

23. OHT - 20

(iii) Long-term market information

Which is the most sophisticated of marketing reports, deals with both marketing to long run trends on agricultural products and expected crop yields.



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FELLOWSHIP PROGRAMME FOR COOPERATIVE TEACHERS

India - 2nd February to 15th March 1981

Sri Lanka - 16th March to 30th April 1981

TRAINING PACKAGEONDEMOCRATIC MANAGEMENT IN LARGE MULTI-PURPOSE COOPERATIVES(Script & Teachers Notes)

Prepared by :

1. Dr. R.S. Kapuria (India)
2. Mr. Efren V. Perlas (Philippines)
3. Mr. K. Kaneshalingam (Sri Lanka) - Coordinator

Guided by:Dr. Dharm Vir, Joint Director (Education)
ICA ROEC, New Delhi - 110065INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre for South-East Asia
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TRAINING PACKAGE
ON
DEMOCRATIC MANAGEMENT IN LARGE MULTI-PURPOSE COOPERATIVES

1. Name of the Project : Democratic Management in Large Multi-Purpose Cooperatives
2. Media : Transparencies, Flip Charts and Posters
3. Language : English
4. Producers of the Package : Dr. R.S. Kapuria (India)
Mr. Efren V. Perlas (Philippines)
Mr. K. Kaneshalingam (Sri Lanka)
5. Target Population : Chief Executives/Managers of Large-sized Primary Cooperative Societies
6. Age Group : 30 years and above
7. Ability : Graduates, holders of higher certificates having ability to read, write and understand instructions in English and relate it to their home situations in their societies.
8. Main Aim of the Package : To educate and familiarise the Executives with the basic elements of Cooperative Democracy in Large-sized Multi-purpose Cooperatives Societies in rural areas.
9. Terminal Objectives : At the end of the course, the participants would be able to better appreciate the democratic functioning of their cooperatives and use the knowledge acquired in improving the performance on the job.
10. Duration : One hour followed by a discussion of 30 minutes
11. Attached Documents : (a) Script of the lesson
(b) Teachers' Notes
(c) Participants Notes
12. Reasons for the choice of the media : Easy to handle and effective

DEMOCRATIC MANAGEMENT IN LARGE MULTI-PURPOSE COOPERATIVES

1. Flip Chart
What is a Cooperative?
A Cooperative means :
 - (a) Free and responsible persons
 - (b) Join voluntarily
 - (c) Through a common undertaking
 - (d) To meet their common needs
 - (e) In accordance with Cooperative Principles

2. Transparency
Cooperative Principles
Cooperative Principles are :
 - (a) Voluntary association and open membership
 - (b) Democratic Control
 - (c) Limited Interest on Capital
 - (d) Equitable Division of Surplus
 - (e) Cooperative Education
 - (f) Cooperation among Cooperatives

3. Transparency
Features of Cooperative Democracy
Features of Cooperative Democracy :
 - (a) Common interests
 - (b) Equality of status
 - (c) Absence of any restriction
 - (d) Supremacy of members
 - (e) Equitable distribution of benefits
 - (f) Working of organisational set up in perfect unison
 - (g) Effective Member Education and development of leadership

4. Flip Chart
Organisational Chart
Organisational Chart shows:
 - (a) Members are the base of the society
 - (b) Derive powers at meetings
 - (c) Delegate powers to Board & President
 - (d) Board delegates powers to the Chief Executive through President
 - (e) The Chief Executive delegates powers to the staff

5. Flip Chart
Participation of Members and Professionals
- The success of the society depends on the fullest participation of (a) Members, and (b) Professionals at all levels from policy-making up to execution.
6. Flip Chart
Members are owners, users and beneficiaries
- Members in a cooperative society are the:
(a) Owners,
(b) Users, and
(c) Beneficiaries
- 6.1 Transparency
Owners
- Members own the society by :
(a) Paying share capital
(b) Controlling and managing the affairs through delegates
(c) Participating in meetings
(d) Exercising voting rights
(e) Seeking election and nominating persons for elections
- 6.2 Transparency
Users
- Members use the society as :
(a) Customers
i. Purchase goods for consumption
ii. Purchase articles of daily use
iii. Purchase other basic requirements
(b) Suppliers
Sell their produce or production to or through cooperatives, e.g. vegetables, grains, handicrafts, etc.
(c) Recipients of Services
i. Credit
ii. Agricultural inputs
iii. Production inputs
iv. Deposit savings

- 6.3 Transparency
Beneficiaries
- Members are benefited by :
- (a) Dividend on shares
 - (b) Patronage bonus
 - (c) Services at reasonable rates
 - (d) Common Services
7. Flip Chart
Factors influencing
democratic participation
- Democratic participation depends on :
- (a) Structure and working of the society
 - (b) Knowledge of cooperation
 - (c) Identification with society
 - (d) Socio-economic status
 - (e) Participation in business
 - (f) Service satisfaction
- 7.1 Flip Chart
Structure and Working
of the Society
- Members delegate powers to :
- Branch Committees
 - Branch Committees to delegates
 - Delegates at General Body to Board of Directors
- Further explanation on :
- Constitution and method of working
 - Attendance in General meetings
 - Election of qualified persons to the Board and Committees
 - Consideration of policy matters
 - Realisation of goals
 - Benefits derived
 - Appreciation of relationship between members and society

- 7.1(a) Transparency
Informal Groups of Members
- Informal Groups are formed according to the interest of members in related to :
- Consumer needs
 - Agricultural needs
 - Educational needs
 - Cultural and social needs
- 7.2 Transparency
Knowledge of Cooperation
- Knowledge of Cooperation :
- enlightens the members
 - develops social vision of members
 - develops awareness in members
 - develops pride in cooperative membership
 - develops involvement in the affairs of the society
 - makes realise the importance of attending meetings
 - develops sense of belonging together
 - develops leadership
 - breaks the barriers of traditional structure
 - develops sense of equality, fraternity and solidarity
 - creates democratic values and outlook
- 7.3 Transparency
Identification with Society
- Identification with society means; conscience of membership; which results in:
- strengthening the cooperatives
 - observing other members of the society with vigilance
 - creating interest in efficient management
 - bringing about a tendency to act together
- 7.4 Transparency
Socio-Economic Status
- Socio-economic status means :
- social participation in other voluntary organisations
 - occupation

Transparency (contd.)

- share-holding
- knowledge of the principles of cooperation
- knowledge of the structure and working of the society
- identification of the society
- business participation
- level of education
- wealth/income

7.5 Transparency

Participation in
Business

Participation in business means :

- sharing economic responsibility
- developing sense of ownership
- developing loyalty
- developing awareness

7.6 Transparency

Satisfaction of
Services

Satisfaction of Services means :

- investment of savings
- obtaining credit
- obtaining agricultural inputs
- obtaining consumer goods
- other services

8. Transparency

Factors retarding
democratic participation

Factors which retard democratic participation
are:

- Government policies on Cooperatives
- Attitude of the Registrar in exercising powers
- Inconsistency of members
 - i. political
 - ii. communal
 - iii. religious
 - iv. class
- Socio-economic status
- Indifference or apathy of members
- Dishonesty of members
- Domination by few members
- Inadequate supervision
- Size of the society

=: 7 :-

9. Transparency
Role of Executives
- The role of Executives are :
- Make plans and set operational goals
 - Furnish information to Board to formulate policies
 - Select suitable employees to perform management functions
 - Supervise and coordinate control the activities
 - Provide information to Board periodically to apprise the working
 - Train and educate the employees
 - Promote harmonious relations among members, Board and staff
 - Formulate member-education and information programmes
10. Transparency
Focal Points for
reference
- Salient points to be taken care of by the participants are:
- (a) Using the valuable assets of membership.
 - (b) Coordination and unity in all functions.
 - (c) Involving members in policy-making.
 - (d) Having direct business with members at contact points.
 - (e) Making available all informations to members about the activities of the society.

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BOOKS FOR REFERENCE

1. Cooperative Democracy in Action by Dr. O.R. Krishnaswamy
2. Management in Cooperative Societies by Mr. T.E. Stephenson
3. Cooperative Management and Administration, ILO
4. Manual on Cooperative Management, edited by John Jacques
5. Democratic Involvement in a Regional Society, by RACS Education Department, London
6. Introducing Personnel Management in Cooperatives by C. Dinesh

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ILO/NOR/78/RAS/16Setting Effective Training Policy and Standards in Asian CountriesSymposium at Chiang Mai - Thailand - 3 to 8 December 1979SUMMARY OF CONCLUSIONS

This summary of conclusions should be read in connection with the full text of the conclusions, adopted at the Plenary Session of the Symposium on 8 December 1979. Reference is also invited to the follow-up proposal made by Mr. Nils Thedin, Project Director, on 28 December 1979.

Recognition : cooperatives can survive in the 80's only through professionalisation of the management.

Needed : recruitment of properly qualified and competent persons.

Employment conditions : comparable to other competing sectors of the economy; reasonable assurance of career advancement and a systematic programme of in-service training are required.

Recommendation 1

Each country to conduct a comprehensive survey for all cooperative sectors on manpower needs for the next five years.

Recommendation 2

The survey to be the basis for designing of appropriate policies and programmes of the training. The policy to cover the establishment and strengthening of suitable training facilities.

Recommendation 3

A manpower planning unit be established in the Federation/Union to project manpower needs in different areas of activity and specialisation in light of future growth objectives and possibilities.

The projection survey could also be done by a national cooperative training institution in collaboration with the federation. Where, however, such federations do not exist, the survey should be done by the Government.

If necessary assistance of international bodies such as ICA, ILO, FAO, ACIDI and others could be sought.

Recommendation 4

The top management at the board of directors level to participate in cooperative member education programmes.

Top echelons of the Government be "orientated" to become receptive to the need for formulating and implementation of a dynamic cooperative training policy.

Recommendation 5

The Governments in the Asian Region to adopt a conscious and deliberate policy of transferring and passing on to the cooperative movement functions related to training which some of them are presently doing for the movement.

A definite time bound programme for such transfer should be devised. Capabilities of the cooperative movement to be built up to accept and undertake this task.

A clear policy resolution both by the Government and the cooperative movement be made, specifying the directions of the development of training programmes and the necessary arrangements.

Recommendation 6

A special mechanism in the form of a national coordination body or council be set up with a view to ensuring that the larger perspective of the national goals, policies and the needs of the users be fully harmonised in management of the training functions by the cooperative movement.

The body should have representations from the cooperative movement, the Government, universities, and educational institutions as well as institutions involved in cooperative development.

The body should be the premier forum for establishing training policies, objectives and standards. It should also be an instrument of constant dialogue and consultation in relation thereto.

Recommendation 7

Governments and the cooperative organisations to the extent of their capabilities, should set apart adequate funds for training of their personnel.

Recommendation 8

Importance of strengthening, upgrading and improving training facilities in the existing training institutions be recognized.

Recommendation 9

Attention be given to development of suitable training material.

Recommendation 10

A clearly defined policy on recruitment and development of faculty be chalked out for the cooperative training institutions.

Greater reliance be placed on personnel already working in the cooperative movement, as the source of teachers, in implementing the training programmes.

Government personnel on deputation with training institutions be phased out over a reasonable period of time.

Conditions of service of co-operative trainers be brought up to a comparable level with those of other organisations which are likely to compete for the same talent.

Recommendation 11

A systematic programme of faculty development to be devised.

Recommendation 12

Regional and international collaboration be sought for :

(a) manpower planning and projections to identify training needs, both quantitatively as well as in terms of different specialisation

(b) development of appropriate technologies and courses for the training of trainers;

(c) preparation of training material appropriate to diverse courses of study;

(d) strengthening exchange of experience among countries within the Asian Region and devising an effective mechanism to apply the new experience in the receiving countries.

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FELLOWSHIP PROGRAMME FOR COOPERATIVE TEACHERS, 1981

EVALUATION FORM ON TRAINING PACKAGE

ON

(Please give your frank and free opinion. Do not leave any column blank)

Name of the Respondent

Designation

Organisation

A Content :

i) Have you understood the various concepts and principles to be followed regarding the subject?

Yes/No

Remarks :

ii) What is your overall reaction to the subject matter covered in the lesson?

B Teaching Techniques :

i) Do you consider the media/s used as effective?

ii) Do you consider that the use of visual aids reinforced your understanding of the concepts involved with the subject?

Yes/No

Remarks :

iii) Have you any suggestions to offer in respect of the use of medias to make learning more effective?

Yes/No

Remarks :

iv) Do you think the same purpose could be achieved without audio-visual aids?

Yes/No

Remarks :

v) Do you consider this a method of saving time in the class or more consuming?

Yes/No

Remarks :

vi) Do you feel that you were involved in the learning process?

Yes/No

Remarks :

C General Remarks & Suggestions

March 6, 1981

FELLOWSHIP PROGRAMME FOR COOPERATIVE TEACHERSEVALUATION FORM
(PART-I)

1. Please give your free & frank opinion.
2. Do not sign the form
3. Training Objectives
 - 3.1 Do you think that the Programme Objectives were fully achieved
Yes/No Partly / Fully / Not
achieved achieved achieved
 - 3.2 If not fully achieved, offer your specific suggestions for improvement:
 - i.
 - ii.
 - iii.
4. Duration
 - 4.1 Do you think the duration of the training was
Sufficient/Too long/Too short
5. Orientation about the following subjects:
 - 5.1 Cooperative Movement in India Enough / Not Enough
 - 5.2 Agricultural Cooperative Movement in India Enough / Not Enough
 - 5.3 Cooperative Education & Training In India Enough / Not Enough
5. Training Package
 - 5.1 Its Usefulness in the learning situation in your country Very effective/effective/Not
effective
 - 5.2 Indicate practical problems in preparation and use of the package
 - i.
 - ii.
 - iii.

October 1, 1980

A BRIEF NOTE ON THE PROJECT FOR TRAINING
OF COOPERATIVE TEACHERS IN SRI LANKA -
ACTIVITIES AND PROJECTIONS

Introduction

1. The Project for Training of Cooperative Teachers in Sri Lanka (hereinafter called the Project), has been sponsored by the Swedish Cooperative Centre (SCC) through the International Cooperative Alliance (ICA) for the benefit of the National Cooperative Council of Sri Lanka (NCC). It is not a government project although approved, of course, by the Government of Sri Lanka.
2. The actual operation of the Project commenced in October 1978. The Project is located in the premises of the NCC in Colombo.
3. The initial duration of the Project was two years and it has since been extended by another two years. Most of the expenses of the Project are covered by the ICA and the SCC. Some part of the expenses are covered by the NCC, mostly in terms of local personnel and routine office fittings and local support.

Objectives

4. The main objective of the Project is to enhance the effectiveness of cooperative training activities being carried out or proposed to be carried out for personnel and members of managing committees of the Cooperative Movement in Sri Lanka.
5. In order to achieve the objectives of the Project, several activities have been planned. These activities include the following:
 - identify teaching methods to make teaching effective;
 - training seminars for teachers in training methodology;
 - subject-matter courses;
 - production of training material;
 - training programmes in research methodology;
 - programmes on education management;
 - evaluate present educational system and help in re-designing;
 - assist coops in developing internal training programmes;
 - arrange for teachers to obtain cooperative field experiences;

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- suggest guidelines on recruitment, salaries and working conditions of cooperative teachers; and
- offering fellowship programmes to selected teachers from overseas.

6. In broad terms the activities of the Project can be classified in the following manner:

- a. Programmes in training methodology;
- b. Production of training material;
- c. Production and use of audio-visual training material; and
- d. Publications programme.

Geographical coverage

7. The Project covers the districts of Colombo, Galle, Jaffna, Kandy, Kurunagala, and Gampaha. Coverage is gradually expanding.

Target Group

8. The Project covers the faculty members of all Higher Level Diploma Course Centres in four districts of Colombo, Galle, Jaffna and Kurunagala. Two centres which offer Ordinary Level courses located in the districts of Gampaha and Kandy are also covered. All the district cooperative education centres are run and operated by the NCC. There are 26 such centres.

9. The breakdown of the target group is as under:

- NCC education centres staff;
- School of Cooperation staff;
- Extension Officers of the Department of Coop. Development in four districts;
- Education Officers of selected multipurpose cooperative societies in four districts;
- Education assistants and Consumer Education Officers working under the Women's Project.

10. The total number of effective faculty members and others covered under the Project is about 90.

Activities of the Project

11. Some of the activities of the Project are:

- (A) Training seminars in Concepts of Learning, Facilitation of Learning and Human Communication - Introductory
- (B) Production and Use of Basic Audio-Visual Training Material - Introductory

- (C) Participative Teaching Methods courses - Introductory
- (D) Education Management Seminars
- (E) Subject-Matter Courses
- (F) Seminars/Workshops on the Revision of Education System
- (G) On-the-job Training
- (H) Research Methodology Courses
- (I) Training Courses in Library Methods and Documentation Services
- (J) Field Training (Experience) Programme
- (K) Cooperative Teachers' Training Bulletin
- (L) Fellowship Programme

Strategy adopted

12. Most of the personnel covered under the programmes of the Project are handling regular training courses and preparing students for AL and OL examinations, it is difficult to pull them together for longer durations. It has therefore been decided to group the personnel into three major groups. Each group is brought to the Project programmes on a rotation basis. Each group has been designed in such a way that at no one event more than two persons will come out of their education centres for Project courses.

13. For purposes of material production workshops under the Audio-Visual courses, the personnel have been sub-divided into five sub-groups mainly due to the practicability of having fewer people to produce a quality training material. These five sub-groups come under AVA Follow-up Workshops.

14. It is expected that by the end of the Project period in 1982, all the faculty members working under the NCC Cooperative Education Centres would have been exposed to the introductory courses mentioned under item 10 above. The total number of this group would be approximately 300 persons.

Activities held

15. Upto the end of May 1980, the Project had offered various courses and programmes to the faculty members of education centres and other constituents of target group.

16. As is obvious, one faculty member has already been at least three-four times to the programmes organised by the Project. This has enabled the faculty members to understand the concepts of learning and various other theories of learning and teaching. It has been the main axis of the Project activities that the teachers must break away from the traditional system of

teaching. They should be able to develop a new thinking and re-design their methods of teaching. They should encourage the participants/students to learn by themselves and provide them with the required guidance and material.

17. A brief break-up of the programmes offered by the Project is given below:

(figures upto June 30, 1980)

| S.No. | Title of the Activity | No. of Activities | No. of Participants |
|-------|--|-------------------|---------------------|
| 1. | Conference of Officers-in-Charge of Dist. Coop. Edu. Centres-NCC | 01 | 25 |
| 2. | Dist. Conferences on Education Planning | 04 | 73 |
| 3. | Concepts of Learning, Facilitation of Learning and Communication Seminars | 04 | 73 |
| 4. | Audio-Visual Aids Workshops | 04 | 69 |
| 5. | Participative Teaching Methods Workshops | 03 | 46 |
| 6. | Library and Documentation Services National Workshop | 01 | 30 |
| 7. | National Symposium on the Revision of Cooperative Education System in Sri Lanka | 01 | 41 |
| 8. | Material Production Workshops (Audio-Visual Aids Follow-up Workshop) | 03 | 28 |
| 9. | MATCOM In-Service Training Seminar for Managers of Larger Agricultural Marketing Cooperative Societies | 01 | 19 |
| TOTAL | | 22 | 404 |

Field Training (Experience) Programme

18. In order to provide the faculty members with an opportunity to fully understand the functioning of a cooperative society, the Project has designed a programme under which faculty members are attached to selected cooperative societies. They are expected to follow the work and activities of the societies and gather experiences there which they could use in their teaching situations. This has been appreciated by the faculty members and

the initial results are very encouraging. This programme will eventually form an integral part of the work of the faculty members working within an Education Centre.

19. In addition to this, the Project has also selected four large-size multipurpose cooperative societies where the Project staff would also involve themselves more intensively and gather information and experiences for themselves. This exercise is to provide learning situations for the Project staff so that they could effectively help the faculty members.

Material Production

20. The Project is making use of the faculty members themselves to produce training material according to the syllabi currently in force. So far 18 elements have been produced duly supported by simple graphic aids and participative exercises. Field testing is in progress. The material so produced and field tested will be reproduced by the Project through its offset printing unit and make it available to all the cooperative education centres and other training institutions in the country. The Project has already set up an office offset printing unit for this purpose. This activity will generate material in all the three languages: English, Sinhala and Tamil, Translation facilities are already available.

Fellowship Programme

21. It is proposed to select four cooperative teachers from some of the member-countries of the ICA in South-East Asia to involve them in the work programme of the Project. They are expected to gather experiences from the Project and initiate work in their countries to establish similar training projects. In this matter the active support and collaboration is essential.

Teachers' Training Bulletin

22. In order to give a wide publicity to the activities of the Project, a quarterly bulletin, in English entitled COOPERATIVE TEACHERS' TRAINING BULLETIN is published. So far 3 issues have been published.

23. Short reports, working papers, articles, photographs from the activities of the Project are distributed among cooperative journals and other institutions on a regular basis.

Working environments

24. Generally the support from the authorities of the NCC is available to the Project in carrying out its activities. Relations with the Department of Cooperative Development and the Ministry of Food and Cooperatives have been cordial and assistance from them is available to the Project whenever needed.

25. It has, however, been one of the strongest feelings of the Project right from the beginning that the physical conditions obtaining at the district cooperative education centres need improvement. The problem has been constantly placed before the authorities of the NCC.

26. It has been pointed out also by the Project to the NCC that proper developmental opportunities have to be provided to the teachers working under its education and training arrangement. These could be: career development, publications and scholarships. More time should be given to the faculty members to involve themselves in society affairs.

Operation of the Project

27. The Project is headed by a Sri Lanka national officer. Mr. WU Herath, Project Director, is supported by a team of technical officers. They are:

- Mr. Stig Ivarsson, Chief Technical Advisor - made available by the Swedish Cooperative Centre;
- Mr. Daman Prakash, Cooperative Education Officer (AVA) - made available by the International Cooperative Alliance; and
- Mr. E.R. Mudiyanse, national counterpart (AVA) - made available by the National Cooperative Council of Sri Lanka.

28. The supporting staff of the Project has been recruited either from the open market or from the NCC and the Cooperative Department.

Conclusion

29. The Project is a technical assistance programme offered by the ICA to the Cooperative Movement of Sri Lanka. It has very clearly spelled out objectives and well-defined activities. It is guided by a Project Advisory Committee which has been constituted by the NCC in consultation with the ICA. The Committee discusses, reviews and suggests the work programme of the Project.

30. Experiences gained from the Project are being made available to other sister-cooperative movements in the Region, and it is expected that the Project would prove to be a source of inspiration to others.

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FELLOWSHIP PROGRAMME FOR COOPERATIVE TEACHERS

Part-II - March 16, April 30, 1981

P R O G R A M M E

- March 15, 1981 Arrival - Stay at Geylon Inns
- March 16 Project Office - Introduction to fellowship programme and other practical matters.
- March 17 Discussions with the Project Staff on Background of the Project Basic Philosophy strategy and activity programme
- March 18 Discussion with the President, General Secretary and the staff of the NCC.
- March 19 Discussions with the Project staff - contd.
- March 20 & 21 Public holiday
- March 22 Leave for Kandy - Stay at Queens Hotel or Hotel Cassamara
- March 23 Discussion with the Principal and the staff, School of Cooperation, Polgolla, and Discussion with the Project Officer and staff of the Womens' Consumer Education Project, Kandy
- March 24-29 Case Study Workshop - preparation of material
- March 30 to April 3 Case Study Workshop - Testing of material
- April 3 Leave for Jaffna - Stay at Subbash Hotel
- April 4&5 Visit an on-going Project
Training Programme at Vali East-South MPCs - and Visit Tellipalai MPCs
- April 6 Visit Cooperative Education Centre at Jaffna
- April 7 Visit Anuradhapura Cooperative Education Centre at Anuradhapura - stay at Anuradhapura
- April 8 Visit Coop. Education Centre at Trincomale - stay at Trincom
- April 9 Visit Cooperative Education Centre at Kurunegala - stay at Colombo
- April 10 Visit Ambalangoda MPCs
Visit Galle Coop. Education Centre - stay at Galle
- April 11 Return to Colombo - stay at Colombo

International Cooperative Alliance

-: 2 :p

| | |
|-------------|---|
| April 12&13 | Public holidays |
| April 14-16 | Preparation of Reports at the Project office |
| April 17-19 | Public holidays |
| April 19 | Leave for Kandy - stay at Queens Hotel or Hotel Cassamara |
| April 20-24 | Associate the Project staff at the ICA/SCC Principals Training Programme and observe SEASPECT meeting |
| April 25 | Return to Colombo - stay at Colombo |
| April 26 | Public holiday |
| April 27-30 | Finalising Fellowship Reports -despatch copies to ICA and the Project |
| May 1 | Departure |

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activities of the IC-ROTC-CCC teachers training Project in Sri Lanka and if the experience of the Project is relevant, conduct for their own movements a Project proposal for the purpose of enhancing training effectiveness of Cooperative Training institutions in their respective countries.

3. Constitution of the Group

The IC-ROTC and CCC applicants from the applications received from Bangladesh, India, Indonesia, Iraq, Republic of Korea, Malaya, Pakistan, Philippines, Sri Lanka, Thailand.

The following participants are invited to the programme and invited in their respective countries.

- 1. Mr. Michael P. ...
- 2. Mr. ...
- 3. Mr. ...
- 4. Mr. ...
- 5. Mr. ...
- 6. Mr. ...

A summary of the fellows background is given below:

Dr. Ali Ashraf Khan - Bangladesh:

Age. 45 years. Post-graduate. Serves as a auditor in the Dept. of Cooperatives and has been posted to Bangladesh Cooperative College at Comilla from July 1978. He has been working as an instructor earlier too. He does not possess any specialised training in teaching methods. Interested in learning modern teaching techniques.

Dr. J. K. Kauria - India

Age. 50 years. Graduated in B.A. Degree in Economics. He served as a joint Director of the National Committee on Cooperative Training - India. He has 20 years teaching experience and has been working as a Asst-Professor and a Principal. He possesses special training in educational technology. Interested in developing training programmes in Cooperatives in other countries and also available in any way.

Dr. R. Ramudi Ariffin - Indonesia

Age. 37 years. A Graduate in Economics. Working as a regular teacher for 5 years after serving as a honorary teacher for 3 years. Attached to provincial College in Bandung. Has attended and had training experience in teaching techniques.

Interested in getting knowledge in curriculum development. He wanted to get a guidance to cut down long term training programmes.

Dr. Jeung Hwan Lim - Korea

Age 42 Years. Graduate in Agricultural Economics. Has been working as an assistant professor at the Agricultural Cooperative College. Has participated in any teacher training programme.

He was interested in effective teaching methods for staff training and membership in relation to agricultural Cooperatives.

Dr. Ben V. Perlas - Philippines

Age 32 years. Graduate in Arts. Has been working for 5 years as a training supervisor of a provincial cooperative development centre. He did not have any training in training methodology.

He expected to learn about modern teaching techniques through cooperative training.

Dr. K. Kaneshalingam - Sri Lanka

Age 40 years. Graduate in Physical Science. Has been working as a staff officer in the National Cooperative Council of Sri Lanka for 14 years. Has undergone special training in teaching methods and audio visual aids. He expected to study Cooperative Training system in other countries.

4. Fellowship Programme;

The programme designed for the fellows was divided into two parts.

1. Programme in India
2. Programme in Sri Lanka

Indian programme was designed by the ICA. This included orientation of country papers, orientation on the Indian cooperative movement, Training in training methods, Case Studies, group discussions and role play and participation in the 5th International Conference on Co-operative Thrift & Credit. The fellows were expected to submit training packages in selected institutions.

The programme in Sri Lanka was designed by the Cooperative Teachers Training Project. This included orientation in the training activities, studying training situation in Sri Lanka, observation of on-going training activities, case writing exercises covering 10/12 aspects of the Principles of Co-operative Colleges for Teachers and the C.T.T.P meeting. Fellows were expected to submit comprehensive report on the programme and a Project proposal for teachers training in their own country. (Copy of the programmes are attached)

The two parts of the total programmes were carried out
without any change.

5. Evaluation cum. fellowship
report by the fellows.

The Project gave a broad outline of the report format. The fellows prepared the report accordingly. However, they were allowed to make any change in the format if necessary. They were, however, briefed what was expected from the report. They were expected to give details about their visits and participation in different programmes, their impressions on the visits, participation and discussions. Indirectly these comments were to be used as evaluations on the programme.

The Project expected to get an idea on the relevance of Project activities to meet the needs in their own countries. They were requested to give a comparative analysis of 2 country situations while giving suggestions for improvement.

The fellows were requested to prepare a project report on the similar lines of the project in relation to their needs of the training systems in their countries.

The individual reports of the fellows are annexed:

Generally, all the fellows, except the fellow from Korea, were satisfied, with the programme. Unfortunately, he has not given reasons behind his statement. However, it is necessary to summarise some of the conclusions made by fellows:

1. Recruitment to the fellowship programme would have been more satisfactory if a uniformed group had been selected.
2. The fellowship memorandum was not clear (countries to be visited)
3. Duration should be 9 weeks only.
4. 2 fellowship should be offered annually
5. Many fellows have indicated the necessity of organizing national projects on similar lines.

6. Some of the material produced at the Project is of wider interest.

7. Follow-up programmes should be organized.

The Project feels that the fellows had different backgrounds in terms of their work, education and interest. Some of the fellows were almost novices to the modern training methods. This was clearly observed during the discussions on learning concepts and participative methods. The Project staff attempted to involve detailed discussions on the conceptual outlook and strategy of the Project by allowing the fellows to go through the details and training material provided by the Project in the following Programme. We cannot say that the discussions were successful from the point of view of sharing experiences and learning new ideas in self-education. These fruitful discussions would have taken place if the fellows had been familiar with at least a few basic educational concepts. The time had to be restricted to the accommodation of their work. Case writing and the
follow-up programmes.

The Project had to undertake to guide the fellows to write case studies. Few fellows were not familiar with case studies. Therefore, we had to introduce case method as a training method in the beginning. Fortunately this became easy because of the case study workshop arranged during this period at the School of Cooperation for NCC teachers. One or two fellows had experience in case writing. The Project divided the group into 2 case writing groups considering the background they had in the methods and the subjects. The Project did a preliminary survey in some NCC societies around Kandy area to identify problem areas which were suitable for fellows. The Societies extended their fullest cooperation in the task. The Project appointed Mr. E. R. Mudiyanse and Mr. H. Hattierachchi as guides for the groups with general review by the Project Director.

The two groups selected 2 problems mainly leakages and distribution of surplus in Kandy MPC& Kundasale MPC. The two groups were able to finalise the draft at the cases within 8 days. Special mention will have to be made of Dr. Kapuria, Mr. Lim and Mr. Kaneshalingam who took more pains to see that the task is fulfilled. The two cases were presented during first week of April. The NCC teachers responded well and reviewed the cases thoroughly. The two groups revised the cases on the basis of the testing. The two cases they have prepared are annexed.

The Fellows associated the Principals conference from 20.04.81 to 25.04.81 where they were oriented towards Project activities and the Cooperative Movement of Sri Lanka. They were able to participate in the C.F.C.-ECT meeting as observers.

However, it should be indicated that some Fellows faced the difficulty of expressing ideas in English. They tried their best to observe and understand the various activities. They had interesting discussions with the NCC teachers and the employees trainees at Nerrvelli.

6. Conclusion

We feel that the achievement of the fellowship programme have been fair in terms of objectives of the Programme. However, the objectives have been very wide combining training of teachers with the association with Project staff in their technical work. The time allocated for these two aspects is insufficient when we consider the background of the Fellows.

It is essential to follow-up the Project developed by few Fellows with their respective movements as a chain reaction of the Project . The Project would be in a position to help in developing such programmes until such time the Project maintains its identity in Sri Lanka. The experience gained by the Fellows will have to be followed-up with new programmes on their development as teachers.

APPENDIX

- I. Fellowship Programme - India & Sri Lanka. X
2. Case Studies (2) prepared by the fellows.
- III. Individual reports (3) of the fellow

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A BRIEF REPORT ON THE
FELLOWSHIP PROGRAMME

2nd February- 30th April, 1981

in
India & Sri Lanka

Md. M. Rasrafkhan
6/10/81

Sponsored by -

ICR REEC Project for Training
of Cooperative Teachers in
Sri Lanka

Cooperative Teachers Fellowship Programme
1951

REPORT

1. Introduction:-

The Project for Training of Cooperative Teachers in Sri Lanka was able to organize a fellowship programme for selected teachers in the South East Asian Region with the help of the International Cooperative Alliance Regional Office in New Delhi. This activity has been carried out in order to attain one of the objectives given in the Project documents of the Project. I quote "11.1" Fellowship will be awarded to deserving teachers from other countries so as to enable to obtain training in teaching methodology, teaching techniques and related areas in which the project has valuable lessons to offer."

The project was approved by the ICAR, ICAC and had discussions with the Regional Director and the Director Education on the subject and finally worked out the programme as sanctioned by the ICAR, ICAC.

2. Programme Objectives:-

The Objectives of the Programme are given below:-

1. To give participants benefit of effective training techniques;
2. To enable the participants to develop curriculum for training programmes;
3. To enable the participants to develop and reduce their training material;
4. To enable the participants to study the objectives of the

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activities of the IC-ROEC-NCC teachers training Project in Sri Lanka and if the experience of the Project is relevant produce for their own movements a Project proposal for the purpose of enhancing training effectiveness of the Cooperative Training institutions in their respective movements.

3. Constitution of the Group

The IC ROEC selected 6 participants from the applications received from Bangladesh, India, Indonesia, Iran, Republic of Korea, Malasia, Pakistan, the Phillipines, Sri Lanka, Thailand.

The following participants participated in the programme represented in their respective countries,

- Mr. Ali Akhraf Khan - Bangladesh
- Dr. G.S. Kaperia - India
- Mr. S.H. Rerudi Griffin - Indonesia
- Mr. Seun9 Huan Lim - Korea
- Mr. Effren V. Peralse - Phillipines
- Mr. K. Kaneshalingam - Sri Lanka

A summary of the following background is given below:

Mr. Ali Ashraf Khan - Bangladesh:

Age. 45 years. Non-graduate. Serves as a auditor in the Dept. of Cooperatives and has been posted to Bangladesh Cooperative Coll. at Dauliā from July 1978. He has been working as an instructor earlier too. He does not possess any specialised training in teaching methods. Interested in learning modern teaching techniques.

Dr. H.S. Kapuria - India

Age. 59 years. Qualified in M.D. Degree in Economics. Served as a joint Director of the National Committee on Cooperative Training - India. He has 22 years teaching experience and has been working as a Asst- Professor and a Principal. He possess a formal training in educational technology. Interested in learning about training systems in Cooperatives in other countries and also evaluation systems.

Mr. H.M. Ramudi Ariffin - Indonesia

Age. 37 years. A Graduate in Economics. Working as a regular teacher for 5 years after serving as a honorary teacher for 3 years. Attached to provincial College in Bandung. Has attended and had training experience in teaching techniques.

Interested in getting knowledge in curriculum development. He wanted to get a guidance to cut down long term training programmes.

Mr. Seung Hwan Lim - Korea

Age 42 Years. A Graduate in Agricultural economics. Has been working as an Assistant Professor at the Agricultural Cooperative College. Has not attended any teacher training programme.

He was interested in effective teaching methods for staff training and member relations in relation to agricultural Cooperatives.

Mr. Efen V. Perlas - Philippines

Age 32 years. A graduate in Arts. Has been working for 5 years as a training director of a provincial cooperative development centre. He did not have any training in training methodology.

He expected to learn about modern teaching techniques and mass communication media.

Mr. K. Kaneshalingam - Sri Lanka

Age. 40 years. Graduate in Physical Science. Has been working as a staff officer in the National Cooperative Council of Sri Lanka for 14 years. Has undergone special training in teaching methods and audio visual aids. He expected to study Cooperative Training system in other countries.

4. Fellowship Programme;

The programme designed for the fellows was divided into two parts.

1. Programme in India
2. Programme in Sri Lanka

Indian programme was designed by the ICA. This included presenting of country papers, orientation on the Indian Cooperative movement, Training in teaching methods, Case Studies, group discussions and role play and participation in the 5th International Conference on Cooperative Thrift & Credit. The fellows were expected to prepare training packages in selected topics too.

The programme in Sri Lanka was designed by the Cooperative Teachers Training Project. This included orientation in the Project activities, studying the training situation in Sri Lanka, observation of on-going project activities, a case writing workshop and observing IC/ICA conference of the Principals of Cooperative Colleges in South Ceylon and the SEASPECT meeting. The fellows were expected to prepare a comprehensive report on the programme and a Project proposal for teachers training in their own country. (Copy of the programmes are attached)

The two parts of the total programmes were carried out
with any change.

5. Evaluation cum fellowship report by the fellows.

The Project gave a broad outline of the report format. The fellows prepared the report accordingly. However, they were allowed to make any change in the format if necessary. They were, however, briefed what was expected from the report. They were expected to give details about their visits and participation in different programmes, their impressions on the visits, participation and discussions. Indirectly these comments were to be used as evaluations on the programme.

The Project expected to get an idea on the relevance of Project activities to meet the needs in their own countries. They were requested to give a comparative analysis of 2 country situations while giving suggestions for improvement.

The fellows were requested to prepare a project report on the similar lines of the Project in relation to their needs of the training systems of their countries.

The individual reports of the fellows are annexed:

Generally, all the fellows, except the fellow from Korea, were satisfied, with the programme. Unfortunately, he has not given reasons behind his statement. However, it is necessary to summarize some of the conclusions made by fellows:

1. Recruitment to the fellowship programme would have been more satisfactory if a uniformed group had been selected.
2. The fellowship memorandum was not clear (countries to be visited)
3. Duration should be 8 weeks only.
4. 2 fellowship should be offered annually
5. Many fellows have indicated the necessity of organizing national project on similar lines.

6. Some of the material produced at the Project is of wider interest.
7. Follow-up programmes should be organized.

The Project feels that the fellows had different background in terms of their work, education and interest. Some of the fellows were almost novices to the modern training methods. This was clearly observed during the discussions on learning concepts and participative methods. The Project staff attempted to evolve detailed discussions on the Conceptual, outlook and strategy of the Project by allowing the fellows to go through the manuals and training material used by the Project in Teachers Training Programme. We cannot say that the discussions were successful from the point of view of sharing experience or exchanging new ideas in adult education. More fruitful discussions would have taken place if the group was homogenous and familiar with at least basic ideas of educational technology. The time had to be restricted due to accommodation of other work like Case writing and the Principal conference.

The Project had to undertake to guide the fellows to write case studies. Few fellows were not familiar with case studies. Therefore, we had to introduce case method as a training method at the beginning. Fortunately, this became easy because of the case study workshop arranged during this period at the School of Cooperation for NCC teachers. One or two fellows had experience in case writing. The Project divided the group into 2 case writing groups considering the background they had in the methods and the subjects. The Project did a preliminary survey in some MPCS societies around Kandy area to identify problem areas which were suitable for fellows. The Societies extended their fullest Cooperation in the task. The Project got apart Mr. E. R. Mudiyanse and Ranjith Hettiarachchi as guides for the groups with general review by the Project Director.

The two groups selected 2 problems mainly leakages and distribution of surplus in Kandy MPCSS & Kundasale MPCSS. The two groups were able to finalise the draft at the eases within 8 days. Special mention will have to be made of Dr. Kapuria, Mr. Lim and Mr. Kaneshalingam who took more pains to see that the task is fulfilled. The two cases were presented during first week of April. The NCC teachers responded well and reviewed the cases thoroughly. The two groups revised the cases on the basis of the testing. The two cases they have prepared are annexed.

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However, it should be indicated that some fellows faced the difficulty of expressing ideas in English. They tried their best to observe and understand the various activities. They had interesting discussions with the NCC teachers and the employees trainees at Neervell.

6. Conclusion

We feel that the achievement of the fellowship programme have been fair in terms of objectives of the Programme. However, the objectives have been very wide combining training of teachers with the association with Project staff in their technical work. The time allocated for these two aspects is insufficient when we consider the background of the fellows.

It is essential to follow-up the Project developed by few Fellows with their respective movements^s as a chain reaction of the Project. The Project would be in a position to help in developing such programmes until such time the Project maintains its identity in Sri Lanka. The experience gained by the Fellows will have to be followed-up with new programmes on their development as teachers.

APPENDICES

- I. Fellowship Programme - India & Sri Lanka. X
- II. Case Studies (2) prepared by the fellows.
- III. Individual reports (6) of the fellows

A BRIEF REPORT ON THE
FELLOWSHIP PROGRAMME

2nd February- 30th April 1981

in
India & Sri Lanka

Ed. M. M. Hossain
BANGLADESH

Sponsored by -

ICR RDEC & Project for Training
of Cooperative Teachers in
Sri Lanka.

To

The Project Director,
Cooperative Teachers Training Project,
Colombo, Sri Lanka.

I have Participated in a three months Fellowship course offered by the International Coop. Alliance, R.O.E/C.. New Delhi, India in Collaboration with the National Cooperative Council, Sri Lanka, Cooperative Teachers Training Project Sri Lanka and the ~~Cooperative~~ Cooperative Centre, Sri Lanka W.of. 1st February, 81 to 30th April 81. The first part of the Programme 1st February 81 to 15th March 81 was held ⁱⁿ India and I prepared a training Package there. The Director (Education) joint Director (Education) and the other experts helped me in preparing the Training Pacakage and as such I am thankful to them.

In my Sri Lanka Part of the programme from 16th March 81 to 30th April 81 I had to conduct a case study for which the Project Director, Chief Technical Advisor, Cooperative Education Officer and others helped me very much in preparing the Case Study for which I am also thankful to them. In the last stage of my Programme in Sri Lanka. I was told to prepare a report containing 15 chapters regarding my overall fellowship Programme. I tried to convey all the information point by point, but for want of relevant records and data I faced trouble to prepare the report as the relevant records in respect of my India part of the Programme were already sent to my country as these were felt no any necessity at that time. As such, the report was somehow prepared and completed.

I hope any kind of short comings in the report may kindly be excused.

(Md. Ali Ashrafkhan)
Lecturer, Bangladesh Coop. Collage
Kohbari, Councillar Bangladesh,
Now under ICA Fellowship Programme
in Colombo, Sri Lanka.

CHAPTER I

The Objectives of the Fellowship Programme are as follows:-

1. To give Participants command of effective Training Techniques;
2. To enable the Participants to develop curriculum for training programmes;
3. To enable the Participants to develop and produce their training materials; and
4. To enable the Participants to study the objectives and the activities of the ICA-SCG-NCC Project for Training of Cooperative Teachers in Sri Lanka and if the experience of the Project is relevant, produce for their own movements a Project Proposal for the propose of enhancing training effectiveness of the cooperative training institutions in their respective countries.

The Fellowship was organised by the ICA ROEC, New Delhi India and the National Cooperative Council of Sri Lanka. The Participants in the course are from Bangladesh, India, Indonesia, Republic of Korea, Phillipines and Sri Lanka.

It was a work oriented Programme . I had to prepare a training package on "Agricultural Cooperative Marketing Functions."

in my India Part of the Programme and conducted one case study on "Contradictory Management Approach" in my Sri Lanka part of the Programme. Before I preparing the Training Package and conducting the Case Study, I was given induction and demonstration in respect of my assignments. So the method was effective as it was used on learning by doing.

During my Fellowship Programme The Following Work plan was followed:

IN INDIA:

1. Induction about the organization and activities of the ICA R.O.E.C. New Delhi, India.
2. Cooperative Movement in India and their training and education programme.
3. Induction about Preparation and Production of training materials and audio-visual aids
4. Visit to important Cooperative Societies and education Centres.

IN SRI LANKA

1. Induction about Cooperative Teachers Training Project in Sri Lanka.
2. Induction about Cooperative Movement in Sri Lanka
3. Induction about function of the National Cooperative Council Colombo. Sri Lanka and it's training activities.

4. Induction about conducting and preparing case studies.
5. Visit of important Cooperative Societies and Training Institutes.

During my programme both in India and Sri Lanka I was given available facilities and full assistance by the ICA and the TTP.

CHAPTER -2

The International Cooperative Alliance is one of the oldest of non-governmental international organisations. It is a world wide Confederation of Cooperative Organisations of all types. It was formed by the International Cooperative Congress in London in 1895.

By now it has affiliated 60 countries as its members serving over 336 million members at the Primary level. It is the only international organisation entirely and exclusively dedicated to the promotion of Cooperation in all Parts of the world.

Beside the headquarters of the ICA at London, there are two regional offices, VIZ the Regional office and Education centre for South East Asia, New Delhi, India and regional office for East and Central Africa, Moshi, Tanzania. The Regional office in New Delhi was started in 1960 and the office in Moshi in 1968. The third regional office has just started functioning in West African Region.

REGIONAL SETUP

The Regional office and Education Centre, New Delhi is in the charge of the Regional Director. He is assisted by three sectional heads VIZ.

1. Director (Education). He is incharge of the Education Centre- The Section that deals with educational programmes. He is assisted by a joint Director (Education)

2. Joint Director (Technical Assistance and Trade). He is in charge of Coordinating technical assistance and Promoting international Cooperative trade.

and public Relations) He is in charge of Public tions

3. Joint Director(Publications, the library and documentation service and Public relation work. The Regional office has a pool of specialists. The field of specialisation are as follows:

1. Agricultural Cooperation
2. Agricultural Cooperative Marketing
3. Consumer Cooperation
4. Cooperative Education
5. Cooperative Legislation
6. Education Methods
7. International Cooperative trade.

The Main tasks of the Regional office and Education Centres are to develop the general activities of all the Alliance in the Region, to act as a link between the ICA and its affiliated national movements, to represent the Alliance in its consultative relations with the regional establishment of the united nations and other international organisations, to promote economic relations amongst member-movements including training across national boundaries, to organise and conduct courses, Seminars and Conferences, Surveys and research, to bring out Publications on cooperative and allied subjects and to support and supplement the educational activities of the national Cooperative Movements .

The Regional office and Education Centre, New Delhi now operates on behalf of 14 countries i.e. Australia, Bangladesh, India, Indonesia, Iran, Japan, Republic of Korea, Malasia, Nepal, Pakistan, The Philippines, Singapore, Sri Lanka and Thailand.

The Bangladesh National Cooperative Union (BJSU) is the member of the ICA; on the other hand all the Cooperative Societies in Bangladesh are the members of the BJSU either directly or through the District Cooperative Unions who are in turn members of the BJSU. Bangladesh Cooperative College conduct training of the Department officers as well as members, office- learners and employees of COOp. Societies. So, the Cooperative College engage to meet the educational needs, extension and motivation work of the movement.

CHAPTER 3

Brief description of India Coop. Movement.

The Cooperative movement in India started since 1904. Both origin and environment made it inevitable that it should be largely a credit movement. There were good reasons for the widely held belief in a institutional such, Cooperative credit was the most suitable form of rural credit to save the poor villages from the unscrupulous village individual money lender who charged an exorbitant rate of interest. An alternative to these individual money lenders, in the shape of an organisation was self essential which had touch with the people and responsive to their need. The credit had to be cheap and local. These requirements were clearly pointed in the cooperative form of organization. Official efforts were also focussed on promoting the organizations in this time.

However, during the initial period, The Cooperative movement in India suffered from various drawbacks and shortcomings. As late as the fifties, The Cooperative credit movement hardly credit 3% of the borrowings to the cultivators as a whole. In a few states the results were better. In many others they were worse.

In the year 1957, the Reserve Bank of India decided that a country wide survey should be held on the basis of which proper long term policies of rural credit could be based. This was to be an all India investigation covering not only rural indebtedness but also and broadly the pattern of demand and pattern of supply of rural credit. Accordingly, an all India Rural Credit survey Committee was appointed

small farmer. It was also due to deliveraie state policy, which of the conception of the fourth plan, expressed itself increat measures such as small farmers development Agency (SFDA) and marginal farmers and Agricultural Labouras Development Agency (SFDA) and marginal farmers and Agricultural Labourare Development Agency (MFALDA) for the weaker sections among the actual killers of the social.

As per the new developments that taken place and as stated above, some of the new requirement remained relatively unfulfilled by the institutional structure of which three seemed to be important to the Review Committee. In the works of the committee these were "(1) much larger demand (for credit), (2) shift towards long term credit and (3) need for providing credit for the small and less privileged cultivators." These the existing institutions were unable to meet. At present, the multi-agency approach to rural credit may be said to be in full pledged operation in all part of the country and trying to meet the demand of the village people.

There are so many cooperative societies of different catogaries working through out the countries. Such as:-

1. State Coop. Bank
2. District Rural Coop. Bank'
3. Urban Coop. Bank
4. Marketing & Processing Coop. Societies.
5. Salary Earners Coop. Societies.
6. Consumers Coop. Societies.
7. Dairy Coop. Societies.

A three -week cooperative examination development programme also organised at the institute to period orientation in cooperative organisation management and administration cooperative development and the socio-economic environments in which the cooperative functions. Besides Seminars, Workshops and conferences are also organised at the institute. This provides a forum to the executive and Key Personnel to discuss the managerial and operational Problems.

b. COOPERATIVE TRAINING COLLEGES:

The 16 cooperative training colleges (CTCS) located in different parts of the country statement for the training of intermediate level of Personnel. They conduct 36 weeks higher Diploma Course (HDC) in Cooperation with different subjects of coop. movement in the country In some selected colleges conduct HDC are also being conducted. Beside the colleges are also conduct other specialised diploma courses of varying durations for the personnel of Industrial Cooperatives, Land Development Banks, Consumer Cooperatives, Marketing Cooperatives, Housing Cooperatives, Cooperative audit, Urban Cooperative Banks etc. Apart from these, the colleges also organise short terms job oriented functional course as per need emerged.

2. COOPERATIVE TRAINING COLLEGE PUNA:

I along with my group visited the college on 9.3.81 and meet with the Principal and the teaching faculty. The Principal and the teaching faculty briefed about the activities of the college and we exchanged views in respect of Cooperative Movement and their training activities in our respective Countries. We also exchanged views about the teaching Techniques and use of audio-visual aid.

The activities of the college was seemed to be very impressive and the teachers are seemed to be dedicated in their respective assignments.

3. THE COOPERATIVE TRAINING CENTRE PUNA:

I along with the group visited the centre on 9.3.81 and meet with the Principal and their teaching staff. The Principal briefed about the activities of the centre.

3,61

The centre was started in 1st July, 1947. The main object of the centre is to impart training to the junior level staff of the Cooperative Societies and the Government Cooperative Department. The jurisdiction of this centre at of this centre at Present is only Pune and Raygad district. The centre mainly Conducts the "Junior Basic Course", 24 weeks duration and the curriculam is laid down by the National Cooperative Union of India which is an apex institution handling the training programmes through out the country. The Maharashtra Rajya Sahakari Sangh, Pune finance the training centre and conduct examination.

Maharashtra Rajya Sahakari Sangh, Pune undertaken need based training programme since 1974 and accordingly the centre conducted the following course;

1. Junior Basic Course of 24 weeks duration
2. Special Course for employees of different coop. institutions for different durations.
3. Short term Course of different durations for college students and employees of different coop. societies.
4. Short terms courses of different duration for Directors of Coop. Societies. The activities of the centre seemed to be encouraging and hope that it will contribute much in the field of cooperative education and training.

4. COOPERATIVE TRAINING CENTRE, MANGABAD:

I with the group visited the training centre on 11.3.81 and met with the Principal and the teaching staff. The Principal and the teaching staff briefed the activities of the centre and its overall operation. The centre at Present conducts Junior Basic Course of 24 weeks duration as per the curriculum given by the National Cooperation Union of India. It also conduct course of short duration for employees and office bearers of cooperative societies. I visited the class room of an on going class and talked with the trainees.

The institute seemed to be trying much to improve the training needs of Cooperative Societies of the area. The institute should be accommodated in a well equipped building in appropriate section having residential accommodation of the trainees.

OTHER COOPERATIVE INSTITUTIONS VISITED:

a. National Cooperative Union of India:

The National Cooperative Union of India was visited by me along with the group on and met with its President, Secretary and other officials. The activities of the NCUI are briefly given below:

The NCUI was actually organized in 1929 when the all India Coops. Institutes Association was formed under the Presidentship of celebrated cooperative leader, Shri Lalubhai Saraldas. About 20 years later, 1949 the Indian Provincial Bank Association which had come into being more or less at the same time, merged with the former and accordingly Indian Coop. Union was created. In 1951 its name was changed to all India Coop. Union and still letter to National Coop. Union of India.

Its Principal object is to promote and develop the coop. Movement in India, to educate, guide and assist the people in their efforts to build up and expand the Cooperative sector, and to serve as an exponent of Cooperative opinion in accordance with basic coop. Principles.

As on 30th June, 1960, the membership of the
Union consists of 12 national level cooperative organisations
and 16 state level Coop. organisations.

CHAPTER 4

HISTORY OF COOP. MOVEMENT IN BANGLADESH:-

The Peoples Republic of Bangladesh was emerged in December 1971, before that, it was a part of Pakistan and known as East Pakistan which borned in August. 1947. Before that, the East Pakistan was apart of undivided India governed by the British rulers.

So, the history of Cooperative Movement in Bangladesh is almost the same as the history of Cooperative Movement in undivided India.

The first Bengal Cooperative Societies Act was passed in 1904 and unlimited rural credit societies were formed to save the village poor people from the unscrupulous money leaders. The act was, amended in 1912 and again in 1940 to suit the changing needs. After the formation of Bangladesh the act of 1940 has been in force subject to various amendments. In the country at present there has been no any unlimited liability society.

In all there are about 90000 different kinds of societies working in the length and breath of the country, having membership of about 5.5 million. Each class has of three tiers i, eg, Primary, Secondary and apex level. The following chart will show the position of different kinds of societies in the country.

SET UP OF COOPERATIVE SOCIETIES IN P.H. BLOCKS



COOPERATIVE EDUCATION

The institutional training on cooperative in Bangladesh began in 1949 when a residential training institute was set up by the cooperative department, government of Bangladesh at Pubail near Decca for organising basic and refresher training for various field officers of the Department. In 1960 this institute was upgraded into a college and was shifted to Decca. In 1962 it was shifted to its own building at Kotleri in Comilla about 60 miles east of Decca. The college was so far imparting training mainly to cooperative Department officers and partly to employees and leaders of Cooperative Societies.

The College has six class rooms with residential accommodation of 72 participants in a three storied ~~Hotel~~ ~~Hotel~~. Six teachers excluding the principal and the Vice Principal had been fulfilling annual training target of about 400 during the last 20 years. During 1980-81 the college has, however, been going ahead with a training target of about 1400, of whom 50% are management leaders and employees of national and intermediately level Cooperative Societies and the remaining 50% are Cooperative Departmental Officers. For all of them specific syllabi, as thoroughly revised in June, 1980 has been introduced.

The subject taught in the college are Cooperative Principle and history, Cooperatives in Bangladesh, Cooperative law and management, Book-keeping and Accountancy, auditing, rural economy, extension and communication and occupation specialisation topics. The training method adopted are generally class room lectures, individual exercises, group discussions, workshops and field trips. The teaching aids used comprise black-board, lesson sheets, table charts, posters and manuals. Pre training and post training evaluation is conducted in respect of most of the trainees.

There are eight Cooperative Zonal Institutes (CZI) and one Rural Development Training Institute (RDTI) in Bangladesh which provides job training to employees of Primary and Intermediary level Cooperatives as well as short orientation courses for office learners of Primary Societies. Refresher training of lower level officers of the Cooperative Department and IRDP is also conducted there. These are residential institutes with an average of 35 participants placed in their hostels. Each CZI is staffed with one Principal, and only three instructors with no family accommodation facilities under it. The Subjects taught in the institute are more or less similar to those of the Cooperative Colleges.

For training at the Cooperative College and Institutes the trainees belonging to the Cooperative Department are selected and financed by the Cooperative Department. While the selection and financing of non-Government trainees like employees, office bearers and management leaders of the Cooperatives are done by the respective Cooperative Societies. All costs of women Cooperatives receiving training at the College and the Zonal Institutes are, of course, met by the Government. It may be mentioned that the eight CZIs were run by the Government under district supervision of the college, while the RDTI is supervised by the Integrated Rural Development Programme (IRDP), which is a government agency of autonomous nature.

For local-level training of members and office learners of the Primary Cooperatives, there exists since mid sixties, 55 Cooperative Proprietary units, each consisting of one Instructor and one assistant instructor, posted in 55 sub-Divisions, out of 71 sub divisions in the country. These units organise 4 day training at Primary Societies level of the agricultural cooperative sector in collaboration with the District Cooperative Unions. The training allowance paid by them to the trainees are disbursed from the Education fees realised by central Cooperative banks from investment of loans.

I teach Book-Keeping and accountancy for all courses of training organised at the college. It may be mentioned that the college does not organise any separate course specifically on book-keeping and accountancy for any particular group. Book-keeping and Accountancy are more or less taught in most of the courses where in I take the responsibility of planning, preparing lesson sheets and charts, conducting class and making evaluations of trainees performances with respect to Book-keeping and accountancy. I also drafted The syllabi on book-keeping and accountancy for various course, as revised by the college in 1980.

I feel that more education centres like the Cooperative Zonal Institutes should be established and existing institutes and the college be more strengthen. These institutes should be provided with more teachers, and they should be trained in modern techniques of teaching, sufficient funds should be allocated to produce teaching materials and audio-visual aids.

As a teachers of Book-keeping and Accountancy I feel that the subject could be made more interesting and effective to the trainees if I could undergo a subject matter training course with modern techniques and use of audio-visual aids.

CHAPTER 5

During my India part of the programme I along with other two of my group prepared a training package on "Agricultural Cooperative Marketing Functions." The package was prepared for the new managers of Multi-Purpose Coop. Societies and Assistant Managers (Marketing) in the large size multi-purpose cooperatives to educate them in the concept and functions of agricultural marketing.

The methodology adopted in preparing the package was preparation of teachers notes, use of flip charts, overhead transparencies and black board with colour media. I presented the Training Package on 2nd March 1981 and used all the media as stated above.

In my country the system of imparting training has not been developed in the above line. We, generally depend on class room lectures. Some times we distribute lecture notes in advance, but this method is not good and not effective. Flip charts,

this system of training is a new experience for me as it is more impressive and I realize that the training in our country would be more effective if, especially, overhead transparencies can be used in large extent.

CHAPTER 6

COOPERATIVE MOVEMENT IN SRI LANKA:

The Cooperative Movement in Sri Lanka was started in 1912 after enactment of the Cooperative Societies ordinance to eradicate the village indebtedness. The ordinance of 1912 made Provision for the registration of credit Societies only. But in 1921 it was amended to enable the registration of non-credit societies.

During world war II The Consumer Cooperative Societies were started in the country in 1942 to distribute essential food items among the people. After independence in 1947, the Government realised the importances of the agricultural development in the country and accordingly Cooperative Agricultural Production and Selling Societies were introduced.

In 1956, the government decided to develop the country through village cooperatives. In 1957, Multi-Purpose cooperatives were introduced in the country. At present the MPCS are the major primary societies in the country. After words the government considered that the village level MPCS are not economically viable. In order to ascertain and bring about a more established sense in the Cooperative Movement a Royal Commission was appointed in 1967. As per recommendation of the Commission the government in 1971 decided to reorganise and amalgamate the small village level units into multipurpose cooperative societies as viable units.

Due to this amalgamation the village level small Multi-Purpose cooperative societies were changed as branches of the main Primary Societies and at present, there are 280 Multi-Purpose Cooperative Societies in the island.

EDUCATION AND TRAINING PROGRAMME:

The responsibility of the education and training of the members, office-bears, Branch Committee members and the employees of Cooperative Societies has been vested to the National Cooperative Council of Sri Lanka. On its own and through the 26 District Committees it conducts various training courses and seminars. For this purpose the NCC has established 26 Education Centres under each of its District Committees, the NCC undertakes various programmes for training of the employees, Board Members, Branch Committee members and the promising youth. To coordinate all Education activities there is a Committee comprising of the members of the NCC, its general Secretary, Commissioner of Coop. Development, A.C. Extension Division, NCC and the Director, School of Cooperation, Polgolla.

LEVEL OF DEVELOPMENT OF THE EDUCATION AND TRAINING:

In any country Cooperative education and training are controlled by the government department and there are two tiers of training institutions. There are Coop. College for the training of officers, office-bears and employees of Cooperative Societies. There are 8 Social Institute under the control of the Coop. College. The Social Institute mainly impart training to the members, office-bearers and employees of Coop. Societies and partly conduct refresher courses for the lower level department officers.

IN SRI LANKA:

There is only one tier of Coop. training and education system. There are 26 Coop. Education Centres under the National Cooperative Council of Sri Lanka having roughly one in each district who conducts training courses for members office-bears, Branch Committee members and the employees of

Coop. Societies. The School of Cooperation, Polgolle is a government institution which mainly conducts training of departmental officers and partly of the office-bearers, Branch Committee members and employees of Cooperative Societies.

IN INDIA:

There are 3 tiers of Cooperative Education in India, International level, the Vaikuntha Matha National Institute of Cooperative Management, Punna conducts training for senior and Key Personnel of the Cooperative movement.

In state level there are 15 Cooperative College which conducts training of intermediate level personnel. They conduct 36 weeks higher diploma course in Cooperation. The college also conduct of other special diploma courses.

In Primary level there are 76 Coop. Training centres which are run either by state Coop, Unions or by the state government. Most of them conduct junior training course. The duration of the course varies from states to state.

CHAPTER 7

COOPERATIVE TEACHERS TRAINING PROJECT IN SRI LANKA:

The Project for Training of Cooperative Teachers in Sri Lanka (TTP) has been sponsored by the Swedish Cooperative Centre (SCC) through the International Cooperative Alliance (ICA) for the benefits of the National Cooperative Council of Sri Lanka (NCC). It is not a government Project although, approved by the government of Sri Lanka. It is a technical assistance Programme offered by the International Cooperative Alliance to the Cooperative Movement of Sri Lanka with the financial support of the Swedish Cooperative Movement and the Swedish International Development Authority (SIDA). It is therefore a technical assistance project from one cooperative movement to another cooperative movement through the medium of the International Cooperative Alliance which is an international non-governmental voluntary organization of the world Cooperative Movement.

Introduction

The main objective of the Project is to enhance the effectiveness of Cooperative training activities being carried out for personnel and members of managing committees of the Cooperative movement in Sri Lanka.

In order to achieve the objectives of the Project, several activities have been planned. These include as follows;

- identify teaching methods to make teaching effective
- training seminar for cooperative teachers in training methodology;
- subject matter courses for cooperative teachers;
- Production of Cooperative training materials using participative teaching methods and audio-visual aids;
- training programme in research methodology and techniques of evaluation.
- training programme in Cooperative education management;
- evaluation of the existing cooperative educational system and assistance in its redesigning.;
- assistance to the cooperative organisations in developing internal training programmes;
- arrange for teachers to obtain cooperative field training
- suggest guidelines on recruitment, salaries and working conditions of the teachers;
- offering fellowship programme to selected teachers from the developing cooperative movement in the South-East Asian Region;
- extending technical assistance to other cooperative education extension activities.

TRAINING ACTIVITIES:

The training activities of the Project are include as follows:

1. Programmes in training methodology;
2. Production of training materials;
3. Production and use of audio-visual materials;
4. subject matter courses;
5. Fellowship programmes;
6. Revision of cooperative education system;
7. Publication and documentation programmes;
8. field training and on- the-job training programme;

MATERIAL PRODUCTION

The Project is making use of the faculty members themselves to produce training materials according to the syllabi currently in force. So far 40 training elements have been produced duly supported by state grant aid and participative exercises. Field testing is also in progress. The materials so produced and field tested will be reproduced by the project for a wider distribution. In order to undertake a quick reproduction work . The project has already set up a small office printing unit.

With the holding of other training Programmes, e.g. participative teaching methods, production management, workshop etc. a lot of material e.g. Case Studies, ranking exercises, role plays have also emerged. Some material has also emerged from the field training (Experience) Programmes. The Project is compiling that materials for the benefit of the faculty members.

WORK METHODOLOGY:

Most of the personnel covered under the Programme of the project are handling regular training courses and preparing students for cooperative Employees Certificate Examination (CEC) Ordinary Level and Advanced Level, at the NCC District Cooperative Education centre. It is difficult to pull them together for longer durations. It has, therefore, been decided to group the personnel into three major groups. Each group is brought to the project programmes on a rotation basis. Each group has been constituted in such way that at no one event more than two persons will come out of their centres for project activities. By this arrangement the continuity of work at the district centres is not disturbed.

For the purpose of material production workshops under the audio-visual courses, the personnel have been subdivided into five sub-groups mainly due to the practicality of having a smaller group to produce quality training materials. These five sub-groups come at audio-visual aids followup workshops.

It is expected that by the end of the project period in 1982, all the faculty members working under the NCC would have been exposed to the introductory courses mentioned above. The total number of this group would be approximately 300 persons.

The Project also proposes to make use of the teachers who have been trained by the project so far, to handle the training of the remaining faculty members.

TECHNICAL ASSISTANCE AVAILABLE:

The technical staff of the Project consists of foreign and national experts. Mr. Boland was the first Project Director-cum-chief Technical Advisor. His services were made available by the Swedish Cooperative Centre. He was supported in his task by a national counterpart, Mr. W.U. Herath, the former Secretary of the National Cooperative Council of Sri Lanka. On completion of his assignment with the Project Mr. Boland returned to Sweden. At the same time it was decided to transfer the leadership of the project to the National Director.

At present the following staff are working in the Project.

- Mr. W.U. Herath - Project Director
 - Mr. Stig Ivarsson - Chief Technical Advisor - made available by the Swedish Cooperative Centre.
 - Mr. Daman Prakash - Cooperative Education Officer - (Audio-Visual Aid) - made available by the International Cooperative Alliance.)
 - Mr. E.R. Mudiyanse, National Counterpart - made available
- The supporting staff of the project has been recruited by the National Cooperative Council of Sri Lanka either from the open market or from the National Cooperative Council and the Department of Cooperative Development.

FACILITIES AVAILABLE

It is a matter of satisfaction that the Project enjoys the full confidence of the National Cooperative Council of Sri Lanka and the Department of Cooperative Development and the authorities in the Government of Sri Lanka. The Project has been able to develop good working relations with the national level Cooperative Organisations and specialised Cooperative institutions in the country. The Project has also the benefit of steady support and spontaneous assistance from the International Cooperative Alliance and the Swedish Cooperative Centre.

Because of a close working relationship with the district committees of the NCC and the faculty members of the district cooperative education centres presently covered by the Project, there has been a constant flow of feed back from the teachers and Cooperative leaders. This process has given the Project a lot of information and encouragement.

INTRODUCTION OF FIELD TRAINING PROGRAMME:

In order to provide the faculty members with an opportunity to fully understand the functioning of a Cooperative Society, the Project has designed a Programme under which the faculty members are attached to selected cooperative Societies. They are expected to follow the work and activities of the Societies and gather experience.

Under the Cooperative field training programme all the teachers of a cooperative education centre have to work closely with selected Cooperative Societies. One teacher one society is the basis. Teachers observe the Process of decision-making, democratic control and assist the management in several ways. In this way they gain practical experience there which could be used by them in their teaching work.

DEVELOPMENT OF INTERNAL TRAINING PROGRAMME AT THE SOCIETY LEVEL:

The TTP also helping the development of internal training programme of the big coop. societies. The target in this respect was fixed one society in each district. At present the TTP has selected Wali East (Southern Division) MPCS Ltd. Meervely, Jaffna, to help their internal training programme. The TTP helps the society with books and teaching materials and in drawing their internal training programme;

ROLE OF THE PROJECT IN THE DEVELOPMENT OF TRAINING PROGRAMME:

In order to achieve the main aim of the Project and to provide formal training programmes to cover the activities of the project, the project advisory committee (PACP) has approved the following training programme;

1. Training seminars in concepts of learning, facilitation of learning and Human Communication introductory.
2. Production and use of Basic Audio-Visual Training Materials (Graphics)- introductory.
3. Participative Teaching Methods Workshops- introductory

4. Cooperative Education Management Courses.
5. Subject Matter Courses.
6. Seminars and technical meetings on the revision of educational system.
7. On-the-job training programme.
8. Research Methodology Courses.
9. Training courses in library methods and Documentation Services.
10. Field training (experience) programme.
11. Cooperative Fellowship Programme.
12. Publication of Teacher's Training Bulletin and other Printed materials.
13. Training Material Production Workshop.
14. Workshop on evaluation techniques programme and Training Material

CHAPTER -8

Role of Cooperative Department in Cooperative Education and Training Programme

The Cooperative Department of Sri Lanka is also playing a very vital role in respect of cooperative education and training. The School of Cooperation, Polgolla, is run by the Department of Cooperative Development. It was started in 1943 Primarily for the purpose of training officers of The Cooperative Department Later it has undertaken the training of cooperative employees and Senior Officers of other Departments and Cooperations, Connected with the activities of Cooperative Societies. It also coordinates members education programmes in the District in association with the National Cooperative Council. The School of Cooperation, Polgolla closely Cooperate with the TTP in respect of training of cooperative teachers.

The School generally conducts the following courses:

1. a) The First Examination Course for Gr. II Inspectors-5 months
- b) The Second Examination Course for Gr. II Inspectors-3 months
2. Cooperative Employees Certificate- Higher level Examination
3. Cooperative Employees Certificate- Ordinary level Examination
4. Short courses of 5 days duration for Cooperative Departmental officer and employees of coop. societies.

CHAPTER - 9

During my Sri Lanka part of the programme I with my group conducted a case study on "Contradictory Management Approach" of a big Multi-Purpose Coop. Society at Kandy. The name of the society is Mahanuvara MPDS Ltd; . The society has got 55 retail outlets, one central wholesale store and 5 godowns. The society faces serious problem due to heavy leakage in the retail outlets including other management difficulties. we selected the leakage point and prepared the case.

The name of the society and the persons interviewed was changed and the case was prepared on dialogue form appending some annexures. The Teachers Training Project, Colombo has given all sorts of help and guidance in conducting the case study. Mr. W.U.Herath, Project Director, Mr. Stig Ivarsson, Chief Technical Adviser and Mr. Nudiyansa, National Counter helped us very much in conducting the case study.

The case study was presented and tested on 2.4.81 to the teachers of district Coop. Education centres, now undergoing training at School of Cooperation, Polgolla. They suggested some minor changes with some addition and alteration to improve the case. Accordingly it was revised and completed.

IMPRESSION OF THE WORK PROGRAMME:

The work programme of the TTP in Sri Lanka has a far reaching effect. The work of the project is in progress and it is hoped that in the long run it will make a remarkable change in the field of cooperative education and training. All the teachers of the district Coop. Education Centres are undergoing 6 months training in the School of Cooperation, Polgolla as per the work programme of the project. The training includes use of modern techniques and audio-visual aids so that offer the training they can utilize their experience in the training

programme of their respective institute.

ITS RELIANCE TO OTHER DEVELOPING COUNTRIES:

I think in every developing country should undertake a teachers training project in their respective countries for the cooperative teacher to develop their teaching techniques and to learn the use of audio-visual aid. It is universally accepted that without effective training and proper education of the members, proper education of the members, prospective members, office bearers and employees of Coop. Societies, the movement cannot achieve a success. Here the trainers should be trained first to achieve better results. More over, when cooperative movement will be better results. More over, when cooperative movement will be strengthen. The economy of the country will also be strengthen

CHAPTER -10

PROJECT FOR TRAINING OF COOPERATIVE TEACHERS IN BANGLADESH:

1. Country: Bangladesh
2. Project Title: Project for Training of Cooperative Teachers in Bangladesh.
3. Requested by: Bangladesh National Cooperative Union (BJSU)
4. Execcting Agencies: International Cooperative Alliance
R.O.E.C. for S-E. Asia and the Bangladesh
National Cooperative Union
5. Project Duration: ~~Two~~ years. Decission regarding further extension will be jointly taken by the ICA ROCE and the BJSU on the basis of the results obtained and the future need.
6. Starting date: 1st July, 1982
7. Doner Agencies:
8. Project Cost
First year;

BACK GROUND

In Bangladesh there are at present about 90000 Cooperative Societies having about 5.5 million members. But at present there are only one cooperative college and 8 Cooperative Zonal Institutes owned by the Government to meet the training needs of both the cooperative Departmental officer and members, officer, bearers and employees of Cooperative Societies which seemed to be quite insufficient. There has been no any training institute run and financed by within the movement.

So in order to strengthen the cooperative movement in the country maximum importance should be given on cooperative education and training. More cooperative educational Institution should be opened and trainers should be trained first regarding modern techniques of education and use of audio-visual aids. The educational institutions should be established within the movement and the National Coop. Union (NCSU) should come forward to shoulder the responsibility.

Along with the 8 C 21, one CZI should be established in each of the 21 districts and the NCSU should take over the responsibility of these institutes. The Coop. College may remain under government and make it more strengthen. The SZI should be re-remained as District Cooperative Training Centre

9. OBJECTIVE OF THE PROJECT:

The objectives of the Project is to enhance the effectiveness of cooperative training activities being carried out or proposed to be carried out for personnel and members of managing committees of the cooperative movement in Bangladesh by undertaking programmes in the fields of training of cooperative teachers, production of teaching material and other related areas. The Project will disseminate result of its work among other movements of the Region.

10. PROJECT ACTIVITIES:

To attain the above objectives the project will carry out the following activities:

- A) (i) identify teaching techniques which would enhance the effectiveness of teaching in the Cooperative training centres, and
- (ii) conduct training seminars for principals and teachers of cooperative training centres on training methodology and techniques of teaching with a view to imparting them knowledge of modern adult education concepts of the teaching learning process and skills in using participative teaching learning methods;
- b) conduct subject matter course for principals and teachers of cooperative training centres.
- c) conduct workshops for the Production of relevant teaching material and produce, in collaboration with the cooperative training centres and other relevant agencies in the country, teaching material appropriate for various teaching learning methods;
- d) Provide training to cooperative teachers in research methodology which would help them to carry out field research with a view to gaining first hand knowledge of field situation and with a view to using the data collected for producing teaching material;
- e) conduct seminars on education management, VIZ how to plan coordinate and evaluate education and to work out evaluation system;
- f) evaluate the relevance of the present syllabi of the junior, ordinary and advance level courses and to assist the training centres and the cooperative college, Kothari, comilla in re-designing the various courses so as to satisfy effectively the training requirements of the movement in Bangladesh and to assist them in reformatting the curricula for the courses recommended;

- g) assist a few selected large cooperative organisations in developing internal training programme which can serve as models for other cooperative organisations in the country and to provide training to the training officers of these organisations;
- h) workout a scheme for enabling cooperative educationists to get experience from the field and to assist in its implementation and ,
- i) suggest guidelines regarding recruitment of teaching, their emoluments and working conditions, and their carrier prospects;
- j) The result of the Project would be disseminated through the IEA, ROEC among the national cooperative training centres and the member organisation, other relevant bodies in the region for their use and for further dissemination among regional and local cooperative training centres in their respective countries.
- k) The Project will carry out any other activities which are incidental and conducive to the attainment of the objectives of the Project.
- h) OPERATION OF THE PROJECT:
 - a) The responsibility for operating the Project will be that of the ICARDC and the BJSU.
 - b) The BJSU will constitute a Project Direction committee in consultation with the ICA ROEC which will provide guidelines for operating the Project specifically the committee would consider the programmes suggested by the secretary, BJSU and offer advice there on, review the activities carried out by the project from time to time and make recommendations for improving the effectiveness of the Project. The Director (Education) of the ICA ROEC shall function as re-officer chairman and the the secretary, BJSU, shall functions as members secretary of the committee.

- c) The Project Directors committee will comprise of 12 persons representing the BJSU, Bangladesh Cooperative College, Kolhavi, comilla. Cooperative Department, Govt. of Bangladesh, District Cooperative unions, National Cooperative organisations and large Primary cooperative societies.

12. LOCATION OF THE PROJECT:

The Project office will be located at Dacca.

13. EVALUATION:

A careful assessment of the Project will be made every year by a committee comprising the representatives of the ICA ROCF, the Coop. Department and the BJSU. The operation of the project may be modified on the basis of the findings of the assesment. At the end of the Project evaluation will also be carried out.

14. WORK PLAN:

- a) An annual programme of activities will be formulated by the Project Secretary in consultation with the Project Direction Committee keeping in view the objectives and the activities outlined in this project document.
- b) The Project would draw upon, as and when needed the existing resources of the BJSU, the Cooperative College and the cooperative Department for carrying out its activities:

CHAPTER 11

RECOMMENDATION AND SUGGESTIONS:

As a whole the programme is fairly well. But I think a part of the programme should be held in one of the developed country to enable the participants to gather experience in studying cooperative movements there. Moreover, design of the courses for the participants of the some subject may be of more effective.

CHAPTER 12

I visited the following institutions:

a) IN INDIA:

1. National Cooperative Union of India, New Delhi.
2. National Centres for Cooperative Education New Delhi, India.
3. National Industrial Cooperative Federation, New Delhi.
4. Maharashtra State Coop. Union, Punna.
5. Veikunth Matha National Institute of Cooperative Management, Punna.
6. Cooperative Training College, Punna.
7. Cooperative Training Centre, Punna.
8. Cooperative Training Centre, Aurangabad
9. Hemru Handloom Weavers Coop. Society Ltd. Aurangabad.
10. Kailas Milk Cooperative Society. Khultabad.
11. Chhribheshvar Taluka Milk Coop. Union. P.O. Khulatabad, Aurangabad.
12. Biddheshvar Coop. Factory, Maniknagar. P.O. Sillad, Aurangabad.

b) IN SRI LANKA

1. National Cooperative Council of Sri Lanka.
2. Office of the Commissioner of Coop. Development Colombo, Sri Lanka.
3. School of Cooperation, Polgolla.
4. Mahanuwara M.P.C.S Ltd. Pandu.
5. Vali-East (Southern Division) MPCS Ltd. Maervely.
6. Tellipellai MPCS Ltd., Tellipellai.
7. MCC District Coop. Education Centre Weerasingham Hall Jaffna.

8. Northern Division Fishermen Cooperative Union.
9. Jaffna District Textile Weavers Coop. Society Ltd.
10. NCC District Coop. Education Centre Anuradhapura.
11. NCC District Coop. Education Centre, Trincomalle.
12. Trincomalle M.P.C.S Ltd.
13. Ambalangoda M.P.C.S. Ltd. Ambalangoda.
14. NCC District Coop. Education Centre, Galle.
15. Galle Coop. Hospital Society Ltd.

CHAPTER 13

List of persons with whom I had discussions and interviews:

IN INDIA:

1. Members, Secretary and the staff of National Council for Cooperative Training, New Delhi.
2. Chief Executive and the staff of National Cooperative Union of India, New Delhi.
3. Chief Executive and the staff of National Industrial Cooperative Federation, New Delhi.
4. Principal and the staff of National centre for Cooperative Education, New Delhi.
5. Director and the teaching faculty of the Vaikuntha Matha National Institute of Cooperative Management, Pune.
6. Principal and the staff of Cooperative Training College, Pune.
7. Principal and the staff of Cooperative training Centre Pune.
8. Chief Executive officer and the subordinate of Maharashtra state Cooperative Union, Pune.
9. Principal and the staff of Cooperative Training Centre, Solapur.
10. President and Board Members of Grishameswar Taluka Milk Cooperative Union, Khulabad.
11. Dairy Development officer and Assistant Register of Coopp. Societies, Anuragabad.
12. Secretary of the Kaslakh Milk Cooperative Society, Khulabad.
13. President, Board members, Manager and other staff of the Siddishwar/Cooperative Sugar Factory, Pilled, Aurangabad.

IN SRI LANKA

1. Project Director and other technical staff of the Cooperative Teachers Training Project, Colombo.
2. Commissioner of Cooperative Development, Sri Lanka, Colombo.
3. President of the National Cooperative Council of Sri Lanka, Colombo.
4. Principal and the teaching faculty of the School of Cooperation, Polgolla.
5. President, Board Members, General Manager, and other staff of the Mahanuwera MPCS Ltd. Kandy.
6. Cooperative Development Officer, Kandy.
7. President, Board members, General Manager and other staff of Vvili -East (Southern Division) MPCS Ltd., Neervely, Jaffna.
8. President, Board members, women Cooperatives, General Manager and other staff of the Tellippalai MPCS Ltd. Jaffna.
9. Branch Manager and Salesmen of Kankashanthurai and Myliddy Branches of Tellippalai MPCS.
10. Vice-President and General Manager of Northern Division Fishermens Cooperative Societies Union.
11. President and the staff of Jaffna District Textiles Weavers Cooperative Society Ltd., Jaffna.
12. Assistant Commissioner of Cooperative Development and his staff, Jaffna.
13. Faculty members of the National Cooperative Education Centre, Jaffna.
14. President, District Committee, members and the staff of the District Cooperative Education Centre of the NCC Anuradhapura.

15. President, District Committee members and the staff of the District Cooperative Education Centre of the NCC of Trincomalle.
16. President, Board members, and the staff of Trincomalle MPCS Ltd., Trincomalle.
17. President, District committee members and the staff of District Cooperative Education Centre of the NCC at Galle.
18. President and the staff of Galle Cooperative Hospital Society Ltd. Galle.
19. President and the staff of Ambalangoda MPCS Ltd., Ambalangoda.

CHAPTER 14

In the conclusion it can be said that the fellowship programme is very useful to me in getting knowledge about effective training techniques, to develop curriculum for training programme, to develop and produce training material and to study the objectives and activities of the ICA-300- NCC project for training of cooperative teachers in Sri Lanka.

I hope to utilize the experience I have gathered in the different courses of training programme in the cooperative college and zonal Institutes in my Country.

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FELLOWSHIP PROGRAMME FOR COOPERATIVE
TEACHERS, 1981

(Jointly sponsored by the International Co-operative Alliance,
Regional Office & Education Centre for South - East Asia
(ICA - ROEC) and Co-operative Teachers Training Project in
Sri Lanka)

A BRIEF REPORT

Colombo.
April 30, 1981.

Dr. R. S. KAPURIA
Joint Director (Handloom)
NCCT, New Delhi, India.
(Fellow)

by them. Significance of several factors that are often dismissed as ordinary platitudes also emerge in such studies. They show the continuity of development and illustrate how activity and interaction process unfold themselves. Through them, if attempted with great pertinacity and earnestness, one can develop an understanding and appreciation of the success and failure of the ways in which people handle situations, how problems arise and how they should be tackled. As instrumental aids, they are invaluable for they present easy-to-grasp real and concrete situations rather than involved abstractions. One of the objectives of the case method is to simulate the experience of managing a cooperative organisation; the reader must therefore feel that he is actually the person whose situation and problem is described.

On the otherhand, 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 package lays emphasis on the psychology of adult learning and involves actively both teachers and learners in training situation. The training contents included in the packages consist of independent but inter-related units which can be assembled in various ways to meet different requirements. In teaching through a training package, the role of trainer becomes more of a training organiser rather than the instructor. The trainer arranges the training situation in a manner that the learners learn from self-effort, each others experience with his assistance and guidance given in the material. The trainers using such packages should be well trained in the new educational approach and techniques envisaged. The training package approach indicates the need of evolving an effective training system for trainers as well as trainees.

In the pursuance of the fellowship programme, I acknowledge my appreciation for the assistance and guidance which I received in full measures from Mr. J. M. Sana, Director, ICA,

P R E F A C E

Of all the ingredients for the success of Co-operative training, provision of competent faculty is the most vital. Efforts must be made to improve the training skills of trainers and they should be exposed to a variety of training techniques through systematic programmes of trainers' training.

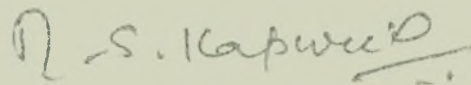
During recent years various new training techniques have been evolved. The traditional lecture method is yielding place to more modern techniques suited to an adult education programme and greater emphasis is being laid on the use of audio-visual aids, case studies, training packages, in-tray exercises, management games, role-play, debates, group discussions and quiz sessions, etc.

The fellowship programme for the co-operative teachers, offered jointly by the ICA-ROEC and the TTP Sri Lanka, provided me with an opportunity to go more deeply into the techniques of designing, producing and utilisation of training packages with the help of audio-visual aids, and the techniques of the case study methods, preparation and testing of cases. During the Indian part of the fellowship programme a training package on "DEMOCRATIC MANAGEMENT IN LARGE MULTI-PURPOSE CO-OPERATIVES" was prepared. However, during the Sri Lanka part of the fellowship programme a case study was prepared under the caption "LUMEDAINE MULTI-PURPOSE CO-OPERATIVE SOCIETY: A CASE ON CONTRADICTIONARY MANAGEMENT APPROACH".

In fact, case studies are the most efficacious tools. They are process studies, offering a more or less continuous chronological picture of the different stages of a process and giving concreteness and reality to problems, situations and solutions. Human factors involved in a situation, interacted by complex socio-economic forces, are manifestly brought out

Dr. Dharam Vir, Joint Director (Training) and other technical staff of the Regional Office (during the Indian part of the programme) and from Mr. W. U. Herath, Project Director, Mr. Daman Prakash, Technical Advisor (AVA), Mr. Stig Ivarsson, Consultant and other Technical Officers of the Teachers Training Project (during the Sri Lanka part of the Programme).

The compilation and submission of the fellowship report is being made with an understanding that my colleagues in other countries would understand the value of cooperative training and educational programmes. I sincerely hope that that Cooperative teachers in various colleges would be able to have an appreciation of the work being done by the ICA and the TTP in the field of training cooperative teachers.



(DR. R. S. KAPURIA)

Joint Director (Handloom)

NCCT, New Delhi, India.

Colombo.

April 30, 1981.

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CHAPTER 1

THE FELLOWSHIP

1.1 The fellowship programme has been offered jointly by the International Co-operative Alliance, Regional Office and Education Centre for South-East-Asia (ICA-ROEC), New Delhi and the Co-operative Teachers Training Project in Sri Lanka. Six fellows have been selected from among the senior teachers who are working at the national level institutions in different countries of the region. For the fellowship programme, the fellows selected were: Dr. R. S. Kapuria (India); Mr. K. Kaneshalingam (Sri Lanka); Mr. Ramudi Ariffin (Indonesia); Mr. Seung Hwan Lim (Republic of Korea); Mr. Efren V. Perlas (philippines); and Mr. Md. Ali Ashraf Khan (Bangladesh).

1.2 The objectives of the fellowship programme are:
(a) to give participants command of effective training techniques;
(b) to enable the participants to develop curriculum for training programme; (c) to enable the participants to develop and produce their training material; and (d) to enable the participants to study the objectives and the activities of the Cooperative Teachers Training Project in Sri Lanka and to produce for their own movements a project proposal for the purpose of enhancing training effectiveness of the Co-operative training institutions in their respective movements.

1.3 The programme has been divided into two segments: Part I of the programme was held in India from 2nd February to 15th March 1981 through the ICA Regional Office and Part II was carried on in Sri Lanka from 16th March to April 30, 1981 through the TTP.

1.4 During the first part of the programme the fellows were exposed to the fellowship:-

- (a) Techniques of designing, producing and utilisation of training packages with the help of audio-visual materials;
- (b) Observance of various types of co-operative institutions in the Union Territory of Delhi as well as in the State of Maharashtra;
- (c) Participate in the International Conference on Thrift and Credit, which was organised with ICA-NCUI collaboration from 15 to 20 February, 1981 at New Delhi; and
- (d) Study of Co-operative Training Institutions working under the aegis of the National Council for Co-operative Training (NCCT), New Delhi, particularly the Vaikunth Mehta National Institute of Co-operative Management (VMNICM), Pune and Co-operative Training College, Pune in addition to the National Centre for Co-operative Education (NCCE), New Delhi, run by the National Co-operative Union of India, and the two Junior Training Centres run by the Maharashtra State Co-operative Union, Pune.

1.5 During the second part of the programme, the fellows were looked after by the TTP in Sri Lanka and were exposed to the following:-

- (a) Case Study Method, preparation and testing of cases;
- (b) Study of Cooperative Training programmes in Sri Lanka;
- (c) Study of the Cooperative Teachers Training Project; and
- (d) Participation in the International Course for Principals and Senior Teachers of Co-operative Training Institutions in South-East Asia, in Kandy, from 21st April to 25th April, 1981.

1.6 The fellows enjoyed full co-operation and assistance from the authorities and staff of the ICA Regional Office during the first part of the programme in New Delhi. They were always willing and helpful in providing the required guidance and assistance to any problem relating to the work assignment. We had free access to all of them and they did their best to help solve our problems, despite their pre-occupations, always with a smiling face - so characteristic of the ICA culture. Similar assistance was also available to the fellows, in full measure, during the second part of the programme from the technical staff of the TTP in Sri Lanka.

CHAPTER 2

THE INTERNATIONAL CO-OPERATIVE ALLIANCE

2.1 The ICA is one of the oldest non-governmental international organisations. It is a world-wide Confederation of Co-operative organisations of all types. Founded by the International Co-operative Congress in London in 1895, it has now affiliates in 66 countries, serving over 336 million members at the primary level. It is the only international organisation entirely and exclusively dedicated to the promotion of Co-operation in all parts of the world.

2.2 Besides the headquarters of the ICA, which are in London, there are two regional offices, viz., the Regional Office and Education Centre for South-East Asia, New Delhi and Central Africa, Moshi, Tanzania. The Regional Office in New Delhi was started in 1960 and the office in Moshi in 1968. The third regional office has started functioning for the West African Region.

2.3 The main tasks of the Regional Office and Education Centre are to develop the general activities of the Alliance in the Region, to act as a link between the ICA and its affiliated national movements, to represent the Alliance in its consultative relations with the regional establishments of the U.N.O. and other international organisations, to promote economic relations among member-movements including trading across national boundaries, to organise and conduct courses, seminars and conferences, surveys and research, to bring out publications on cooperatives and allied subjects and to support and supplement the educational activities of the National Co-operative Movements. The ROEC at present operates on behalf of 14 countries, i.e., Australia, Bangladesh, India, Indonesia, Iran, Japan, Republic of Korea, Malaysia, Nepal, Pakistan, the Philippines, Singapore, Sri Lanka and Thailand.

2.4 The National Co-operative Union of India (NCUI) is an active member of the ICA. It participates in the affairs of the ICA-ROEC for South-East Asia and has cordial relations with advanced co-operative movements. The ICA also maintains working relations with the National Council for Co-operative Training (NCCT), New Delhi, which is an adjunct of NCUI. In the past several courses in "Training Methodology and Techniques for Co-operative Staff Training in Asia" were organised at the Vaithkunt Mehta National Institute of Co-operative Management (VMNICM), Pune (Maharashtra - India) by the ICA and the teaching faculty of the Institute helped in the conduct of these courses.

2.5 Besides, the Regional Office has conducted since 1971, in collaboration with the NCUI, a field project in Co-operative Education, in the Indore district of the State of Madhya Pradesh (India). The State Co-operative Union and the Co-operative Bank of the Indore District were actively collaborating with the ICA and the NCUI in this project. The project serves the areas of seven co-operatives comprising 44 villages and also collaborates with 4 marketing societies, S.C.U. and other secondary societies in the district.

2.6 The purpose of the project was to find out effective techniques for cooperative education at the grass-roots level, to produce educational material for local education, to demonstrate the value of involving primary societies and secondary business federations in the formulation and implementation of cooperative education that can lead to economic results. The project was transferred to the National Cooperative Union of India on 1st July 1976. The success of the Project has prompted the National Cooperative Union to start fifteen similar projects in the Cooperatively less developed States of India.

2.7 There is also a Teachers' Exchange Programme. Under this a teacher from one of the 16 cooperative colleges is attached on a study-cum-teaching assignment to a similar centre in another

country for about a month. These programmes are designed to give opportunities to teachers of cooperative education centres to visit similar institutions in other countries of the Region so that they may gain as well as share educational experience and knowledge in the cooperative field. They also get an opportunity of studying the cooperative movements of the countries visited. Since 1977, the ICA-ROEC has been conducting a two-month course on Training Methodology for Cooperative Teachers from the Region. This course has now replaced the Teachers Exchange Programme.

2.8 Besides, the visual-aids, training packages, case studies and necessary educational materials prepared by the Regional Office are available to the Co-operative Training Colleges in addition to the services rendered through the CEMAS and the Film library.

CHAPTER 3

INDIAN CO-OPERATIVE MOVEMENT
WITH REFERENCE TO CO-OPERATIVE
EDUCATION

3.1 The Indian Co-operative Movement started with passing of the Co-operative Credit Societies Act in 1904. It has since emerged into a well-diversified and one of the largest voluntary movements of the world, dedicated to the socio-economic well-being of the poorer sections of the society.

3.2 In view of its great potentiality, Co-operative development has been accorded a significant place in the successive Five-Year Plans. Specially the post-independence era has witnessed a number of epoch-making events in the Cooperative Sector and Co-operative activities have continuously increased in terms of membership, resources and volume of business turn-over. The economic value of Co-operative activity in terms of turn-over/working capital exceeds nearly 1,50,000 million per annum which constitutes nearly 25% of the total national income. The Movement involves over 80 million people and perhaps represents the only form of economic organisation involving the largest number of members.

3.3 In view of the proliferation of Co-operative Societies into various economic activities, they can be broadly classified into Credit Co-operatives and non-Credit Co-operatives as indicated in a tabular statement below:

CO-OPERATIVE CREDIT MOVEMENT

CREDIT SOCIETIES

NON CREDIT SOCIETIES

Agricultural Credit Societies

Non-Agricultural Credit Societies

1. State Coop. Banks
2. Central Coop. Banks
3. Agricultural Service Societies.
4. State Coop. Land Development (Mortgage) Banks.

1. Urban Coop. Banks
2. Saving & Credit Banks or Thrift and Credit Societies.
3. Salary Earners Societies.

Agricultural Non-Credit Societies

Non-Agricultural Non-credit Societies

1. Coop. Marketing Societies
2. Coop. Farming Societies
3. Coop. Processing Societies
4. Coop. Milk Supply Societies
5. Coop. Fishery Societies
6. Coop. Pgs Development Societies
7. National Marketing Federation
8. State Marketing Federation
9. Cooperative Sugar Mills
10. National Co-operative Sugar Mills Federation

1. Cooperative Consumer Stores
2. Industrial Coop. Societies
3. Transport Cooperative Societies
4. House Building Cooperative Societies
5. Labour & Construction/ Contract Societies
6. Rickshaw Pullers Cooperative Societies
7. National Cooperative Union (NCUI)
8. State Cooperative Union
9. District Cooperative Union
10. National Consumer Coop. Federation (NCCF)
11. Apex Industrial Societies/Federations
12. State Coop. Consumers Federations
13. National Co-operative Industrial Societies.

3.4 In India, there are nearly 3,00,000 co-operative Societies of all descriptions. Among them, the Agricultural Credit Co-operatives constitute the principal Sector of the movement. It is for this reason that the Co-operative Banks have been assigned a very important role in the process of institutionalising form Credit in India. As a result of planned efforts both by the government and the Co-operative movement, we have on ground a 3-tier credit structure comprising 26 state level Apex Co-operative Banks, 344 District Central Co-operative Banks and a little over one lakh Primary Agricultural Credit Societies (PACS) covering over 92% of villages. However, for long-term credit there exist 19 state co-operative land Development Banks and over 892 Primary Land Development Banks.

3.5 The Co-operative Marketing structure consists of 3,174 Primary Marketing Societies, covering nearly all important secondary markets, 206 sugarcane supply societies, 172 District/Regional Marketing Societies, 27 State Level Co-operative Marketing Federations and the Agricultural Co-operative Marketing Federation (NAFED) at the national level. Besides marketing of agricultural produce Co-operatives also play an important role in procurement of foodgrains, etc., on behalf of the government as a part of the "Price Support Policy". They accounted for nearly 60% of the total fertilizer distribution in the country. Besides, the number of processing units in the co-operative sector exceeds about 2,5000. The major part comprises co-operative sugar Mills which account for nearly 48% of finished sugar produced in the country. There are also few Rice and Dal Mills and Fruits and Vegetable Processing Units in the Co-operative sector. Co-operative spinning Mills are also fast coming up.

3.6 Further, in the context of expanding the public distribution system the Consumer Co-operatives have been assigned a very important role. The 4-tier structure of consumer Co-operatives almost covers most of the districts in the country.

The institutional framework consists of 4,93 Central/Wholesale Consumer Co-operatives with nearly 3,480 branches (including a little over 200 Departmental Stores), 16,152 Primary Consumer Co-operative Societies, State Level Consumer Federations in 14 States, State Cooperative Marketing-cum-Consumer Federations in 8 states, and the National Co-operative Consumers Federation (NCCF). Altogether the consumer Co-operative net work in India consists of over 23,000 retail outlets of different sizes.

3.7 Besides, the other National Level Organisations are e.g., National Co-operative Housing Federation, National Federation of Industrial Co-operatives and the National Federation of Co-operative Urban Banks and Credit Societies. Recently, the National Federation of Fisheries Co-operatives has also been established.

3.8 It may be true to say that the Co-operative Movement in India has made a phenomenal progress in almost all sectors of its activities. However, the progress has not been uniform throughout the country. While in some states the movement has grown fast in others the progress has not been of the same order. This has created imbalances.

NATIONAL CO-OPERATIVE UNION OF INDIA (NCUI)

3.9 The NCUI is the Apex Organisation of the entire Co-operative Movement in the country. It represents 80 million Co-operators and the largest movement in the world. Originally, the main objective of the Union was to develop a forum to consider various problems facing the Movement in the country. However, it was further envisaged that the national level organisation should have the responsibility to promote the Co-operative movement and propogate the principles of Co-operation and be the spokesman of the entire cooperative movement. These objectives were elaborated in the bye-laws of the Union in the year 1952.

3.10 The main activities of the NCUI relate to Co-operative education and Co-operative training (dealt with in Chapter 4), promotional, publication of literature, Co-operative research and studies, international co-operative relations, publicity, public relations, integrated rural development, liaison work and spokesmanship for the movement.

3.11 The Union lays greatest stress on co-operative education, particularly the members of cooperative Societies. In 1955 a milestone was installed in regard to cooperative education when a planned programme on all-India Basis was formulated for implementation under the guidance and supervision of the NCUI. While the responsibility of implementing co-operative education rests on the state Co-operative Unions, the NCUI plays a significant role in its monitoring and co-ordinating. The important functions of the NCUI in regard to co-operative education may be mentioned as follows:-

- (a) to prepare broad syllabus for Managing Committee members and Secretaries;
- (b) to train the trainers;
- (c) to review the progress of implementation;
- (d) to prepare and publish training material;
- (e) to evaluate the member education programme;
- (f) to convene annual conferences of education officers, chief executives and the Presidents of the State Co-operative Unions; and
- (g) to evolve various teaching and education techniques in the field of co-operative education , etc.

3.12 Commensurate with the expansion of the Co-operative movement, the education programme could neither expand nor diversify itself. Consequently, it has been confined, more or less, to the field of agricultural credit Co-operatives. However, the Union is making endeavours to expand Co-operative education to all

the sectors of the co-operative movement. The ultimate objective seems to make co-operative education a normal activity of each co-operative society.

3.13 In addition, the Union has also made efforts to launch Co-operative education programme for women. While much progress could not be achieved in this direction, there is increasing realisation in the country, as a result of Unions reiteration through various forums to educate women in Co-operation.

3.14 It may, however, be mentioned here that the NCUI also runs a special Institute, known as the National Centre for Co-operative Education (NCCE) for the training of Co-operative instructors. These instructors are recruited and administered by the state Co-operative Unions who are responsible for operating member-education programmes through the District Co-operative Unions. It is estimated that nearly 700 such instructors are working in the country.

REFLECTIONS ON INDIAN CO-OPERATIVE MOVEMENT

3.15 In fact, it has been the unique feature of the Indian Co-operative Movement that it has consistently maintained a 3-tier structure built over the years at the national as well as state levels. The Movement has witnessed not only the diversification of activities but at the same time there has been considerable expansion of the Movement in the post-independence period.

3.16 However, the most disquietening feature of the Movement is that it has been lacking in a built-in mechanism for systematic appraisal of performance both in regard to personnel and business operations of the cooperative organisations. As a corollary remedial follow-up action has also been lacking in many co-operative areas and activities.

3.17 The business efficiency of Co-operative organisations in India, among others, has suffered on account of extra-institutional factors. Unduly influencing the decision-making process. Dedicated leadership, enlightened membership and well-trained competent personnel are another set of factors which can either make or mar the progress. In certain areas of the Indian Co-operative Movement, these factors seem to have had an adverse effect on development.

3.18 Absence of proper personnel policy, sustained, recruitment programmes and systematic training of the Co-operative personnel has also hampered the speedy professionalisation of Co-operative management and adversely affected the efficiency of business operations. A number of loose-ends have also been perceptible in so far as inter-Co-operative relations are concerned.

3.19 It has been realised that future success of the Co-operative Movement in India will depend not so much on how much financial assistance the government has given, but on how best Co-operatives can muster a combination of enlightened membership and competent employees for its sustained growth.

CHAPTER 4

CO-OPERATIVE TRAINING IN INDIA

4.1 Co-operative Training is one of the few areas of Co-operative Movement in India which has gained international recognition for its progress and achievement. Though we had been pioneer in the field of Co-operative training at least in the S-E Asian Region as several training units were set up in the country even in the pre-independence era, yet our major gains had been achieved mainly after 1962 when training was democratised and transferred to a special Committee, i.e. Committee for Co-operative Training under the perview of the apex Co-operative organisation of the country. i.e. the National Co-operative Union of India. Prior to this transfer, the Reserve Bank of India looked after the Co-operative training programmes of the country.

4.2 At the time, one All-India C. T. College for the senior staff, 4 Regional Cooperative Training Centres for the intermediate category of staff working in cooperative departments and institutions and 8 Block Level Co-operative Officers' Training Centres exclusively for the training of Block level functionaries, were working in the country . Today, a three-tier Co-operative training structure which has been built over the years to provide the training input for Co-operative development still exists. The structure consists of a National Institute -Vaikunth Mehta National Institute of Cooperative Management (VMNICM) at Pune (Maharashtra), 16 Co-operative Training Colleges and 77 Junior Co-operative Training Centres to impart training to the senior, intermediate and junior personnel, respectively,

4.3 The junior level Cooperative training is the responsibility of the State Co-operative Unions and wherever these are weak they are being looked after by the State Co-operative Departments of the respective states. Out of the 77 Centres working at present, 5 Centres were established by the Council itself in some of the under-developed States under a special programme of assistance for staff training.

4.4 Till 1962, we were conducting omnibus type basic and orientation courses at most of the training units. We have now introduced specialised sectoral diploma courses and need-based specialised courses for the various levels of Co-operative organisations and departments. During the year 1980-81 as many as 335 programmes were conducted as compared to about 30 to 40 programmes conducted per year during 1953 to 1962.

4.5 To-day, the services of our Co-operative trainers are in great demand from the National level Co-operative federations and international agencies like ICA, ILO, etc. The demand has been steadily increasing in view of the specialised knowledge gained by the Indian trainers.

4.6 Since July, 1976 the Co-operative training in India is the responsibility of the re-constituted National Council for Co-operative Training (NCCT), an autonomous successor organisation working under an overall umbrella of the NCUI. The Council is responsible to plan, organise, direct, control and Co-ordinate the entire Co-operative training activities in the country. The following are the main objectives of the Council:

- (i) To formulate overall policies and plans relating to cooperative training;
- (ii) to organise and direct arrangements in regard to the training of personnel employed in the co-operative departments/institutions;
- (iii) to assess periodically the needs of training for co-operative personnel;
- (iv) to keep effective liaison with and co-ordinate the activities of the GOI, State govts., RBI, Universities, international organisations, etc., in matters relating to co-operative training;
- (v) to establish and manage Co-operative training institutions;

- (vi) to ensure maintenance of high academic standards in Co-operative education and training in various institutes in the country.
- (vii) to promote education in cooperation in Schools and colleges;
- (viii) to prepare syllabi for different course and lay down standards of examinations and arrange the publication of standard text-books on co-operation; and
- (ix) to evaluate the various courses in co-operative training and suggest measures for improvement.

VMNICM

4.7 The National Institute at Pune, functions as an Apex Institute for management training and research for the Cooperative sector. It provides a forum for top executive policy framers to discuss their achievements and problems through participative programmes of seminars/Conferences. The Institute has a highly specialised faculty fully equipped to conduct multi-sectoral and multi-disciplinary management courses and to undertake basic and operational research on problems, connected with Co-operative organisations in the country. Since inception it has acquired a recognition as trainers' training Centre.

4.8 Diploma Course in Business Management is the highest post-graduate programme organised by the Institute in the sphere of Cooperative Management Training. It is a 38 weeks course meant for senior officers and persons holding executive positions in Cooperative organisations. Besides, a number of inter-sectoral courses of short durations, e.g., executive development programmes, programmes in cooperative Management, etc., are also organised by the Institute. Other sectoral Courses such as Dairy Development Course, course for Managers of Urban Cooperative Banks, course for General Managers of Consumer Cooperative stores and several other functional, courses are also organised by the Institute during the academic year.

4.9 The intermediate tier consisting of the 16 Cooperative Training Colleges is the backbone of the cooperative training structure in India. While the National Institute is the apex of the structure, the 77 cooperative training centres constitute its foundation. These colleges cater to the training needs of the middle level staff which forms the spine of the management cadres directly responsible for implementation of planned growth of Co-operative organisations in the country.

4.10 These 16 CTCs are located at Bangalore, Chandigarh, Dehradun, Gandhinagar, Gauhati, Hyderabad, Indor, Jaipur, Kalyani, Lucknow, Madras, Nagpur, Patna, Pune, Bhubneshwar and Trivandrum. All the colleges conduct 1-2 sessions of foundation course, i.e. HDC (regular) or HDC (Condensed). The first is of 36 weeks duration and the second of 18 weeks duration. Sectoral courses in Urban Cooperative Banking, Long-term Credit, Marketing, Consumers, Industrial, Handloom, Audit, Housing, LAPMS Management have been functioning to impart specialised knowledge and skills to the participants who are drawn from the respective sectors. Certain Colleges have been given the responsibility of running certain number of courses at their colleges.

4.11 Besides foundation and sectoral courses, the CTCs also organise need-based short-term functional courses and occasionally refresher courses for ex-trainees of foundation and regular courses. A comprehensive Schedule of training popularly known as Calendar of Courses is formulated by the Colleges with the help of standing Expert Group meeting in which the views of user organisations at State levels are taken into account. These are printed and circulated well in advance, so as to enable the user organisations to plan their training roster and depute their employees to undergo appropriate training courses. But still there are certain areas which require improvement. They mostly relate to systematisation of manpower planning in the state co-operative departments, state and national business federations as also in other large and medium sized co-operative enterprises. Post-training

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5.3 After a lot of Library study and personal discussions with the supervisor, Dr. Dharam Vir, Joint Director (Training) and other technical staff, the topic was decided and the following training package was prepared:

DEMOCRATIC MANAGEMENT IN LARGE MULTI-PURPOSE CO-OPERATIVES"

5.4 In the preparation of the above training package, 6 flip charts and 14 transparencies were used on the basis of the script of the training package. The theme of the contents for the flip-charts was conceived and the ideas was given to the artist who was at our disposal to picture them; the remaining transparencies were prepared by me.

5.5 The training package was demonstrated to the ICA staff and the fellows. In the subsequent discussion after the presentation of the package some amendments were suggested by the participants for incorporation in the training package. Accordingly, the script was suitably revised and the transparencies were amended. The theme of the training package was found to be very interesting by the participants and greatly appreciated by them.

5.6 Among the modern techniques of training, the use of self-instructional packages is considered to be somewhat an advanced method of training. Much is left to the trainee to learn. The role of the teacher simply becomes the role of a facilitator who provides the learner with relevant training material, information, visuals and exercises, etc. The training package approach, in a way, indicates the need of evolving an effective training system for trainers as well as trainees. It also emphasizes the importance of special educational institutions which should be well equipped for production, further development and evaluation of educational material in different field of co-operative management. The institution should also train teachers and educational leaders.

5.7 In so far as the use of training packages in India is concerned, it may be mentioned that the application of OHP, tape-recorders, slide projectors, etc, is not so cheap due to certain factors, e.g. electricity, finances, etc. However, the training packages could be converted into a series of flannel graphs, magnetic-boards, flip-charts and illustrations. Happily, within the NCCT complex enough funds and resources are available for the development of such simple visual-aids.

CHAPTER 6

CO-OPERATIVE MOVEMENT IN SRI LANKA

6.1 The co-operative Movement in Sri Lanka was started in 1902 to combat the sidespread evil of rural indebtedness. After the enactment of the Co-operative Societies Ordinance, it provided for the registration of village credit societies in the first instance. But, in 1921, the Act was amended to enable the non-credit societies under its purview. In 1930, the government established the Co-operative Department with the object of promoting the co-operative societies. The Department introduced the concept of co-operation and Co-operative Principles to groups of willing villagers and encouraged them to form co-operative societies. It also helped the societies to obtain loans from the government- The Local Loans Development Fund and later from the Co-operative Banks.

6.2 During the period from 1930 to 1942 other types of co-operatives such as supply (stores), Marketing and Industrial as well as Banking Societies were established. However, the progress was necessarily slow. There were as many as 2,000 different types of societies in the country with a total membership of nearly 100,000 by 1941.

6.3 During the second world War with the disruption of the food distribution network after the Japanese attack in April 1942 the country was faced with the serious threat of famine and starvation through lack of an efficient system of distribution. The consumers Co-operative movement was thus started with the setting up of a large number of village level cooperative stores. Within months over 4,000 units were set up all over the country and entrusted with the vital function of distributing the scarce and other essential commodities. To the vast majority of Sri Lankans these hastily set up co-operative stores or "Control Kadas" were their first experience of Co-operation.

6.4 Later on the government realised the importance of agricultural development in the country and accordingly a number of Co-operative Agricultural Production and sale Societies (CAPS) were established. In 1956, the government decided to develop the country in 1957. Subsequently, the government was reinforced by the consideration that these NPCSSs at the village level were not economic units and it was necessary to bring about a more established sense to the Co-operative movement in the country. The government therefore, appointed a Royal Commission in 1967, headed by Mr. A.P. Laidlaw of Canada to investigate and report on the Cooperative Movement in Sri Lanka. The Commission recommended among them, that the movement should be structured and conducted so as to make an important contribution to the economic and social development of the country. On Commission's recommendations, an era of the amalgamation of the village level units into Multi-Purpose Co-operative Societies came into being in 1971 in Sri Lanka.

PRIMARY SOCIETIES

6.5 Today broad-base for the cooperative movement in Sri Lanka is the Multi-Purpose Cooperative Societies. These societies have drastically increased in number and reduced in size. In 1971 large and medium size Societies were created and serving the rural areas with a network of over 2,000 branches most of which are consumer co-operative branches. The most important function of these MPCSSs is the distribution of basic commodities like, rice, sugar and flour, textiles and render assistance to farmers as to agricultural credit and inputs and marketing of their agricultural produce. They also mobilise savings through the Rural Banks. However, the principal activity remains the wholesale and retail trade in consumer goods. In consumer trade nearly 233 MPCSSs maintained 655 wholesale depots and 8570 retail shops at the end of 1973.

6.6 However, there are other types of primary societies in Sri Lanka. The oldest one and still existing is the Co-operative Credit Society. Out of a total of 2,350 societies only 933 were active at the end of 1978, this is a very sad picture as these societies at one time were the very core of the Co-operative movement in the country. Several factors have contributed to this rapid decline. During the past few years some unscrupulous individuals have come into power in a large number of societies. Such persons have taken loans and have ceased to take any further interest in the affairs of societies.

6.7 There are a number of cooperative societies which are involved in agricultural development and production, holding the land collectively with the right for the members to cultivate the land. There are 165 agricultural co-operatives of nearly 4 types coming under this category. They are of two types: the scampalaya Gama (farming-Society), mainly concerned with cultivation of new land and assisted by the Ministry of Agriculture, and the deapala Jayavanasa (land Reform co-operative settlements) assisted by the Land Reform Commission and mainly concerned with reclamation of arable land under the traditional deapala system.

6.8 The Deapala Jayavanasa societies, established in 1971, 1972, 1973, 1974 and 1975, operate the S. S. Mills, Deapalaya (34) showed signs of revival after receiving support for a long time. Deapalaya has conducted production after a long period of inactivity. Of the active Societies, Deapalaya in Gampaha district deserves special attention. It has 1,074 members, 65% of whom are small holders. The society earned a net profit of Rs. 621,000/- from a turnover of Rs. 21.5 million during 1975. There are also Fishermen's Societies operating with both traditional deapala boats and other modern fibre glass reinforced boats.

There are 49 Fishing Societies with a membership of 10,857. Textile weavers have their own Societies- partly based on handloom work in their homes and partly on dismantled power-looms. There are as many as 34 Textile Societies (large primaries) and nearly 256 small Industrial Societies. As many as 271 of the small Industrial societies had ceased to function over the past few years.

5.9 Hospital Co-operatives, about 9 in number, also exist with a membership of 2,721 and a total owned capital of Rs. 1.2 million. Some of the important cooperatives which have done well during last few years are Moolai, Thelippalai, Kurunegala, Matara and Galle etc. There is also one Erotic and Orchid Growers Co-operative Society which is operating with the main objective of exporting out flowers mainly to Europe. Besides, there are some 30 Dairy Cooperatives with a membership of 4,124. Almost all are running on profit, exporting etc. There were also nearly 2,294 School Co-operatives of them were declared defunct and only 969 with the membership of 218,278 existed by the end of 1978. The school societies supply school books, stationery, canteen facilities and so on to their members. In addition, there are about 59 active Cooperative Labour Societies with a membership of 5,650 by the end of 1978. These societies are engaged in labour contracts of the Food Commissioner, the Marketing Board and the Fertilizer Corporation in loading and unloading goods at their stores.

SECONDARY ORGANISATIONS

5.10 The secondary level organisations are six in number. They are the Sri Lanka Co-operative Marketing Federation, the Co-operative Wholesale Establishment, the Sri Lanka Co-operative Industries Union, the Sri Lanka Coconut Producers' Societies Union, the Ceylon Rubber Societies Union and the High Sales Union.

5.11 The MPCSS are the members of the Marketing Federation which is supposed to serve the societies in the agricultural field through the supply of farm inputs, the promotion

of local production of farm implements, the collection marketing and, where necessary, processing of farm outputs, the organisation of credit for agricultural purposes and the provision of farm advisory and farm guidance services. The Marketing Federation is also export-oriented.

6.12 The Co-operative Wholesale Establishment started to operate in 1943 as a supplier of goods to consumer stores societies. In its present role as consumer cooperative apex its field of responsibilities has been widened considerably. It is the biggest wholesale organisation in the country with around 6,000 employees. Its main task is to meet the consumer requirements and to develop the marketing of consumer goods. About 80% of its sales consist of food items and it operates through several wholesale depots in the main towns in the country. At present the C.W.E. is a Government Corporation but it is felt that it might soon be legally established as a consumer apex organisation.

6.13 The Sri Lanka Co-operative Industries Union supplies the membership of the MPCOs and the Textile Societies. Its main objective is to promote the development of Co-operative industries in Sri Lanka. It is mainly engaged in the production of related articles and the manufacture of consumer goods.

6.14 The Ceylon Coconut Producers' Societies Union purchases coconut oil from its member societies and also lays its requirements from British Ceylon Corporation. It sells oil to the MPCOs, Govt. Depts. and Corporations. It also exports desiccated coconut. The Union also prepares soap from the copra.

6.15 The Ceylon Rubber Societies Union deals with purchasing trading and marketing of rubber sheets. It exports all higher grade rubber to China under the Ceylon-China Rubber Pact.

The Union purchases sheet crepe and scrap rubber from its member societies. It has 5 godowns to store its stock of rubber. It grades, process and ships rubber on behalf of the commissioner of commodity purchase and gets a commission. Only superior grades of rubber are shipped; inferior quality of rubber is sold at the open market. The Union advises the member societies in grading of rubber and producing of good quality sheet rubber, besides training the employees of member societies.

6.16 There are also three Fishing Societies Unions and although the all island Fishing Societies Union was taken over a few years ago does not undertake marketing. The other 3 Unions have carried out marketing operations. These are: The Northern Province Fishermens' Cooperative Societies Union which exports Beech-de-mar and clanks, and the two Fishing Unions in the southern Province.

GENERAL OBSERVATIONS

6.17 There is no denying the truth that the Cooperative Movement in Sri Lanka has made rapid strides in different cooperative sectors during the last few decades. The movement has maintained a two-tier structure in regard to all important sectors the primaries at the base level and the secondaries at the national level. Despite progress achieved in several sectors, the Cooperative Movement in Sri Lanka has yet to evolve a suitable type of farmers' Co-operative Society which can satisfactorily meet the needs of various farming groups. Neither the MPCSSs nor the various farmers' societies have so far proved appropriate in this regard.

6.18 The setting up of MPCSSs in early sixties did not authorise these societies to cater for those outside the membership except where the non-members were a small portion of the entire clientele. But to-day the aberration of catering for an almost hundred percent non-member clientele

is allowed by these societies. Even a large number of NPCSS run petrol sheds for the general public and have also been running buses and hotels for tourists. These cooperatives earn profits in the same way as middleman or capitalist which is contrary to the philosophy of Co-operation. Such activities, by and large, spoil the image of the movement in the eyes of informed cooperators and, worse, mislead the layman as to the import of cooperation.

3.28 Prior to 1971, a very salutary feature of the NPCSS was that they were of small size and as such the member participation was very high since there was no need of a Representative General Meeting. These societies were in the nature of vibrant Co-operative democracies and constituted a real people's movement. But after amalgamation, in 1971, large-sized NPCSS have come into being with the result that member participation has decreased which is not a healthy

CHAPTER 7

COOPERATIVE TEACHERS TRAINING PROJECT IN SRI LANKA

7.1 The Project for training of Cooperative Teachers in Sri Lanka has been sponsored by the Swedish Cooperative Centre (SSC) through the ICA for the benefit of the National Cooperative Council of Sri Lanka (NCC). It is a technical assistance programme offered by the ICA to the Cooperative Movement of Sri Lanka with the financial support of the Swedish Cooperative Movement and the Swedish International Development Authority (SIDA).

7.2 The Project commenced its operation in October 1978. The office of the project is located in the premises of the NCC. The duration of the project was of two years and it has since been extended by the sponsoring organisations for a period of another two years. i.e. upto June 1982. Most of the expenses of the Project are covered by the ICA and the SSC, except some part which is covered by the NCC.

OBJECTIVES:

The main objective of the Project is to enhance the effectiveness of cooperative training activities being carried out or proposed to be carried out for the personnel and members of managing committees of the Cooperative Movement in Sri Lanka.

Activities:

7.4 In order to achieve the objectives of the Project, several activities have been planned. These activities include the following:

- * identify teaching methods to make teaching effective;
- * training seminars for cooperative teachers in training methodology;

4. sub-semester courses for cooperative teachers;
5. production of cooperative training material using participative teaching methods and audio-visual aids;
6. training programmes in research methodology and techniques of evaluation;
7. training programmes in cooperative education management;
8. evaluation of the existing cooperative educational system and assistance in its re-designing;
9. assistance to the cooperative organisations in developing formal training programmes;
10. arrange for teachers to obtain cooperative field training;
11. suggest guidelines on recruitment, salaries and work conditions of teachers;
12. offering fellowship programme to selected persons for the developing cooperative movement in South-East Asian Region;
13. expanding technical assistance to other cooperative education/extension activities.

The activities of the project can be divided into three main areas, namely: (i) development of training material; (ii) development of training programmes; and (iii) extension and documentation programmes.

Technical Staff of the Project

The technical staff of the Project consists of foreign national officers. Mr. Axel Lind was the first Project Director and Chief Technical Advisor. His services were made available by the Swedish Cooperative Centre. He was supported in his work by a national counterpart, Mr. M. D. Herath, the General Secretary of the National Cooperative Council of Sri Lanka. Upon completion of his assignment with the

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Project, Mr. Bo. Lund, returned to Sweden. At the same time it was decided to transfer the leadership of the Project to the national director. Following are the staff members of the Project at present:

- Mr. W. U. Helsth, Project Director
- Mr. Stig Ivarsson, Chief Technical Advisor- made available by the Swedish Cooperative Centre.
- Mr. Jagan Prakash, Cooperative Education Officer (Audio Visual Aids)- made available by the International Cooperative Alliance.
- Mr. E. R. Mudiyanse, National Counterpart- made available by the National Cooperative Council of Sri Lanka.

The supporting staff of the Project has been recruited either from the open market or from the National Cooperative Council and the Department of Agricultural Development.

Facilities Available:

The following facilities are available at the Project:-

- Photocopying Unit, Photo-Copies,
- Translation facilities, Dictaphone facilities,
- Translation facilities, Photocopy pool

Working Strategy

Most of the personnel covered under the programmes of the Project are handling regular training courses and preparing students for Cooperative Employees Certificate Examination (CEC) Ordinary Level and Advanced Level at the NCC district cooperative education centres. It is difficult to pull them together for longer durations. It has, therefore, been decided to group the personnel into three major groups. Each group is brought to the Project program on a rotation basis and has been constituted in such a way that at no one event more than two persons will come out of their centres Project activities. By this arrangement a continuity of work at the district centres is not affected.

7.8 (a) For purposes of material production workshops under the Audio-visual courses, the personnel have been subdivided into five sub-groups mainly due to the practicability to having a smaller group to produce quality training material. These five sub-groups come at Audio-Visual aids follow-up workshops. It is expected that by the end of the Project period in 1982, all the faculty members working under the NCC would have been exposed to the introductory courses mentioned above. The total number of this group would be approximately 300 persons. The Project also proposed to make use of the teachers who have been trained by the Project so far to handle the training of the remaining faculty members.

Material Production

7.9 The Project is making use of the faculty members themselves to produce training material according to the syllabi currently in force. So far 40 training elements have been produced duly supported by simple graphic aids and participative exercises. Field testing is now in progress. The material so produced and field tests will be reproduced by the Project for a wider distribution. In order to undertake a quick reproduction work, the Project has already set up a small office offset printing unit. With the help of other training programmes, e.g. participative teaching methods, education management workshops, etc., a lot of material e.g., case studies, ranking exercises, role plays, have also emerged. Some material has also emerged from the field training (experience) programmes. The Project is compiling that material for the benefit of faculty members.

Work Carried Out

7.10 Upto the end of October 1981, the Project offered a number of training programmes to the faculty members and also conducted some national level programmes. As is obvious, one faculty member has already been at least for three or four

tions to the programmes organised by the Project. This has enabled the faculty members to understand the concepts of learning and various other theories of learning and teaching. It has been the main axis of the Project activities that the teachers must break away from the traditional system of teaching. They should be able to develop a new thinking and redesign their methods of teaching. They should encourage the participants/ students to learn by themselves and provide them with the required guidance and material.

4.10 (a) A break-up of the programmes offered by the Project upto the end of October, 1991 is given below:

| Sl. No. | Title of the Training Programme | Programmes Held | Participants |
|---------|--|-----------------|--------------|
| | Conference of Officers-in-Charge of Adult, Cooperative Education Centres of the NC | 0 | 0 |
| | Faculty Development Programme on Learning and Teaching | 04 | 73 |
| | Workshop on Concepts of Learning, and Methods of Teaching | | |
| | Workshop on Learning and Teaching | 01 | 0 |
| | Workshop on Alternative Teaching Methods | 03 | 06 |
| | Library and Documentation Services Workshop | 01 | 20 |
| | National Symposium on the Revision of Cooperative Education System of Sri Lanka | 01 | 41 |
| | Research Project on Workshops (Audio-Visual follow-up workshops) | 04 | 36 |
| | 1000-in Service Training Seminar for Managers of Larger Agricultural Marketing Cooperative Societies in Sri Lanka. | 01 | 19 |

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| | | |
|--|----|-----|
| 10. Workshops on Cooperative Education | | |
| Management | 01 | 12 |
| <hr/> | | |
| TOTAL | 25 | 439 |

Field Training (Experience) Programme

7.11 In order to provide the faculty members with an opportunity to fully understand the functioning of a cooperative society, the Project has designed a programme under which faculty members are attached to selected cooperative societies. They are expected to follow the work and activities of the societies and gather experience there which could be used by them in their teaching work. This has been appreciated by the faculty members and the initial results are very encouraging. This programme will eventually form an integral part of the work of the faculty members working within an education centre.

7.11(a) Under the Cooperative Field Training (Experience) programme all teachers of a Cooperative Training Centre have to work closely with selected cooperative societies. One teacher-one society is the basis. In the society, the teachers are attached to Study Circles, Board of Directors, Cooperative Officers, Executives, Branch Committees, Commodity groups, Women's Committee, Trade unions and other groups. Thus, the teachers observe the process of decision-making, democratic control and assist the management in several ways. This way they gain practical experience.

Internal Training Programme:

7.12 In order to help the societies to develop training programmes for their employees, the Project has selected a few large-sized MPCSSs. These societies have developed internal training programmes for their societies with the help of the TIP. Two prominent societies which have taken the initiative in this direction are: (a) Valikamam East Southern Division MPCSS, LTD, Neervely; and (b) Ambalangoda MPCSS, LTD.

7.12(a) The Neervely, HPCS is a large-sized society and covers the area of Neervely, Kopay, Atchelu in Puttur VC, Panch Council area of Hampirai and Uralu, having a membership of 1,543 out of the total population of 36,834. It's main activities are: consumer activities, agricultural goods and equipments, agricultural Credit and marketing of agricultural produce. This Society has developed the internal training programmes for three categories of personnel, viz., Branch Managers, Salesmen, and Women's leaders which have been classified in 1,2, and 3 groups respectively. Training programmes are conducted in the Class-room provided by the HPCSs in its own premises and the staff deployed by the Project conducts the training programmes. All the materials are also provided by the Project. However, the maximum use of the internal service of the society is required. The society has appointed an Education Officer to carry out the internal training programmes and has also been sanctioned provision in the budget for training and educational activities.

The Project Officer visited the Society on 6th April, 1971 and conducted a course on sales promotion for the Branch Managers and Salesmen of the Society, which was in progress. Staff of the Society, in general, are motivated to receive training and to participate in the internal training programmes.

However, the Ambalingoda HPCS has secured a contract for building contracts at the cost of Rs 45 lakhs. This building has also been selected by the Project for use as a centre for the internal training programmes. The training programme is likely to commence at the society in a month.

Summary of the Work on Cooperative Movements

Since the Project has been in operation for less than 3 years the coverage has been rather limited. The first year of the Project was devoted mainly to fact-finding, acclimatizing,

developing programmes, acquisition of equipment and machines. During the second year formal introductory training programmes were offered to a section of the faculty members of the NCC and during the third year the NCC decided to abandon the short-term training programmes for its faculty members and instead decided to conduct a six months long training programme for all faculty members of its 26 training centres.

7.14 After discussion with a number of former participants, I have come to the conclusion that a period of two years and a half for the Project of this nature is too short a period to make any visible impact on the performance of participants of various courses offered by the NCC/. However, the teachers appeared to be quite satisfied with the knowledge gained and skills improved by their participation in the Project activities. I am of the opinion that the Project should run for atleast five years with its full resources for the total category of teaching staff in the country before any meaningful evaluation of its achievements could be made possible.

ADVANCE OF THE PROJECT IN INDIA

7.15 Keeping in view the main objectives of the Project, it is felt that the TIP is involved in two clear fields: (a) training of teachers so that they acquire skill and knowledge and become more effective; and (b) education of members, particularly the members of the managing committees of the Co-operatives, so that they are better involved in the decision-making process. In order to achieve these objectives, the Project has devised a work programme according to which the Project is undertaking the following activities, e.g., programmes in training methodology, production of training material, production and use of audio-visual material, subject-matter courses, fellowship programmes, revision of Co-operative education system, field training and on-the-job training programmes, and publications and documentation programmes.

2.16. It is felt that the Project is trying to do much more than it can do with its present financial and personnel resources. However, what has been done goes to the credit of the Project Director and the technical staff of the ITP.

2.17. Being a functionary of a national co-operative education organisation in India, I find that the main objectives of the Project and its corresponding activities in Sri Lanka are relevant to almost all co-operative movements in the South-East Asian Region. It is so, because investment in the development of human resources is a prerequisite for the efficient functioning of an organisation, whether in a business or Co-operative Organisation.

The ITC in India with its prime responsibility of training, organising and equipping of trained manpower has consistently endeavoured to equip its staff not only in the technical aspects of training but also to provide extra knowledge and skills in the sphere of their specialisation, so as to maintain proper standards of performance.

2.18. In the Headquarters, the Council has taken a "Business" approach to staff development measures in the form of a "Business" plan. The Council has also taken steps to identify the areas in which the staff require training, or experience to be identified, to meet the need. The National Council has organised a series of programmes in collaboration with the ICZ for the benefit of the teaching faculty in the colleges during the last few years. In addition to these, other staff development measures are also being undertaken by the ICZ, viz. (a) supervisor of field placement and practical training tours where the staff comes into direct contact with live field situations; (b) self-study and academic pursuits such as enhancement of professional and academic qualifications, writing of articles, books, papers, preparation of research and case studies etc., and (c) delivering guest lectures at the sister institutions.

7.20 Still however, in India which has more than 125 senior level trainers at the National Institute and the 16 Co-operative Training Colleges there is absolute need for training them not only in training techniques and methodology but also in the subject-matter. The entire approach for faculty development in India so far has been more or less of ad hoc nature and has not considered the total development of the trainers. It is felt that efforts should be made to adopt a systematic approach on the lines of the TTP in Sri Lanka in our country. Such an attempt will not only include the training of teachers in teaching methodology but also provide concepts of learning and field experience. The programme should also include the creation of positive educational environment for teachers to develop themselves which will prove to be of far-reaching consequence in the long run.

CHAPTER 8

ROLE OF CO-OPERATIVE DEPARTMENT AND NCC IN PROMOTING CO-OPERATIVE EDUCATION AND TRAINING IN SRI LANKA

8.1 In the sphere of Co-operative education and training, the Co-operative Department of Sri Lanka represents the official sector and the National Co-operative Council (NCC) - which is the apex Co-operative organisation - represents the unofficial sector of the Co-operative Movement in Sri Lanka. Both are simultaneously engaged in the task of promoting co-operative education and training in the country.

DEPARTMENT OF CO-OPERATIVE DEVELOPMENT

8.2 The Department of Co-operative Development, started in 1930, is a government organisation dealing with the Co-operative Movement in Sri Lanka. Its head is specified as the Commissioner of Co-operative Development and the Registrar of Co-operative Societies who is the official spokesman for the entire co-operative movement. Under the Commissioner are several divisions with defined functions at the headquarters in Colombo. They are assisted by a Deputy Commissioner and a Section Officer. At the field level, there are as many as 75 Assistant Commissioners working at various districts with various kinds of development activities. They are assisted by nearly 2,000 Co-operative Inspectors, who do auditing work and/or assist in development and education work.

8.3 In addition to the statutory functions of the Commissioner such as registration, audit, inspections and inquiry, settlement of disputes, cancellation of registrations and liquidations, removal of investments and distribution of surplus and issue of repayment, etc., the Department also undertakes

promotional and development activities in regard to all types of cooperative Societies. A further important function in recent years has been the supervision of societies engaged in vital and strategic functions such as distribution of essential goods, purchase of produce (paddy) the channelling of agricultural loans and other inputs and mobilisation of rural credit.

2.4 Another important responsibility of the CCD is the administration of the Co-operative Fund. Under Rule 43, the Co-operative Fund consists of a levy of 10% of the net profits or where there are losses Rs.5/- from all cooperative Societies and is utilised for the purpose of (a) Co-operative Education, Extension and Publicity; (b) Improving the management efficiencies of Co-operative Societies; and (c) Rendering assistance to existing Co-operative Societies.

EDUCATION OF CO-OPERATION, PONGOLLA

2.5 The need for education and training was recognised from the very inception of the Co-operative Movement in Sri Lanka. The Co-operative Credit Society was the basis of the reconstruction at the beginning of the twentieth century, and the education of the members and non-members was primarily based on propaganda, meetings, lectures and discussions, along with leaflets and the articles in the press that appeared occasionally.

2.6 In 1921 a scheme of training honorary officials commenced with short conferences held all over the country where the cooperative officials, honorary officials and village leaders were present. At regular intervals all island conferences too were held. The only training of a specialised character afforded to the Co-operative Inspectors until 1928 was to send them to Madras on a six-month study tour. After 1928 the new recruits were trained by the senior officers with whom they had to work in close collaboration. In the meantime, each division was allowed to do its own propaganda and publicity.

8.7 It was, however, in 1943 that education and propaganda branch of the Dept. was inaugurated with the setting up of the School of Co-operation, Polgolla, in the middle of that year primarily for the purpose of training officers of the Co-operative Department. Later on it undertook the training of cooperative employees and senior officers of other departments and corporations concerned with the activities of Co-operative Societies. The School moved to its present site in 1945.

8.8 The School provides training mainly to the Inspectors of the Dept. Co-operative employees; officers in allied government departments and institutions and members of board. Courses of training for the cooperative Inspectors are of four types, e.g. Inspectors First Examination, Inspectors second Examination, Re-orientation Courses, and special courses in selected fields of study. The First Examination Course for grade II Inspectors is of 5 months duration and the second Examination course for grade II Inspectors is of 3 months duration. However, the orientation courses are designed to refresh the knowledge of the Co-operative Inspectors and employees in their respective fields of work. The duration of the course is about a week and the discussions are mainly in accounts, management, Law, auditing and marketing problems as well as on problems in special co-operative projects. The specialised courses, on the otherhand, are conducted for both the executives in Cooperative Societies and officers in the Dept. and concentration is mainly in the following areas: financial management, practical accounting and auditing, marketing and legal procedures.

8.9 In 1981, the School commenced a Diploma in Accountancy for Co-operative Employees with the objective of developing management accountancy concepts and practices. At present there is a group of thirty Co-operative Employees following this course. The course is skill-oriented and includes two months practical study. A Diploma in Co-operation for Co-operative Employees will be inaugurated in July 1981. The lecturing staff

for these courses are drawn from the School and other government and semi-government institutions like University, Technical Colleges, Management Services Centre, Corporations and government departments. Further, the following courses are provided for the Co-operative Employees for the efficient and effective performance of their duties:

- (1). Co-operative Employees Certificate (O.L) Course, and
- (2) Co-operative Employees Certificate (A.L) Course.

There are 26 educational Centres in the Island where the employees are trained for the above courses. These centres are administered by the National Co-operative Council whereas the Examinations are held by the School of Cooperation.

This institution provides only residential courses and therefore hostel facilities are available for the trainees. There are 5 blocks which accommodate nearly 150 students. Other facilities such as electricity, water supply and food are provided regularly and adequately. There is a well equipped sports ground.

The School has a well equipped library. The object of the School of Co-operation is the impartation of Co-operative knowledge. To achieve this object, the library has to play a significant role. It is felt that the library of the School occupies the first place as Co-operative library in Sri Lanka. At present over 15,000 volumes are in its possession and most of the books are in English. There is an annual allocation of Rs. 15,000/- by the Department of Co-operative Development for the purchase of books, periodicals, magazines and other newspapers. The library is also privileged to receive free of charge books and periodicals from various international organisations such as International Co-operative Alliance and International Labour Organisation. Last year British Council made a generous gift to the library to purchase books. The trainees as well as the officials in the Department of Co-operative Development make use of the library facilities.

8.12 The Audio-Visual section available in the School contains amenities such as Overhead Projectors, film projectors, slide projectors and tape recorders. And there is a film library which has about 90 films.

8.13 The School of Co-operation has well recognised the need of faculty development to ensure the effectiveness of training. It has introduced modern training methods in the training programmes conducted by it. Several workshops, seminars held by the ICA, ILO and TTP in Sri Lanka had provided opportunities for the staff to develop new approaches in introducing training methodology and techniques. This has helped the trainers to deviate from the traditional method of "talk and Chalk" and utilise modern methods of training.

8.14 The School set up an audio-visual unit in August 1974 and a materials production unit in 1978 to boost up further development in the utilization of modern methods of training. The audio-visual unit has also developed a photographic section.

8.15 In short, the School of Co-operation, it seems, has tradition and experience in the field of Co-operative education in Sri Lanka. It has very good working relations with the TTP which is currently engaged in the task of familiarising the faculty members with new concepts of learning its facilitation and human communications and to make them ready for participative training methods. The TTP achieves these objectives through a series of workshop, conferences, etc.

National Co-operative Council (NCC)

8.16 The Cooperative Movement of Sri Lanka, after the enactment of the Cooperative Societies Act of 1912, developed gradually under State sponsorship, and it was felt that an organisation at the apex level was necessary for expression

of collective views on matters of Cooperative policy and for taking over from the Cooperative Department education and publicity functions. With this view the CO-OPERATIVE FEDERATION OF CEYLON was established in 1955. At that time the total membership of the General Body comprised 26 District Unions and 6 National level Co-operative Societies.

5.17 Subsequently, the Cooperative Movement in Sri Lanka was re-vitalised after the amalgamation of MPCSSs in 1971 which also resulted in the re-organisation of the Co-operative Federation itself. Accordingly, the National Cooperative Council of Sri Lanka was registered on 26th July 1972 as a successor organisation to the Cooperative Federation of Sri Lanka and all its powers were vested in the NCC. The 6 National level Societies were reduced to 5 immediately after amalgamation.

5.18 All the secondary organisations with the exception of the Cooperative Wholesale Establishment-which is still a Government Corporation - are members of the NCC. Its membership includes all the National level Apex Organisations, all MPCs, Co-operative Credit Societies, special types of Co-operative Societies including Fisheries and Dairy, Industrial Cooperative Societies and others. It embraces a membership of over 700 cooperative societies. The important role of the NCC is as the ideological spokesman for the whole cooperative Movement of Sri Lanka and as such can be looked at the soul of the Movement.

5.19 In each of the 28 divisions covered by the Assistant Commissioner of Cooperative Development there is a District Committee of the NCC. Each District Committee consists of 11 members of whom 8 are elected from Cooperative Societies in the District who are members of the NCC and, 3 other nominees of the CCD. The General Body elects 12 members to the Board of Directors, out of which one is elected to act as the President and the other as vice-President. The Chief Executive of the NCC is the General Secretary.

8.20 According to the Bye-laws of the NCC its Objectives are (a) To promote and develop the Cooperative Movement of Sri Lanka; (b) To educate, guide and assist the people in their efforts to develop, expand and strengthen the Cooperative Movement of Sri Lanka; and (c) To serve as an exponent of Cooperative opinion and to express views on behalf of the Cooperative Movement of Sri Lanka. In furtherance of these objectives the NCC is empowered to undertake the following activities - Organisation of Cooperative Education and Training Programmes; development of inter-Co-operative relationship; promotion of research activities connected with the promotion of the Movement; production and publication of literature, newspapers, etc; and maintain Information Bureau and a Library.

8.21 The NCC conducts classes for the Cooperative Employees in the District Cooperative Training Centres leading to junior level, ordinary level and higher level examinations which are conducted by the School of Co-operation, as mentioned earlier in para 8.9. The junior level course is bi-annual and its duration is six months. It is a correspondence course which was started in 1973. The Ordinary level course is conducted on a full-time basis in all the 26 Education centres. The duration of the course is 5 months. The course is conducted both in Sinhala and Tamil. However, as regards the Advanced level course, it may be recalled that this course was conducted only at the school of Cooperation and in Jaffna till 1972. In 1972, the NCC started its own centres for the Advanced level course in Colombo, and under its Galle District Council another class was started in Galle in 1974. The duration of the course is 9 months and subjects taught are cooperation, Law, Economics, Management, Accounts and Auditing.

8.22 The NCC also conducts classes in the Districts with the assistance of the ACCD for the training of Branch Committee members. Similar classes are also conducted for membership training in various districts. Further, with the active assistance of the Cooperative Department the NCC conducts various educational

activities at the District level.

8.23 Another leading activity of the NCC, relates to the "Project for Women's Consumer Education and Information through Cooperatives in Sri Lanka." The donar agencies for this project are the SIDA, SCC and the Union of Co-operative Consumer Guilds in Sweden. Objectives of the Project are: (a) to educate women consumers of the MPCSS in Co-operation, nutrition and family health, consumer protection, and home-budgeting; and (b) to encourage more women to participate in the Co-operative movement through membership drive, formation of branch committees, special saving scheme, identify and encourage income generating schemes, marketing of women members' produce; and participation in cultural activities, etc.

It may thus be seen that the role of the NCC in Sri Lanka is similar to that of the NCUI in India. But these apex level organisations are engaged in the task of promoting member education and act as the spokesman of the co-operative Movement in their respective countries. However such progress has been made in the sphere of women members education in Sri Lanka, whereas in India the NCUI is still striving to make a significant advance in this direction. Perhaps India can be benefited by the experience of Sri Lanka in this field.

9.3 The fellows reached Kandy on the eve of 23.03.81 and started visiting the respective societies from the following day. Our group had selected the Mahanuwara MPCS, Kandy for the purpose, and accordingly, discussions were held with the President, General Manager, Cooperative Development Officer, Accountant, three Branch Managers of the retail outlets and other members of the society for a number of days. Relevant information was collected and certain documents were got translated from the original Sinhala Language into the English language. The following test copy of the Case study, in disguised form, was prepared for testing:

"LUNEDAINE MULTI-PURPOSE CO-OPERATIVE SOCIETY, LTD;
A CASE ON CONTRADICTIONARY MANAGEMENT APPROACH"

9.4 The case was tested in the School of Co-operation, Polonnaruwa, on 3.4.81. Participants to the testing session were teachers from the Co-operative training centres, numbering 14. The case was presented by me to the participants and copies of the case were supplied to them. Three groups were formed and they were asked to identify the problem and offer solutions; alongwith the amendments to be made in the case under review. The participants after mutual deliberations from their respective group members identified the problem and gave alternative solutions and proposed certain amendments to be carried out in the draft case study. On the whole, the participants greatly appreciated the case study and enjoyed the presentation and the discussion sessions.

9.5 My experience in regard to case study method has been that management can in many ways best be learned through simulated experience rather than by listening to or reading a description of the management process. Through the case study method it has been felt that the trainees do not in fact learn to recognise situations of a particular type; they learn to analyse and decide, and the date on which their analysis and decisions are based is of less importance than the training in the actual method, techniques and attitudes involved in business analysis and decisions. The case study method provides an opportunity to trainees to identify the problem, to state the alternative solution and to

decide what actually they would have done in the situation described. Thus, the trainees are encouraged and even motivated to develop their own guidelines and generalisations as a result of their own study of management situations.

9.6 However, it is felt that there should be sufficient time for preparing a good case study. In the present case only 4 or 5 days were at my disposal and it was rather difficult to establish a proper rapport with the management staff and obtain the required information. Besides, there was the language difficulty. Most of the documents were in local language and it was not an easy task to get them translated into the English language. The weather conditions were also not very favourable- sultry days and frequent power-sheddings were the great inhibiting factors. More so, it was at times difficult to interview the particular staff members whenever needed because they had their own job responsibilities and other official engagements to perform at the same time.

9.7 Besides, the Sri Lanka part of the programme included visits to different MPCSS, School of Co-operation, Polgolla, Regional Officer of the NCC, and District Co-operative Education Centres of NCC in Jaffna, Anuradhapura, Trincomalle and Galle.

9.8 An opportunity was also provided to our group by the ICA to participate in the meeting of the "South-East Asian Specialists Group on Co-operative Training" (SEASPECT) on 24.4.1980 in Kandy and discuss the proposed curriculum of a Regional Course on Co-operative Management.

9.9 The programme, on the whole, was well chalked out by the TTP and every possible opportunity was provided to the fellows to derive the maximum advantage through self-learning.

PROPOSAL FOR A NATIONAL PROJECT ON COOPERATIVE TEACHERS
TRAINING AND DEVELOPMENT IN
INDIA.

| | |
|---------------------------------|--|
| Project title | COOPERATIVE TEACHERS TRAINING AND DEVELOPMENT PROJECT |
| Country | India |
| Executing Agencies | National Cooperative Union of India through its National Committee for Cooperative Training |
| Collaborating Agencies | Collaboration of the International Cooperative Alliance Regional Office and Education Centre for South-East Asia, New Delhi, may be obtained.

Collaboration of the Swedish Cooperative Centre, Stockholm, may also be obtained. |
| Project duration | The total duration of the Project may be <u>five</u> years. The extension of the duration of the Project may be made after an evaluation at the end of the Project period. The evaluation team may suggest the extension of the Project or suggest its integration with the total work programme of the NCUI/NCCT. |
| Starting date | The Project may commence from July 1982.

The date of commencement can be fixed depending upon the availability of resources and facilities. |
| Project cost | A brief note is attached. |
| Assistance in technical matters | Assistance with regard to the operation of the Project may be obtained from the SRI LANKA Project has been in operation for about three years now. |

Background to the Project

10.2 At several international and national conferences held in the past, it has been pointed out that cooperative teachers engaged in the work of training of cooperative employees and education of members of cooperative societies need not only training in subject-matter but also in the field of methodology of training and development of training material. It has also been pointed out over and over again by research and training institutions within the cooperative sector that there has been an acute shortage of relevant training material which could be used by the cooperative teachers as well as by the participants. These shortcomings were adequately pointed out at the International Conference of Cooperative Principals and senior Teachers held by the ICA in Indonesia in June 1974. The conference had strongly recommended that the ICA should sponsor and support special type of projects at national level to improve the training effectiveness of teachers and help national level cooperative training institutions to help the teachers in their career development. It was also suggested by the conference that special attention should be paid to the development of training material for the use of cooperative teachers and others.

10.3 Keeping this in view, the ICA launched a special national level experimental Project for TRAINING OF COOPERATIVE TEACHERS IN SRI LANKA. The Project has now been in operation for nearly three years. The Project has been jointly sponsored by the International Cooperative Alliance and the Swedish Cooperative Centre in close collaboration with the National Cooperative Council of Sri Lanka, a national level cooperative institution which is also a member of the ICA.

10.4 The main aim of the Project is to enhance the effectiveness of cooperative training activities being carried out or proposed to be carried out for personnel and members of managing committees of the cooperative movement in Sri Lanka by undertaking programmes in the fields of training of cooperative teachers, production of teaching material and other related areas. The Project will disseminate results of its work among other movements of the Region and will provide an opportunity for training selected teachers from other movements of the Region.

10.5 It was also envisaged that the Project will be operated for the cooperative movement of Sri Lanka, but its experiences gathered and results obtained would be made available to other developing cooperative movements of the Region and the International Union in improving the teachers training programmes for the Region as a whole.

Objectives and Activities of the Project

10.6 The main objective of the COOPERATIVE TEACHERS TRAINING AND DEVELOPMENT PROJECT-INDIA is to improve the training effectiveness of cooperative teachers in subject-matter, skills in teaching and methodology, equipping them with the necessary teaching material and to disseminate the results of the project to the movement.

Specific activities

10.7 In order to achieve the above objective, the Project will carry out the following activities:

1. Review and document the training methods employed by cooperative teachers at present and under existing training environments;
2. Identify teaching which could enhance the effectiveness of teaching in the cooperative training institutions now in operation in the country;

3. Conduct training seminars for cooperative teachers on training methodology and teaching with a view to imparting their knowledge of modern adult education concepts of the teaching/learning process and skills in using participative teaching/learning methods;
4. Conduct subject-matter courses for cooperative teachers;
5. Conduct workshops for the production of relevant teaching material and produce, in collaboration with the cooperative training institutions and other relevant agencies in the country, teaching material appropriate for various teaching techniques and courses.
6. Provide training to cooperative teachers on topics like Research Methodology, Education Management, Programme Planning, Curriculum Development, techniques of audio-visual education, etc.
7. Assist a few selected large-sized cooperative organisations in developing internal training and development programmes for cooperative employees and education of members;
8. Develop a programme of field training under which the cooperative teachers would be able to work with various types of cooperative societies to gain practical experience.
9. Offer and exchange Fellowships in the field of cooperative training and education;
10. Assist other movements in the region to develop similar teachers training programmes.

Operation of the Project

10.8 The main responsibility for operating the Project will be that of the NATIONAL COUNCIL FOR COOPERATIVE TRAINING (of the National Cooperative Union of India), in association with the collaborating agencies.

Project Advisory Committee

10.9 The NCCT and the collaborating agencies will constitute a PROJECT ADVISORY COMMITTEE, of approximately 20 members, with an adequate representation. Proper representation should be given to: NCUI, Collaborating Agencies, Vaikuth Mehta National Institute of Cooperative Management, NCCE, NCCT, three or four Principals of Cooperative Training Colleges, 2-3 cooperative teachers from various cooperative training centres, State Cooperative Unions, Registrars, District Co-operative Unions, eminent Cooperators, NCDG, NAFED, NCCF, NCERT, Government of India. The Chairman of the NCCT could be the Chairman of the Project Advisory Committee (PAC).

10.10 The PAC would constitute a small Local Advisory Committee to help the Project in its day to day affairs. The Secretary of the NCCT will be the Member-Secretary of the PAC as well as of the Local Advisory Committee.

10.11 The Project will be headed by a Project Director, to be selected by the NCUI, NCCT and the collaborating agencies. The officer should be a staff officer of a senior level from within the NCCT complex.

Location of the Project

10.12. The office of the Project will be located at the Secretariat of the National Council for Cooperative Training (NCCT), New Delhi.

Project coverage

10.9 Keeping in view the duration of the Project, that is five years, it is suggested that for the first three years the Project should cover only a limited area i.e., one or two states of India, three or four cooperative training centres, four-five district cooperative unions, and about six of cooperative societies of various sizes (district level, state level).

10.10 After completing the first three years of the Project an evaluation could be undertaken to determine the level of expansion. It is also suggested that the expansion should be of a gradual level, i.e., for the first three years only three states, for the following two years additional two or four states, and after completing five years converting the Project as a national level Project. It is also recommended that each expansion should follow a careful evaluation.

Location of the Project

10.11 The initial work of the Project will be for five years. It is anticipated and which is also logical that the Project should be associated with the National Institute to ensure its permanence and continuation. It is suggested that the Project should convert itself into NATIONAL INSTITUTE OF COOPERATIVE TEACHERS TRAINING as a unit of the National Institute. The institute should be able to train teachers in subject-matter as well as in training technology, serve as a national level audio-visual aids centre, cooperative training material production centre, and a general consultancy organisation for cooperatives in India and elsewhere.

Work Programme

10.12 The Project Director will be responsible for the development of work programme of the Project and consult the members of the FAC on the work programme and obtain

the approval of the PAC and execute the work programme. The Project Director will be overall responsible for the total activities of the Project and will be responsible to the Chairman of the PAC through the Member-Secretary of the PAC.

FINANCIAL RESOURCES

10.17 The Project will be financially supported, for the first, three years, from external resources, 80/20 basis, for the following two years and in the event of converting the Project into a NATIONAL INSTITUTE OF COOPERATIVE TEACHERS TRAINING, on 50/50 basis for three years. The external financial assistance will cease after the completion of eight years.

External Personnel

10.18 Depending upon the request of the NCUI/NCCT, the collaborating agencies should make available expatriate officers to work for the Project for the first three years and on selective basis for the remaining two years. All costs will have to be covered by the collaborating agencies in respect of the foreign staff.

Other supporting staff

10.19 The following staff would be needed for the Project for its approved duration:

- 01 Project Director
- 02 Deputy Project Director
- 02 Assistant Project Directors
- 02 Technical Experts
- 02 Stenographers (English)
- 01 Stenographers (Hindi)
- 02 Typists (English/Hindi)
- 02 General Clerks
- 01 Driver
- 02 Broom Operator and Peon

Finances

10.20 A total of Rs. 1000,000/- (approximately) would be needed per year, with 25% increase for the subsequent years. Accounts of the Project would be audited by the Audit Branch of the NCCT.

CHAPTER 11

LIST OF INSTITUTIONS AND PERSONS VISITED
IN INDIA AND SRI LANKA.

During the course of the fellowship programmes, both in India and Sri Lanka, the ICA Regional Office and TTP arranged the visits for the fellows to various co-operatives and training institutions. The list of institutions and persons visited (a) in India, and (b) in Sri Lanka is given below:-

A. INDIA

1. National Council for Co-operative Training, New Delhi
- Member-Secretary and the staff
2. National co-operative Union of India, New Delhi
- Chief Executive and the staff
3. National Industrial Co-operatives Federation, New Delhi
- Chief Executive and the staff
4. National Centre for Co-operative Education, New Delhi
- Principal and the staff
5. Vaikunth Mehta National Institute of Co-operative Management, Pune
- Director and the teaching faculty
6. Co-operative Training College, Pune
- Principal and the staff
7. Co-operative Training Centre, Pune
- Principal and the staff
8. Maharashtra state Co-operative Union, Pune
- Chief Executive Officer and subordinate staff
9. Co-operative Training Centre, Amroha
- Principal and the staff

10. Crishmeshwar Taluka Milk Co-operative Union, Khullabad
- President, Board Members, Dairy Development Officer and Assistant Registrar.
11. Milk Collecting Primary Co-operative Society, Khullabad
- Secretary
12. Siddeshwar Co-operative Sugar Factory, P.O. Sillod
- President, General Manager and the staff.

13. SRI LANKA

1. Cooperative Teachers Training Project in Sri Lanka, Colombo
- Project Director and other technical staff
2. Commissioner of Co-operative Development of Sri Lanka, Colombo
3. National Co-operative Council of Sri Lanka, Colombo
- President
4. School of Co-operation, Polonnaruwa
- Principal and teaching faculty
5. Mahanuwars Multi-Purpose Co-operative Society, LTD, Kandy
- President, General Manager, Co-operative Development officer and others.
6. Vall-East (Southern Division) Multi-Purpose Co-operative Society, LTD, Neervely Jaffna
- President, General Manager, Co-operative Development Officer, Women Committee President and others.
7. National Co-operative Council, District Committee, Jaffna
- President and members of the Committee
8. Tellippalai Multi-Purpose Co-operative Society, LTD, Tellippalai
- President, General Manager, Co-operative Development Officer, Asst. Commissioner of Coop. Development, Jaffna and others

9. Kandeshanthurai and Myliddy Branches of Tellippalai MFCS, LTD (Jaffna)
 - Branch Managers and Salesmen.

10. Northern Division Fishermen's Co-operative Societies Union, (Jaffna)
 - Vice-President and General Manager

11. Jaffna District Textiles Weavers Co-operative Society, LTD. (Jaffna)
 - President and Powerloom staff

12. Co-operative Office, Jaffna
 - Asstt. Commissioner of Co-operative Development and the supporting staff.

13. National Co-operative Council Education Centre, Jaffna
 - Faculty members

14. District Co-operative Education Centre of the NCC at Amuradhapura
 - President, District Committee members and the staff

15. District Co-operative Education Centre of the NCC at Trincomalle
 - President, District Committee members and the staff.

16. Trincomalee Multi-Purpose Co-operative Society, LTD Trincomalee
 - President, Branch Committee and the staff Presidents.

17. District Co-operative Education Centre of the NCC at Galle.
 - President, District Committee members and the staff.

18. Galle Co-operative Hospital Society, LTD., Galle

- President and the staff

19. Ambalangoda Multi-Purpose Co-operative Society

LTD., Ambalangoda

- President and the staff.

CHAPTER 12

RECOMMENDATIONS AND SUGGESTIONS

After completion of three months of fellowship programme, both in India and Sri Lanka, I have come to the following conclusions:

- (i) The total Programme has been an useful investment in my career as a co-operative teacher.
- (ii) A thorough screening of applicants with regard to their status, experience and requisite competence would have been better if a uniform group with homogeneity of interest was desired for the fellowship programme.
- (iii) A brief note on countries to be visited, for instance India and Sri Lanka, could have been circulated among the fellows in advance.
- (iv) The duration of the fellowship programme could have been reduced to eight weeks.
- (v) At least two fellowships should be offered in one year in view of the fact that the term of TTP in Sri Lanka is limited.
- (vi) It would have been appropriate and logically relevant to include 1 or 2 women teachers in the group.
- (vii) I would strongly recommend and suggest that the ICA and the TTP should initiate discussions with participating countries on the national Projects, submitted by the fellows, for possible implementation.
- (viii) A training Project on the lines of TTP of Sri Lanka should be jointly started by ICA-NCUI through the NCCT in India for the benefit of cooperative teachers so that they may learn about the teaching

techniques and subject-matter specialisation, which in turn, will strengthen cooperative teaching in India.

- (ix) Some of the materials produced at the Project is of wider interest. I strongly recommend that the ICA should take it up and distribute it among the co-operative training institutions in the region.
 - (x) The ICA and TTP should organise a follow-up of the fellowship programme some time before June 1982, preferably in the Phillipines in order to assess and evaluate the progress made by the participating fellows in adapting the training packages according to the country situations and proficiency achieved in improving training techniques.
 - (xi) A more realistic policy on payment of daily allowances could have been formulated and adopted by the organisers without causing any undue embarrassment to other participants.
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Dr. R. S. Kapuria, India:

Aged 48 years; graduated in Science in 1950 and obtained LL.B degree in 1953. Passed M.A. (Economics) examination in 1958, followed by Ph.D. in Economics in 1964.

Taught Economics as Assistant Professor of Economics in B.R. College, Agra, affiliated to Agra University, for a period of about 10 years from August 1958 to December 1968. Papers taught at the post-graduate level were: Economic Theory, Cooperation, Public Finance, History of Economic Thought and Statistics.

Joined the Institute of Constitutional and Parliamentary Studies, New Delhi and Assistant Director and served there from December 1968 to August 1978. At the Institute, associated myself, inter alia, with the research Projects/ academic administration of activities- developing projects, designing and conducting studies, analysis of data, report-writing, and planning and organisation of programmes, besides/ delivering lectures to Parliamentary Fellows on topics of current economic interest.

Joined Cooperative Training College, Gauhati (Assam) with effect from August 15, 1978 as Principal and worked there on this post until April 1, 1980. Besides, administrative responsibilities, assisted the faculty in designing courses and delivered lectures to trainees of H.D.C. and other short-term functional courses in History of Cooperation and planned Development. Conducted research studies and participated in ILO/NCUI workshop on Integration of population and Family Welfare Education and Training Programmes; held in New Delhi.

On transfer from Gauhati, joined the Secretariat of NCCT, New Delhi w.e.f. April 2, 1980 as Joint Director responsible for Manloom, J.T.C. and C & I Sections and still continuing on the post.

Expectations are that the ICA Fellowship Programme will provide to study the training system in Sri Lanka and also in other countries, if possible, and adopt suitable methods and techniques for effective training in India. I also expect training in Post-Evaluation Techniques for judging the performance of the benefits derived by the trainees of different courses, besides having the working knowledge of audio-visual aids and equipments.

A B R I E F R E P O R T

O N

I.C.A. FELLOWSHIP PROGRAMME

" FELLOWSHIP PROGRAMME FOR COOPERATIVE TEACHERS "

2nd February - 30th April, 1981

in

INDIA AND SRI LANKA

Prepared by :

R.M. RAMUDI ARIFFIN
(Indonesia)

COLOMBO, 1981

FELLOWSHIP PROGRAMME FOR COOPERATIVE TEACHERS

1981

A BRIEF REPORT

1. INTRODUCTION

Fellowship Programme for Cooperative Teachers is organised by International Cooperative Alliance, Regional Office & Education Centre for South East Asia (ICA ROEC) New Delhi and ICA/SCC/WCC Project for Training of Cooperative Teachers (TTP), Colombo - Sri Lanka.

It is three months period of Fellowship, commencing from 2nd February to 30th April 1981, divided as :

- part I : 2nd February to 15th March 1981 in India
- part II : 16th March to 30th April 1981 in Sri Lanka

During the fellowship programme the participants worked under the guidance of experts from ICA ROEC and Teachers Training Project of Sri Lanka. There are six participants from Korea, Phillipines, Indonesia, Bangladesh, India and Sri Lanka. All of them are Cooperative Teachers from their respective country.

The objectives of the Fellowship Programme are as follows :

- a). to give participants command of effective training techniques ;

- b). to enable the participants to develop curriculum for training programmes ;
- c). to enable the participants to develop and produce their training materials ;
- d). to enable the participants to study the objectives and the activities of the ICA/SCC/NCC Teachers Training Projects in Sri Lanka.

If the experience of the project is relevant, produce for the participants own movements a project proposal for the purpose of enhancing training effectiveness of the Cooperative Training institutions in the respective movements.

The ICA in South East Asia

ICA is the world body of the Cooperative movement founded in London in 1885 and it comprises cooperative organisation in 66 countries. The objectives of the ICA are :

- a). to be universal representative of cooperative organisation and observe the cooperative principles ;
- b). to propogate cooperative principles and methods throughout the world ;
- c). to safeguard the interest of the cooperative movement in all its forms ;
- d). to maintain good relations between the affiliated organisations ;
- e). to promote friendly and economic relatouns between the cooperative organisations of all types, nationally and internationally ;

- f). to work for the establishment of lasting peace and occusily ;
- g). to assist the promotion of the economic and social progress of the workers of all countries.

By these objectives I have requested to following the Fellowship Programme for Cooperative Teachers, 1981.

2. TRAINING ACTIVITIES DURING THE FELLOWSHIP PROGRAMME

During part I of the training programme, the participants were taught how to prepare and use modern training materials and techniques such as audio visual aids. Under the guidance of ICA ROEC experts in New Delhi, the participants produced training packages on their own subjects. Participants were divided in two groups as follows :

Group 1 : Demodratc Control as subject, with members are Dr. R.S. Kapuria from India, K. Kaneshalingam from Sri Lanka and Efran v. Perles from Phillipinos.

Group 2 : Agricultural Marketing as subject, with members are R.M. Ramudi Ariffin from Indonesia, Saung Huan Lim from Republic of Korea and Md. Ali Aaraf Khan from Bangladesh.

Some study visit to relevant training institution in India e.g. N.C.U.I., Maharastra State Cooperative Union, Vaikunth Mohta National Institute of Cooperative Management and other

Cooperative education institutions have been arranged under the programme.

During Part II of the Training Programme in Sri Lanka, the participants studied the objectives and activities of ICA/SCC/NCC Project for Training of Cooperative Teachers. Some study visit have been arranged in Sri Lanka e.g. School of Cooperation Polgolla, NCC headquarter in Colombo, Jaffna NCC District Office, Trincomalle NCC District Office, Anuradapura NCC District Office, and Galle NCC District Office as Cooperative education centres in Sri Lanka. During this part of training Programme, participants have prepared Case Studies. They were divided on two groups as follows:

Group I: (leakages as topic) with members are Dr. P.S. Kapuria from India, Efren V. Paulas from Philippines and Md. Ali Asraf Khan from Bangladesh.

Group II: (distribution of surplus as topic) with members are K. Kanashalingam from Sri Lanka R.M. Hamudi Ariffin from Indonesia and Seung Hwan Lim from South Korea.

The two Case studies have been tested in School of Cooperative Polgolla. As objects of research there are Kundasale MPCs and Kandy MPCs in Kandy District.

I believe that the training programme is very useful to develop participants, command of effective Cooperative education in their respective countries.

3. COOPERATIVE MOVEMENT

I did not know so much about Cooperative Movement in India, because I have not visited any Cooperative societies during I stayed in India for followed this Fellowship programme. But I thought that cooperative institutions in India, Sri Lanka and also in Indonesia, it still work in functions. Generally, cooperative societies active on contributing of people's basic needs. As I have seen in Sri Lanka, most of the Cooperative societies deals with consumer goods and Credit and thrift operations. Similar conditions are also in Indonesia.

There are three kind of Cooperative organisations in Sri Lanka. First, there are Primary Cooperative Societies, broad base on Multipurpose Cooperative Societies, with the most functions as to be distribution of basic commodities, under government rationing schemes. However, there are several other types of primary societies e.g. Cooperative Credit, Whole Sale Consumer and Retail Consumer.

Secondary Cooperative Societies, there are six societies in number as follows:

- a. Sri Lanka Cooperative Marketing Federation, in which supported to served the primary societies in the supply of farm inputs and promotion of local production of agricultural implements.
- b. The Cooperative Wholesale Establishment, as a supplier of goods to Consumer societies.
- c. The Coconut, Rubber and Fish Sales Unions, deals with purchasing, marketing, extension services and financial assistances.
- d. Sri Lanka Cooperative Industries Union's with main objective is to promote the development of cooperative industries in Sri Lanka.
- e. People's Bank, is the main financial supporter of the Cooperative Movement in Sri Lanka, with its shares held equally by the government.
- f. Department of Cooperative Development, as a government institutions dealing with the Cooperative movement in Sri Lanka.

Tertiary Societies, it is namely the National Cooperative Council of Sri Lanka. All of the secondary societies are members of the NCC. It was established in 1973, is a full member of the ICA.

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For some comparing, in Indonesia also have primary societies as villages level, secondary societies as propincial level and tertiary as national level. All of the tertiary societies are members of the Indonesian Cooperative Council (ICCI).

4. COOPERATIVE EDUCATION ACTIVITIES

I would like to say that in India and Sri Lanka, Cooperative Council (called in India as NCCI and in Sri Lanka as CCC), they have more functions on cooperative education activities. Government of Both countries have given more support to the Cooperative Council for running educational programme. NCCI and CCC have good relationship with their branches in any states or districts.

Regarding the Teachers Training Project, it is very important programme for support more cooperative Movement, particularly in developing countries such as South East Asia Region.

Courses for develop training techniques of cooperative education are necessary to carry out more their functions as agent of development in developing countries. Good Cooperation between ICA and any Cooperative educational institutions in any developing Countries in South East Asia Region are very helpful for running more activities of cooperative education. I hope that it will be better if the training programme not only

to develop teaching techniques, but also should give more knowledge and modern approach of Cooperative management to the Cooperative Teachers. It is necessary how to balance between the training techniques with created the teacher's knowledge, particularly in Cooperative Management.

5. THE TEACHERS TRAINING PROJECT IN SRI LANKA

It is a technical assistance programme offered by the IC, with financial support of the SIDA. It's not government project, but the government of Sri Lanka gave approval and some facilities such as granted tax exemptions and import facilities.

The main objective of the project is to enhance the effectiveness of cooperative training activities being carried out for personnel and members of managing committees of the cooperative societies in Sri Lanka.

SEVERAL ACTIVITIES HAS BEEN PROPERLY IN SRI LANKA AS FOLLOWS:

- a. identify teaching methods to make teaching effective.
- b. training seminars for cooperative teachers in training methodology.
- c. subject matter courses for Cooperative Teachers.
- d. production of Cooperative training materials using participative teaching methods and audio-visual aids.
- e. training programme in research methodology and techniques of evaluation.
- f. training programmes in cooperative education management.
- g. evaluation of the existing Cooperative educational system and assistance in its redesigning.
- h. assistance to the Cooperative Organisations in developing internal training programmes.
- j. suggest guidelines on requirement, salaries and working conditions of teachers.
- k. Offering fellowship programmes to selected teachers from the developing Cooperative Movements in the South East Asia Region.
- i. extending technical assistance to other cooperative education activities.

According to these objectives, I believe that there are good goals, but still limited on teaching techniques.

c. BRIEF INFORMATION ON COOPERATIVE COLLEGE IN INDONESIA.

In Indonesia, there are two cooperative Colleges. One is in Bandung, West Java, in which I work as a full-time

The Cooperative College has been set up by Indonesian Cooperative Council in 1964, to perform like an academy. It has been years study of classes and the students graduated as well. With the support of the Ministry of Cooperative in Indonesia, this Cooperative College is planning to build a campus in Bandung, West Java.

The students come not only from West Java, but also from other provinces of Indonesia e.g. Sumatera, West Java, East Java and East Islands of Indonesia. Our College produced hundreds of skilled graduates and this graduates employed in Cooperative societies and also as government officials. Demand for skilled employees from our College increase but Cooperative College unable to meet the demand. It is necessary to develop further the Cooperative Colleges in Indonesia.

By this reason, the Indonesian Cooperative Council must be given chance to develop it's functions, especially in educational functions, that is mean would give more functions to the Cooperative Colleges in Indonesia also

7. FURTHER OUTLOOK

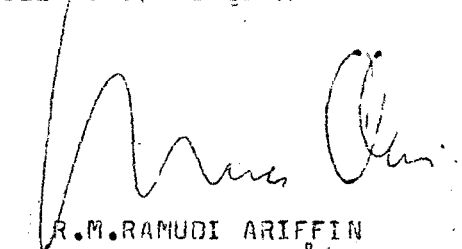
Teachers Training Programmes, there are important goals for support more Cooperative Movement in South East Asia Region. Support from ICA and SCC/SIDA are very helpful to operation of this activities in India and Sri Lanka. But in Indonesia the Indonesian Cooperative Council (namely Dekopin), it still weak in it's functions. I like to suggest in this report, that Dekopin must creat it's functions, particularly to develop activities in cooperative education. Something like Teachers Training Project in Sri Lanka, also should be set up in Indonesia in which Dekopin and Pusdikop in Indonesia, together with ICA ~~SCC~~ and SCC/ SIDA or other international institutions make a joint effort for running the programmes. I suggest that Pusdikop as a main government Cooperative Educational institution is capable to providing phisycal facilities, together with Dekopin and Cooperative College in managing the prôject.

The Cooperative Movement in Indonesia is faced with problem of leaders to take up more responsibility to direct the Cooperative organisations towards efficient management.

I would like to say that I am very happy to hear during the year of 1981 Pusdikop in Indonesia together with ILO would conduct activities to produce more Cooperative teachers in Indonesia. It is excellent if ICA RDEC should like to joint it's programme, with this Pusdikop- ILO'S programme.

I am also happy that ICA RDEC has prepared to conduct Management Course during this year as have to discussed well on Senior/ Workshop of the International Course for Principals and Senior Teachers of National Cooperative Institutions in South East Asia at Kandy, was held from Ap. 1 21 st to April 25th, 1981.

Finally, I would like to say thank you very much to the ICA ROEC and TTP in Sri Lanka for their support and help as during to followed the Fellowship Programme.



R.M. RAMUDI ARIFFIN

28/4 - 1981

(Indonesia)

A BRIEF REPORT ON THE
FELLOWSHIP PROGRAMME

2nd February- 30th April 1981

in

India & Sri Lanka

Seung Hwan Lim
(Rep. of Korea)

Sponsored by-

ICA ROEC & Project for Training
of Cooperative Teachers in
Sri Lanka.

P R E F A C E

The fellowship programme offered to me by the ICA-ROEC, New Delhi and TTP Sri Lanka provided me with an opportunity to learn about the Cooperative Movements in India and Sri Lanka.

During the course of fellowship our respective groups had to prepare training packages in India and, subsequently, case studies during the Sri Lanka part of the Programme.

I am thankful to the ICA and TTP staff for giving the assistance and guidance and in particular to Mr. J. K. Rana, Dr. Chann Vir and others in ICA office, New Delhi and to Mr. W. U. Herath, Project Director, TTP, Sri Lanka, Mr. Daman Prakash and others in Project Office.

Columbo
29.04.81

Seung Hwan Lim
(Rep. of Korea)

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FELLOWSHIP PROGRAMME

CHAPTER I

1. Objectives of the Fellowship are as follows
 - a. to give participants command of effective training techniques;
 - b. to enable the participants to develop curriculum for training programmes;
 - c. to enable the participants to develop and produce their training material and
 - d. to enable the participants to study the objectives and the activities of the ICA/SCC/NCC Teachers' Training Project in Sri Lanka and if the experience of the Project is relevant, produce for their own movements a Project proposal for the purpose of enhancing training effectiveness of the cooperative training institutions in their respective movements.

2. ICA Regional Office & Education centre for S-E Asia, ICA/SCC/NCC Project for training of Cooperative Teachers.

3.
 - a. Training package
 - b. Case Study

4.
 - a. Training package prepared and field work presentation in Delhi.
 - b. Case study workshop prepare presentation and evaluation in Kandy.

During the course of preparing the training package in New Delhi, I received full Cooperation and guidance from all the members of the technical staff of the ICA Office. Similar assistance was also available to me from the TTP Office in Sri Lanka and its technical staff. I have taken full advantage of the Programme and I have been greatly benefitted in my professional work.

INTERNATIONAL COOPERATIVE ALLIANCE

CHAPTER 2

The International Cooperative Alliance is one of the oldest of non-governmental international organisations. It is a world-wide confederation of Cooperative Organisations of all types. Founded by the International Cooperative Congress in London in 1895, it now has affiliates in 66 countries, serving over 35 million members at the primary level. It is the only international organisation entirely and exclusively dedicated to the promotion of Cooperation in all parts of the world.

Beside the headquarters of the International Cooperative Alliance, which are in London, there are two regional offices, viz., the Regional Office and Education Centre, for South-East Asia, New Delhi, India, and the Regional Office for East and Central Africa, Moshi, Tanzania. The Regional Office in New Delhi was started in 1960 and the office in Moshi in 1960. The third regional office has just started functioning for the West African Region.

The main tasks of the Regional Office and Education Centre are to develop the general activities of the Alliance in the Region, to act as a link between the ICA and its affiliated National movements, to represent the Alliance in its consultative relations with the regional establishments of the United Nations and other international organisations, to promote economic relations amongst member-movements including trading across national boundaries, to organise and conduct courses, seminars and conferences, surveys, and research, to bring out publications on cooperative and allied subjects and to support and supplement the educational activities of the National Cooperative Movements. The Regional Office and Education Centre now operates on behalf of 14 countries i.e. Australia, Bangladesh, India, Iran, Japan, Republic of Korea, Malaysia, Nepal, Pakistan, the Philippines, Singapore,

The NACF in the Rep. of Korea is the member of the ICA. The relationship between these two organisations is very cordial and the benefits desired by each are mutual and advantageous to both of them. The materials produced by ICA and other service rendered by it are very much appreciated in my country and well utilized in my country. Films and other literature produced by the ICA is regularly received in my country.

CHAPTER 3

Indian Cooperative Movement and
Cooperative Education

The Indian Cooperative Movement started in 1904 after the passing of the Cooperative Societies Act. It has since diversified into almost all the sectors. It is the largest cooperative movement in the world involving 80 million people. At present, in India, there are nearly 30,000 Cooperative Societies of all types.

Among the various societies, the Agricultural Cooperative credit societies are the most important these exist a 3 tier structure for credit societies. At the state level, there are 26 state level Apex Coop. Banks, 344 District Central Cooperative Banks and are 1 lakh Primary Cooperative Banks (P.C.B.) in the country.

The Coop. Marketing structure consists of 3174 Primary Marketing Societies, covering almost all the secondary markets, 205 sugarcane Supply societies, 172 District/Regional Marketing Societies, 27 State level Coop. Marketing Federations and the National Agricultural Marketing Federation (NAMFED).

Besides, there are 493 central/ Wholesale consumer cooperatives with nearly 3430 branches, 16152 P.C.C.S. 14 state level Federations and at the National level the National Cooperative Consumer Federation (NCCF).

NATIONAL COOPERATIVE UNION OF INDIA (NCUI)

It is the apex organisation of the Cooperative Movement in India. It represents 80 million cooperators- the largest in the world. It is the spokesman of the entire cooperative movement in the country.

One of the important functions of NCUI is Cooperative education, particularly members of Cooperative Societies, It does the following jobs in this regard.

1. Prepares syllabus for the managing Committee members and Secretaries.
2. Trains the trainers
3. Evaluates the member-education Programme.

The NCUI also runs a centre the National Centre for Cooperative Education (NCCCE) for the training of Cooperative Instructors.

The Cooperative Movement in India is well-developed and covers all the sectors. The NCUI is doing a remarkable jobs in the field of cooperative education. I have seen the office of the Union and had discussions with the senior Officers of the NCUI.

CHAPTER 4

Cooperative Training in
India.

India has a very well developed system of Cooperative training. The National Council of Cooperative Training, with its headquarters, in New Delhi performs its functions under the umbrella of the National Cooperative Union of India (NCUI) which is the apex organisation for the entire Cooperative Movement in India.

The Cooperative Training structure in India consists of a 3 tier system. At the national level there is the Vaikunth Nath National Institute of Cooperative Management (VMNICM), run, at the state levels 16 Cooperative Training College and at the junior levels 27 Cooperative training Centres in the country.

The National Institute conducts a core course in Business Management. It is the highest post-graduate programme. It is of 38 weeks and the participants are senior officers and persons holding executive positions in cooperative organisations. It also conducts sectoral and inter-sectoral courses. The intermediate tier consists of the 16 cooperative Training Colleges in the various states. These colleges are located in Bangalore, Bhubaneswar, Chandigarh, Hyderabad, Dehradun, Gandhinagar, Gauhati, Indore, Jaipur, Kalyani, Lucknow, Madras, Manipal, Patna, Trivandrum and Tyne. These colleges conduct BCC(regular) and HCC(condensed) courses. Sectoral courses are also been conducted at several colleges. But almost all the Colleges are conducting a number of short-term, job-oriented and functional courses. At the junior level the cooperative Training Centres are run by the state Cooperative Unions of the respective states. In some cases the Dept. of Cooperation of particular states is responsible to running these centres within the jurisdiction of the state concerned.

The NCCT has done a good job in designing, planning and guiding the training courses in India.

I have visited the National Institute in Pune and one Cooperative Training College in Pune, besides two Cooperative Training Centres in Pune and Aurangabad. I feel that the teachers are well qualified and have knowledge of modern training techniques. But specialised courses may be helpful in the effectiveness of training programmes. As a teacher I was very happy to see the training system in India.

CHAPTER 5

Work Done in India

During the Indian part of the Programme I was given training in the techniques of designing, producing and utilising of training packages. The ICA Office had supplied a copy of the Manual of Training Packages (CERAS) other relevant material. The CERAS room was kept open for us and we were free to use it.

A training package on the concept of Agricultural marketing was prepared by me and the other two fellows:- namely, Mr. Ramudin Griffin (Indonesia) and Mr. Mohad Ali Ashraf Khan (Bangladesh.)

The package was presented to the ICA staff through flip boards and transparencies. I found that the use of training packages was very important in modern training techniques. But the preparation of these packages involves a lot of cost which may always not be possible in the training institutes.

We also attended the Credit and Thrift conference organized by the ICA in collaboration with the NCUI during 16-20 March 1981 as participants. We visited the office of the ICA and NCUI in Delhi.

We also held discussions with the staff of the international institute in Pune (VMNICM) and visited the Cooperative Training College, Pune and the Cooperative Training Centre, Pune. Another Cooperative Centre (for junior category) was visited in Aurangbad.

The Indian part of the programme was very interesting and the fellows found the work assigned to us very absorbing. We could see some of the National level organisations and held discussions with important persons who held positions of importance. All cooperation was available to us in the conduct of the programme and we enjoyed our stay in the hostel of NCCE.

CHAPTER 6

Cooperative Movement in
Sri Lanka

The Cooperative Movement in Sri Lanka was started in 1912 after enactment of the Cooperative Societies Ordinance with a view to reduce the evil caused to the villagers due to indebtedness. In 1930 the Department of Cooperatives was started. After that the cooperative movement was diversified in many sectors.

In 1967, the Government appointed A.P. Laidlaw to review the Cooperative Movement and make recommendations for amalgamation of the village level MPCs. The era of MPCs started with larger units in 1971.

In Sri Lanka the base of the cooperative Movement is the MPCs. Their functions are the distribution of basic consumer goods like sugar, flour, textiles. They also help the farmers with their needs of agricultural credit and input. They also mobilise savings through their rural banks. However, the principal activity of the MPCs remains the wholesale and retail trade in consumer goods.

Other types of cooperatives in Sri Lanka are the most of them the Cooperative Credit Society, Coconut Societies, Fishermen's Societies, Textile Societies, Industrial Cooperatives, Hospital Cooperatives, Dairy Cooperatives etc.

The secondary organizations are the Lanka Cooperative Marketing Federation, the Cooperative Wholesale Establishment, the Sri Lanka Cooperative Industries Union, the Sri Lanka Coconut Producers Societies Union, the Rubber Societies Union and the Fish States Union.

The Cooperative Movement in Sri Lanka has well diversified. But Marketing Cooperatives have not shown good records. There is need to develop them fully.

CHAPTER 7

TEACHERS TRAINING PROJECT OF SRI LANKA

1. Cooperative Teachers Training Project in Sri Lanka.

The Project for Training of Cooperative Teachers in Sri Lanka has been sponsored by the Swedish Cooperative Centre (SCC) through the ICA for the benefit of the National Cooperative Council of Sri Lanka (NCC). It is not a government project although, of course, approved by the (Government of Sri Lanka.) It is a technical assistance programme offered by the ICA to the cooperative movement of Sri Lanka with the financial support of the Swedish Cooperative Movement and the Swedish International Development Authority (SIDA). It is, therefore, a technical assistance project from one cooperative movement to another cooperative movement through the medium of the ICA, an International non-governmental voluntary organisation of the world cooperative movement.

2. Project Objectives and activities

The main objective of the Project is to enhance the effectiveness of cooperative training activities being carried out or proposed to be carried out for personnel and members of managing committees of the cooperative movement in Sri Lanka.

In order to achieve the objectives of the Project, several activities have been planned. These activities include the following:

- identify teaching methods to make teaching effective
- training seminars for cooperative teachers in training methodology;
- Subject-matter courses for cooperative teachers;
- Production of Cooperative training material using participative teaching methods and audio-visual aids;
- training programmes in research methodology and

- training programmes in cooperative education management;
- evaluation of the existing cooperative educational system and assistance in its redesigning;
- assistance to the cooperative organisations in developing internal training programmes;
- arrange for teachers to obtain cooperative field training (experience)
- suggest guidelines on recruitment, salaries and working conditions of teachers;
- offering fellowship programmes to selected teachers from the developing cooperative movements in the south-East Asian Region;
- extending technical assistance to other cooperative education/extension activities.

3. Material Production:

The Project is making use of faculty members themselves to produce training material according to the syllabi currently in force. So far 40 training elements have been produced duly supported by simple graphic aids and participative exercises.

Field testing is now in progress. The material so produced and field tests will be reproduced by the Project for a wider distribution. In order to undertake a quick reproduction work, the Project has already set up a small office offset printing unit.

With the holding of other training programmes, e.g., participative teaching methods, education management workshop, etc., a lot of material e.g. case studies, ranking exercises, role plays, have also emerged. Some material has also emerged from the field training (experience) programmes. The Project is compiling that material for the benefit of faculty members.

4. Work methodology

Most of the personnel covered under the programme of the Project are handling regular training courses and preparing students for cooperative Employee Certificate Examination(CEC) ordinary level and Advanced Level at the NCC district cooperative education centres. It is difficult to pull them together for longer durations. It has, therefore, been decided to group the personnel into three major groups. Each group is brought to the Project programmes and rotation basis. Each group has been constituted in such a way that at no one event more than two persons will come out of their centres for Project activities. By this arrangement the continuity of work at the district centres is not disturbed.

For purposes of material production workshops under the Audio-Visual courses, the personnel have been sub-divided into five sub-groups mainly due to the practicability of having a smaller group to produce quality training material. These five sub-groups come at Audio-Visual aids follow up workshops.

It is expected that by the end of the Project period in 1982, all the faculty members working under the NCC would have been exposed to the introductory courses mentioned above. The total number of this group would be approximately 300 persons.

The Project also proposes to make use of the teachers who have been trained by the Project as far to handle the training of the remaining faculty members.

The Teachers Training Project in Sri Lanka is only two and a half years old. It has done a good job so far. But it is not possible to evaluate its impact in such a short time. If the Project is given more time to work its real impact could be felt. The Project has relevance in my country for the training of teachers, because the training of the faculty is very

CHAPTER 5Cooperative Dept. and the
NCC

The Coop. Dept. and the NCC both are engaged in the promotion of Cooperative Education in Sri Lanka. The Coop. Dept. represents the official sector and the NCC represents the unofficial Sector of the Cooperative Movement.

The Coop. Dept. was started in 1930. It is headed by the Commissioner for Cooperative Development/ Registrar of Cooperative Societies, under him there are 3 Deputy Commissioners. They are assisted by 7 Assistant Commissions (Senior grade). At the field level there are 77 Assistant commissioners working in 26 districts who are engaged in various types of development activities. They are helped by about 2,000 cooperative Inspectors who do auditing work or assist in the promotion and development of educational work:

The School of Cooperation, Polgolla, is run by the Dept. of Cooperation. It was started in 1943. The School provides training mainly to the Inspectors of the Coop. Dept. Cooperative employees, officers in government Departments and Cooperations.

The NCC is the apex Cooperative Organisation. It is the spokesman of the whole cooperative movement in Sri Lanka. Its 26 District Education Centres provide ordinary and junior level courses to the employees of the societies. At 4 district these centres also provide advanced level courses.

The ITP and the womens Project are run by the NCC in Sri Lanka.

CHAPTER 9

WORK DONE DURING THE SRI LANKA
PART OF THE PROGRAMME

After completing the Indian part of the Programme, we came to Colombo to complete the second part of the Programme in Sri Lanka. The TTP staff gave us some material for understanding and preparation of case studies and the techniques of writing cases was explained to the fellows.

For this purpose two groups were founded out group members were: Mr.K.Kaneshalingam (Sri Lanka), Mr.Ramudi Ariffin (Indonesia) and Mr.Seung Hwan Lim (Republic of Korea).

In Kandy, we visited the Khundasal MPCS and prepared a case study on "Distribution of surplus in the MPCS". It was tested at the school of Cooperation, Polgolla before the teachers of the District Cooperative Education centres run by the NCC.

Besides, preparation and presentation of the case study, we had the opportunity to participate in the SEASPELT meeting in Kandy and discuss the curriculum for the proposed course on Cooperative Management.

We also visited the District Education Centres of the NCC at Anuradhapura, Jaffna, Trincomallee and Galle. Two MPCSS were also visited in Jaffna. At Neervely MPCS the internal training programme is being conducted by the TTP. At the time of our visit a course on "Sales Promotion" was going on. I also delivered a lecture to the Salesman.

CHAPTER 10Proposal for National Project in the
Rep. of Korea for Teachers Training

1. Country: Republic of KOREA
2. Project Title: Project for Training of Agricultural Cooperative Staff.
3. Request by: National Agricultural Cooperative Federation (NACF)
4. Project duration: 3 years
5. Project cost: SCC/SIDA/ICA
6. Objectives:

The Objectives of the Project is to enhance the effectiveness of cooperative teachers

7. Project activities
 - a. cultivate the Saemaeul Movement spirits.
 - b. identify the cooperative practical business
 - c. conduct actual training

8. Evaluation

After training take a Examination.

if no pass, they are next time follow-up.

9. Operation of the Project

The main responsibility to the operation of the Project in Korea would be the responsibility of the NACF In association with the collaborating agencies ie. ICA and SCC.

10. Assistance

Assistance in regard to the Project may be obtained from the TTP Sri Lanka in the beginning.

11. finances

A total of \$1,000,000 (approx) would be needed per year for running the Teachers Training Project in the Republic of S.Korea.

CHAPTER 11

Recommendation and suggestions

1. to Learn the VTR Teaching method necessary.
2. to Learn the MTP Teaching needed.
3. In Sri Lanka cooperatives needs Agricultural Marketing function.
4. In Sri Lanka Cooperatives needs statistics, & equipment.
5. In Sri Lanka , Polgolla School of Cooperation and Training centre needs Agricultural marketing subject.
6. Total Programme is not effective.
Intensive Training need(Training package and case study)
7. 70-100 page report is difficult.

CHAPTER 12

List of Institutions visited (I) in India, and (II) in Sri Lanka

1. INDIA

- 1) National Council for Cooperative Training, New Delhi
- member- Secretary and the staff.
- 2) National Cooperative Union of India, New Delhi.
- Chief Executive and the staff.
- 3) National Industrial Cooperatives Federation, New Delhi.
- Chief Executive and the staff
- 4) National Centre for Cooperative Education, New Delhi.
- principal and the staff
- 5) Vaikuntha Metha National Institute of Cooperative Management, Pune.
- Director and the teaching faculty
- 6) Cooperative Training Centre, Pune.
- Principal and the staff
- 7) Cooperative Training Centre, Pune
- Principal and the staff
- 8) Maharashtra state cooperative Union Pune.
- Chief Executive officer and Subordinate staff.
- 9) Cooperative Training Centre, Aurangabad
- Principal and the staff
- 10) Grishneshwar Taluka Milk Cooperative Union, Khultabad
- president, Board Members.
Dairy Development officer and Assistant Register.
- 11) Milk Collecting primary cooperative Society, Khultbad,
- Secretary
- 12) Siddeshwar Cooperative Sugar Factory.

SRI LANKA

- 1) Cooperative Teachers Training Project in Sri Lanka, Colombo
- Project Director and other Technical staff.
- 2) Commissioner of Cooperative Development of Sri Lanka, Colombo
- Commissioner.
- 3) National Cooperative Council of Sri Lanka, Colombo.
- President
- 4) School of Cooperation , Polgolla
- Principal and teaching faculty.
- 5) Kundasale Multi-Purpose , Coöperative Society, Ltd. Kandy.
- President, General Manager, Cooperative Development officer and others.
- 6) Vali-East (Southern Division) Multi-Purpose Cooperative Society, Ltd., Neervely, Jaffna.
-President General Manager, Cooperative Development Officer, Woman Committee President and others
- 7) National Cooperative Council, District Committee, Jaffna
- President and Members of the Committee
- 8) Tellippalai Multi- Purpose Cooperative Society, Ltd. Tellippalai .
- President , General Manager, Cooperative Development Officer, ASSH, Commissioner of Cooperative Development, Jaffna and others.
- 9) Kankashanthurai and Myliddy Branches of Tellippalai MPCS Ltd., Jaffna.
- Branch Managers and Salesmen.
- 10) Northern Division Fishermen's Cooperative Societies Union, Jaffna
- Vice president and General Manager
- 11) Jaffna District Textiles weavers Cooperative Society, Ltd. Jaffna.
- President and Power loom staff.
- 12) Cooperative Office Jaffna
- Assistant Commissioner of cooperative Development and the supporting staff.
- 13) National Cooperative Council Education Centre, Jaffna
- Faculty Members.

- 14) District Cooperative Education Centre of the NCC at Anuradhapura.
- President, District Committee members and the staff
- 15) District Cooperative Education Centre of the NCC at Trincomalee.
- President District Committee members and the staff
- 16) Trincomalee MPCS, Ltd., Trincomalee
- President, Branch Committee members and the staff
- 17) District Cooperative Education Center of the NCC at Galle.
- President , District Committee members and the staff
- 18) Galle Cooperative Hospital Society, Ltd., Galle.
- President and the staff
- 19) Ambalangoda MPCS, Ltd., Ambalangoda.
- President and the staff

A BRIEF REPORT
ON
FELLOWSHIP COURSE

BY

EFREN V. PERLAS
PHILIPPINES

Fellowship Programme for Cooperative Teachers

Jointly sponsored by

ICA, SCC, & NCC-TTP

Part I - Feb. 2- Mar 15, 1981 - India.

Part II-March 16- April 30, 1981 - Sri Lanka.

FELLOWSHIP PROGRAMME FOR COOPERATIVE
TEACHERS

Part I Feb. 2, 1981-March 15, 1981, India

Part II March 16-April 30, 1981, Sri Lanka

By DEVEN V. PERLAS - PHILIPPINE

A Brief Report on the
Fellowship
Course.

INTRODUCTION

In late November 1980, the Northern Luzon Cooperative Education and Development Centre, Inc. (NORLUCEDC)-Board of Directors and some Cooperative leaders of Northern Luzon had a planning conference and approved the activities of the training centre for 1981. At the closing of the conference, Col. GERARDO GAOR the President, announced that the National Association of Training Centers for Cooperative (NATCCO) received an invitation from ICA, ROEC, New Delhi to nominate a participant in the Fellowship Programme for Cooperative Teachers. He further announced some details of the course like age, qualifications of participants. Finally it was approved by the Board that I, be nominated to attend the course, and that my name be submitted to the Executive Officer of the NATCCO.

Since the final approval of my nomination still depends on ICA, New Delhi, I did not take it seriously. I did not expect that my nomination be approved so I did not prepare. I just continued with my work in our province. Finally in 15 Jan. 1981. I received a telegram from ICA Confirming my participation in this Course. There are only two weeks left, So I had to rush the preparation of my papers, clearances and pass-port and of course I had to see that my family will not be hard up during my absence. This was the hardest part of it. At first I could not afford to leave them for three months. My wife was hesitant to allow me to participate in the course. It is therefore a very great sacrifice on my part and my family but since I believe in the Cooperative movement, I took the risk of going away from home for 3 months. This is how (The Coop. movement) close the Coop. movement to me.

I. The Fellowship Programme for Cooperative Teachers is sponsored and organised by the ICA-ROEC and the Swedish Cooperative Centre and the National Cooperative Council of Sri Lanka- Project for Training of Cooperative Teachers in Sri Lanka. It is a three months course but divided into two parts. For part I - Feb. 2 - March 15. was held in New Delhi India. For Part II- March 16 - April 30, 1981. is held in Sri Lanka. The Objectives of the Programme are:

1. to give the participants command of effective training techniques.
2. to enable the participants to develop a curriculum for training programme
3. to enable the participants to develop and produce their training material and
4. to enable the participants study the objective and the activities of the ICA/SCC/NCC Teachers Training Project in Sri Lanka and if the experience of the Project is relevant produce for their own movements a Project proposal for the purpose of enhancing training effectiveness of the cooperative training institution in their respective movements.

As to the first part, the methods used were lecture method, question & answer and most of it were workshop/experiential methods (which was very good) and the use of Modern teaching aids like the (OHT) Overhead Transparency.

For the duration of Part I, I would say all the needed assistance from ICA experts were provided. All of them were very accommodating and ^{wel} showed their willingness and interest in the group during the course.

II. The International Cooperative Alliance as we all know is a well known international organisation of Cooperatives through out the world. It is indicated mainly of strengthening and helping Cooperatives through out the world. In our country ^{four} three national Organizations of Cooperative are affiliated.

- 1) The National Association of Training Centre for Cooperatives (NATCCO)
- 2) Central Cooperative Exchange, (CCE)
- 3) Sugar Coop. Development Institute of Philippinea
- 4) The Cooperative Insurance System of the Philippine (CISP)

The ICA is closely working with the Coop. movement in our country In fact, they are again Co-spon-Soring a seminar/workshop for Coop. Librarian in the Agricultural Credit Cooperative Institute, LOS Banos Laguna on April 14-29, 1981.

III. The Indian Coop. Movement

As we all know India is a very vast country composed of 27 states with a total population of 650 million. It is therefore as very big task for the Coop. movement of India to convince all the people to become members of cooperative Societies.

Organizationally the Coop. Movement is divided into two namely,

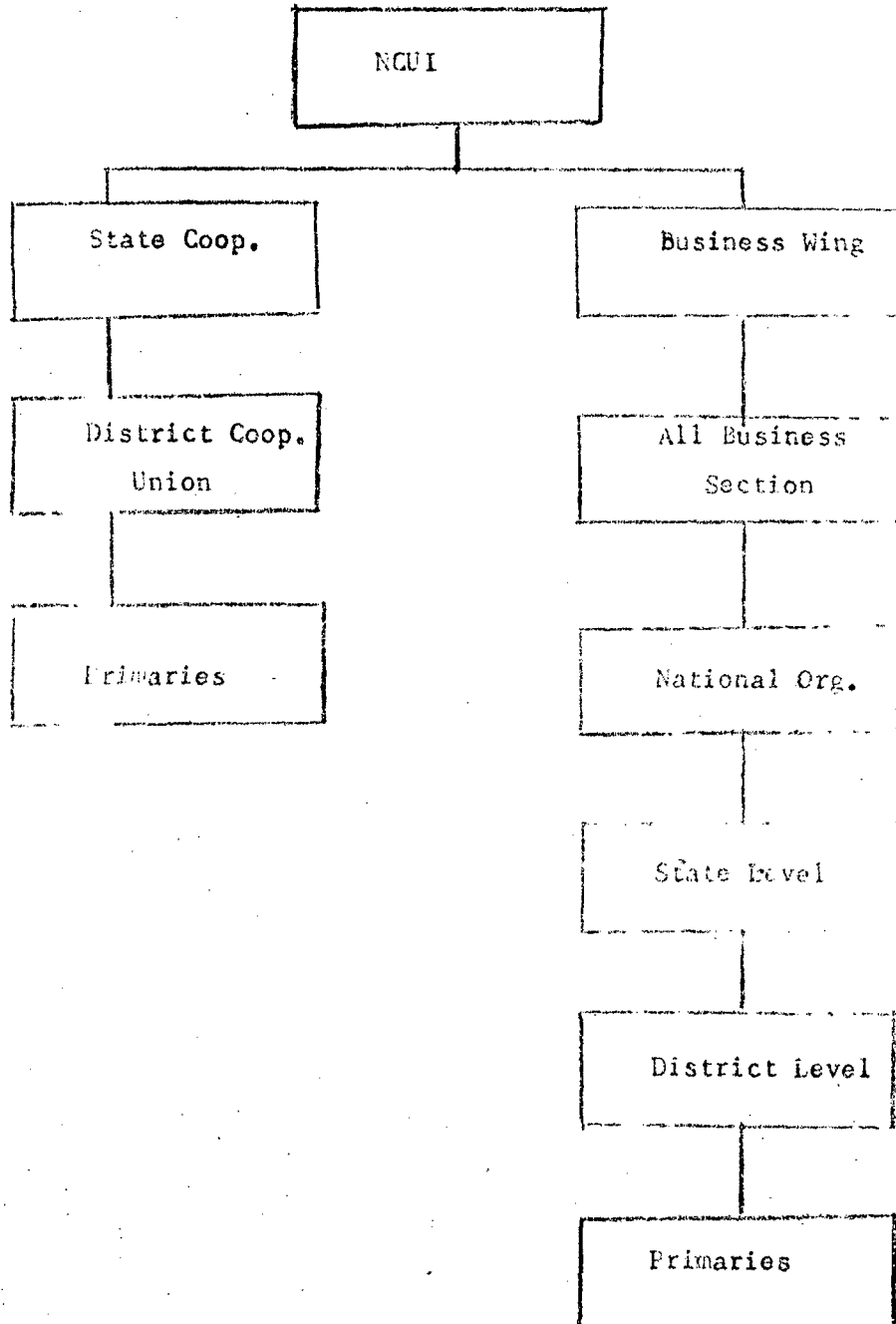
- The Ideological/ Promotional Wing.
- The Business Wing.

On the Ideological Wing Primaries from the different states form their respective District Coop. Unions and these District Coop. Union form the State Coop. Unkons who are members of the National Coop. Union of India - (NCUI)

On the Business Wing

Primaries ~~form~~^{form} district federations. These federations form the state level federation and the form the National organisation or all business section.

Illustrated further:



On the Movement Administration of Coop.

Each state has exacted a cooperative law. Every state has a department of Cooperation with a registrar. Implementation of the law is autonomous.

Cooperatives through the National Cooperative Development Corporation (NCDC) receive government assistance like:

1. Administration assistance.
2. legal assistance.
3. Financial Assistance.
4. Promotional assistance.

On the field of education and training They have the National Council of Cooperative Training (NCCT). Which is the National Supervisory Agency of all the training Schools, Colleges and institutues of Cooperation. Among the most impressive institute is the VAIKUNTH MEHTA National Institute of Coop. Management. It is really a good training institute for they have complete facilities like hostel, classrooms, library and other facilities. I believe it is the best training institute of Cooperative in the region.

We have also visited other training School s in Pune and Maharasta State and also some sugar coops. Dairy Coops., and handloom Coop. Socities.

After these experiences, I believe that Cooperative education is very necessary on part of members and officers in order to encourage more members participation and thereby Cooperative will succeed not only as an enterprise but as a social organization.

IV. The Cooperative Movement in the Philippines.

Cooperative organization in the Philippines started as early as 1902. Mostly were the credit union and consumer type coop. But due to many reasons many died a natural death., Several Continued to operate and grow.

In 14 April 1973 The President of the Republic signed into law the Presidential ~~Decree~~^{Decree} 175 called "Strengthening the Cooperative Movement". This law repealed Republic Act 2023 and introduced a new Cooperative Development Programme.

Under this law a new government agency was created to supervise and implement the Programme called the Bureau of Cooperatives Development under the Ministry of Local government and Community Development. Recently it has been transferred to the Ministry of Agriculture. In ^{the} same bureau there is a division called Education & Training Division w/c takes care of Coop. Training Activities. Aside from this we have also the Agricultural Credit Cooperative Institute in Los Banos Laguna.

On the "Private sector" Credit and Consumer Cooperatives Organized before P.C. 175 re-registered to the BCOD and continued to exist and operate. These Cooperatives are mostly credit unions and consumers Cooperatives. Believing that there can be no true Cooperative development without membership education, we in the "private sector" organized ourselves and formed training centres according to our geographical location. This belief originated from the early experience in credit union promotion in the Philippines W/c saw many coops failed almost immediately after they were organized.

So presently we are conducting intensive training. On Coop. Management, Trainers Training, leadership course and other basic courses on Cooperatives.

I personally feel that the government should support the existing training programme of the NATCCO and stabilize all the training centres to have a better future of Coop. Education.

V. Work Impressions in Part I of the Fellowship Programme

Most of the time we were busy preparing the Training Package. On 15 Feb. 1981 we attended the International Conference on Cooperative Thrift and Credit at ~~Big Dakan~~ *Bigyan Bahara* Conference Centre. For me I consider it a very educational experience and I would say, ~~I would say~~, I learned very much about the world Cooperative Movement.

On the training package concept of teaching, I believe this is a very modern approach on teaching. I personally feel that this will be very acceptable in my country, in fact some colleges or universities are using it. I hope we can acquire one OBT in our training centre. I learned a lot on the Training Package concept and I hope to implement it in my training centre.

V Coop. Movement in Sri Lanka

Coop. Societies started in Sri Lanka in the 1940s. Most of these Societies are Consumer societies and the main function was to supply food for the people during this war period. At least 4000 Coop. societies were organized throughout the island. During this period there was a real need of these Cooperatives so it was not hard to organize.

After the war period, very few societies survived, because of so many reasons like:

1. no training of members
2. no training of officers
3. no training of government personnel

" It is true that vary few societies survived the past emergency period but they served the purpose - for which they were set up".

In the early seventies the government tried to revitalize these societies by merging or amalgamating these small societies and form large multi-purpose societies which we have seen a lot of them like the (Kandy) Mahanuwara Multi-Purpose Society LTD, Neervely MPCs, Tellipallai MPCs and many more multi-purpose societies.

There are lot of coop. societies in Sri Lanka like Credit Coop.s, Coconut Producers Coop. , Fishing Coops. and Tea Coops.

All these societies are registered at the government and the government is trying to make these Coop.s viable. At present these societies are affiliated ^{with} /the National Cooperative Council of Sri Lanka or NCC. The apex organization whose main function is on Cooperative development and education.

VII. The Cooperative Teachers Training Project.

The main objective of the Project is to enhance the effectiveness of Cooperative training activities being carried out or proposed to be carried out for personnel and member of managing committees of the Cooperative Movement in Sri Lanka.

In brief the activities of the Project are:

1. Training Methodology
2. Production of Training Material
3. Production and use of audio-visual training Material
4. Publication Programme

The target group are the faculty member of all higher level Deploma Course Centres in four district of Colombo, Matale, Jaffna and Kurunegala. All the district Cooperative education centre are run and operated by the NCC.

I personally feel that this Project is very important for the development of Cooperative in Sri Lanka (especially the development of Cooperative leaders) Primary societies with leaders who do not know anything on Cooperative leadership Management, or accounting that ^{primary} society will never succeed as a cooperative or a business enterprise. Cooperative ducation is therefore very important especially in developing countries like Sri Lanka.

VIII

Part II of the Fellowship Programme

In the second part of the programme, the six fellows devoted their activities mainly on the preparation of a case study and visiting some multi purpose Cooperative Societies and training Centres of the island.

Since the case study or the case method is not new to me I found it not so interesting much more when we ^{we} will sent to the society we encountered some language problems nevertheless our group still manage to prepare a case with the limited data & with the able leadership of the honorable delegate of India- Dr. R. S. Kapuria.

I would strongly suggest that if we are to prepare a good and real case, we must know first the language, the system the people or at least the case writer be given more time to adjust and acquaint himself to the society. Case method is no doubt a very good teaching technique but a foreigner writing a case from a country he had never seen before, that is another thing; Working different culture and background- again these are things to be considered.

I am not judging but I am telling what I sincerely feel. In spite of these feelings I learned a new experience, I should thank the ICA for this.

With regards to the TTP, this is a new Project and I would recommend that we also launch a Teachers Training Project in Our country in collaboration with the ACCI, NATCCO, and the Bureau of Coop. Development Such training Project with emphasis on the need of Cooperative education is a very relevant Project for most of our Cooperatives are growing & developing.

IX Conclusion

The programme in general is very good. I really experience many things and learned a lot. I would say, it helped me very much especially in the field of training. This was a programme where my knowledge of the world coop. movement was broadened. For sure, this training will give me more interest in my work as a teacher in Cooperative. I should thank the ICA staff of NEW DELHI especially Director R. B. RAJAGURU, Mr. J. M. RANA, DR. D. VIR, DR. ODJA, MR. V. NAGPAL, MR. GUPTA and all of ICA for their support and also the staff of the TTP headed of Director W. U. HERATH, STIG IVARSON, R. MUDIYANSE, MR. D. PRAKASH and all the staff who helped us during the programme.



A Brief Report
on
I.C.A. - T.T.P Fellowship Programs for
Cooperative Teachers

1981

2nd February - 15th March 1981
New Delhi, India.

16th March - 30th April 1981
Colombo, Sri Lanka.

P. J. W. S. S. S. S.
NATIONAL COOPERATIVE TEACHERS' COUNCIL,
383, GALLE ROAD,
COLOMBO 3

Sri Lanka

FELLOWSHIP PROGRAMME FOR COOPERATIVE
TEACHERS 1981

PREFACE

The fellowship programme for the Cooperative Teachers for the year 1981 offered jointly by the International Cooperative Alliance Regional office and Educational Centre for South East Asia and Cooperative Teachers Training Project in Sri Lanka which gave an opportunity for me to master the techniques of designing, producing and using of training packages with the help of audio visual aids and the techniques of case study methods, preparation and testing of cases. During the Indian part of the fellowship programme a training package on "Democratic Management in large multipurpose Cooperatives" was prepared and during the Sri Lanka part of the fellowship programme a case study was prepared on the distribution of surplus in a multipurpose Cooperative Society.

The fellowship programme provided an opportunity to visit various Cooperative Organisations in India and Sri Lanka, thereby I was able to have a first hand knowledge about the Cooperative organisation in both countries.

During the fellowship programme received lot of assistance and guidance from I.C.A., C.C.C., officials, TTP officials and officials of Cooperative organisations both in India and Sri Lanka. I wish to mention a special appreciation for the guidance and assistance received from Mr. P. B. Rajaguru ICA, Regional Director, Mr. J. P. Rana, Director of Education ICA, Mr. Dheram Vir Joint Director, Education, Mr. M. U. Herath Project Director TTP, Mr. Daman Prakash Technical Advisor TTP

FELLOWSHIP

1. Participants

- a. Dr. R. S. Kapuria (India)
- b. Mr. K. Kaneshalingam (Sri Lanka)
- c. Mr. Ramudi Griffin (Indonesia)
- d. Mr. Seung Hwan Lim (Republic of Korea)
- e. Mr. E. Fren. V. Perlas (Phillippines)
- f. Mr. Md. Ali Ashraf Khan (Bangladesh)

2. Objectives of the Fellowship Programme;

- a. To give participants command of effective training techniques.
- b. To enable participants to develop curricula for training programmes.
- c. To enable participants to develop and produce their training materials and
- d. To enable the participants to study the objectives and activities of the Cooperative Teachers Training project in Sri Lanka and to produce for their own movements a project proposal for the purpose enhancing training effectiveness of the Cooperative training institutions in their respective movements.

3. Division of the Programme;

The programme was divided into two parts.

Part 1 of the programme was held in India from 2nd February to 15th March 1981 through at ICA, Regional office and Part II was carried out in Sri Lanka from 16th March to 30th April 1981, through the Teachers Training Project.

During Part 1 of the programme of fellows were exposed to;

- a. Techniques of designing and utilisation of training packages with the help of Audio-Visual Aid.
- b. Observance of various types of Cooperative institutions in the union territory of Delhi as well as in the state of Maharashtra.
- c. Participate in the International Conference on thrift and credit which was jointly organised by ICA, NCUI and International Reiffeisen Union from 16th to 20th February 1981 at New Delhi and
- d. Study of Cooperative Training Institutions working under the aegis of the National Council for Cooperative Training (NCCT) New Delhi particularly Vai Kuntha Matha National Institute of Cooperative management (VMNICM) Pune and Cooperative Training College Pune in addition to the National centre for Cooperative Education (NCEE) New Delhi run by the National Cooperative union of India and two other junior training centres run by the Maharashtra State Cooperative Union, Pune.

During the Part 11 of the Programme the fellows were exposed to the following:

- a. Case study method, preparation and testing of cases.
- b. Study of Cooperative training programme in Sri Lanka
- c. Study of the Cooperative Teachers Training Project and
- d. Participation in the International conference of the Principals and senior teachers of Cooperative Colleges in South East Asia in Kandy 21st April to 24th April 1981.

THE INTERNATIONAL COOPERATIVE ALLIANCE.

The International Cooperative Alliance is one of the oldest of non-governmental international organisations. It is a world-wide confederation of cooperative organisations of all types. Founded by the International Cooperative Congress held in London in 1895, it now has affiliates in 66 countries, serving over 355 millions members at the primary level. It is the only international organisation entirely and exclusively dedicated to the promotion of education in all parts of the world.

Besides the Head Office of the ICA, which is in London, there are three regional offices, VIZ, the Regional Office & Education Centre for South-East Asia, New Delhi, India, the Regional Office for East and Central Africa, Moshi, Tanzania and the Regional Office for West Africa, Bingerville, Ivory Coast. The Regional Office in New Delhi was started in 1960, the office in Moshi in 1968 and the West African Regional Office in 1975.

The main tasks of the Regional Office & Education Centre are to develop the general activities of the Alliance in the Region, to act as a link between the ICA and its affiliated national movements, to represent the Alliance in its consultative relations with the regional establishments of the United Nations and other international organisations, to promote economic relations amongst member-movements, including training across national boundaries, to organise and conduct technical assistance, to conduct courses, seminars and conferences, surveys and research, to bring out publications on cooperative and allied subjects and to support and supplement the educational activities of national cooperative movements. The Regional Office and Education Centre in Delhi now operates on behalf of 15 countries i.e. Afghanistan, Austria, Bangladesh, India, Indonesia, Iran, Japan, Republic of Korea, Malaysia, Nepal, Pakistan, Philippines, Singapore, Sri Lanka and Thailand.

COOPERATIVE TEACHERS TRAINING PROJECT IN SRI LANKA.

The Project for Training of Cooperative Teachers in Sri Lanka has been sponsored by the Swedish Cooperative Centre (SCC) through the International Cooperative Alliance (ICA) for the benefit of the National Cooperative Council of Sri Lanka (NCC). It is not a government project although, of course approved by the Government of Sri Lanka. It is a technical assistance programme offered by the International Cooperative Alliance to the Cooperative Movement of Sri Lanka with the financial support of the Swedish Cooperative Movement and the Swedish International Development Authority (SIDA). It is, therefore, a technical assistance project from one Cooperative Movement to another Cooperative Movement through the medium of the International Cooperative Alliance, an international non-governmental voluntary organisation of the World Cooperative Movement.

The actual operation of the Project commenced in October 1978, when it was formally inaugurated by the Hon'ble Minister of Food and Cooperatives. The Project is located on the premises of the National Cooperative Council of Sri Lanka in Colombo. The National Cooperative Council of Sri Lanka is the national apex cooperative organisation of the Cooperative Movement of Sri Lanka. The Council is a member of the International Cooperative Alliance.

The initial duration of the Project was of two years and it has since been extended by the sponsoring organisations for a period of another two years, i.e., upto June 1982. Most of the expenses of the Project are covered by the ICA and the SCC. Some part of the expenses are covered by the National Cooperative Council of Sri Lanka, mostly in terms of salaries of national counterparts, local staff, office expenses and use of premises. The Government of Sri Lanka does not incur any financial expenses on the project. The Government of Sri Lanka has duly waived the tax-exemption and import facilities on the equipment supplied to the project and to the project, and the import of equipment and technical material.

Project Objectives

The main objective of the Project is to enhance the effectiveness of cooperative training activities being carried out or proposed to be carried out for personnel and members of managing committees of the Cooperative Movement in Sri Lanka.

In order to achieve the objectives of the Project, several activities have been planned. These activities include the following:

- identify teaching methods to make teaching effective;
- training seminars for cooperative teachers in training methodology;
- subject matter courses for cooperative teachers;
- Production of cooperative training material using participative teaching methods and audio-visual aids;
- training programmes in research methodology and techniques of evaluation;
- training programmes in cooperative education management;
- evaluation of the existing cooperative educational system and assistance in its redesigning;
- assistance to the cooperative organisations in developing internal training programmes;
- arrange for teachers to obtain cooperative field training (experience);
- suggest guidelines on recruitment, salaries and working conditions teachers;

Activities of Project.

The Project started its activities at the 4 Cooperative Education Centres Colombo, Galle, Kurugegala, Jaffna and at the School of Cooperation Polgolla with a view to expand this to other centres in the near future. The teacher¹⁷⁰ staff attached to these centres, the staff of the school of Cooperation, Polgolla, and the extension officers of the Cooperative Department in the above Districts were also exposed to various types of teaching techniques by the project. It has started a staff development training programme at two M.P.C.S namely Vali East Southern division M.P.C.S and Ambalangoda M.P.C.S. In January 1981 the Project undertook the task of giving subject knowledge and certain aspects of teaching techniques to the entire teaching faculty of the M.P.C.S, under this programme all the teachers were brought to the school of cooperation Polgolla, for a period of six months to follow the course. In addition to the above project, prints and bulletins about the project activities and also subject matter (lessons) for the benefit of the teachers and the students.

Cooperative Movement in India

In India Cooperation is a state subject. Societies were formed and registered at state levels, in accordance with the Cooperative Law prevailing to each state. In India Cooperative Movement is a three tier system. Primary, at village or Taluka level, secondary District or state level and tertiary National level. But some primary societies were formed at National level. The promotion of Cooperative Movement is undertaken by state level ideological organisation and National level ideological organisation. The training part is done by the National Cooperative Council for training which functions under the umbrella of the National Cooperative Union of India.

The training system is also a three tier system in India. National level training institute, state level Cooperative Colleges and District level Cooperative training centres.

Cooperative Movement in Sri Lanka

In Sri Lanka Cooperative Movement consists of two sectors namely official sector and unofficial sector. The official sector is represented by the Cooperative Department and the unofficial sector is represented by the National Cooperative Council of Sri Lanka. The function of the Department is to register, supervise, & audit the cooperative societies. The function of the National Cooperative Council is to express collective views on matters of Cooperative policy, Cooperative education and publicity. Cooperative Education is undertaken at present both the Department and the Council. Department carry out education through the school of Cooperation Felgolla and 25 extension officers attached to C.C.O's offices in the Divisions. Council carry out the function through 26 district branches and 26 District education centres. To develop the education function of the Council it has started pilot projects with the assistance, International Cooperative Alliance and Swedish Cooperative Centre, namely Cooperative Teachers Training Project, Womens Consumer Education information Project and small farmers better living project.

The Movement in Sri Lanka is a two tier system with primaries at village or Regional level and secondaries National level.

Conclusion.

I gained valuable experiences through the fellowship programme which provided an opportunity to visit Cooperative organisations in India and also to participate in the International conference on Cooperative Thrift and Credit held in Delhi from 16th to 20th February 1981. The training package prepared on Democratic Management in large primary Cooperatives made me to go into more detail in the preparation of training packages and to study subject matter thoroughly. The preparation of case study on distribution of surplus in Cooperative Societies made me to go through in detail the techniques of preparation of case studies and the problems faced by Cooperatives in distribution of surplus. The association with the Cooperative Teachers Training Project, made me to realise the importance of developing Cooperative teachers in subject matter knowledge with techniques of training.

On the whole I welcome the programme and express my sincere thanks for those who organised the programme.

K.Kaneshalingam.

LIST OF INSTITUTIONS AND PERSONS
VISITED IN INDIA AND SRI LANKA.

During the course of the fellowship programme, both in India and Sri Lanka, the ICA Regional Office and TTP arranged the visits for the fellows to various Cooperatives and training institutions. The list of institutions and persons visited (a) in India, and (b) in Sri Lanka is given below:-

INDIA

1. National Council for Cooperative Training, New Delhi.
-Member-Secretary and the Staff.
2. National Cooperative Union of India, New Delhi.
-Chief Executive and the staff
3. National Industrial Cooperatives Federation, New Delhi.
-Chief Executive and the staff
4. National Centre for Cooperative Education, New Delhi
- Principal and the staff
5. Amikantika, the National Institute of Cooperative Management, Pune.
-Director and the teaching faculty
6. Cooperative Training College, Pune
- Principal and the staff
7. Cooperative Training Centre, Pune,
-principal and the staff.

8. Maharashtra State Cooperative Union Pune
- Chief executive officer and sub-ordinate staff
9. Cooperative Training Centre, Aurangabad
- Principal and the staff.
10. Grishneshwar Taluka Milk Cooperative Union, Khullabad
- President, Board Members, Dairy Development officer and assistant registrar.
11. Milk Collecting Primary Cooperative Society, Khultabad
- Secretary
12. Siddheshwar Cooperative Sugar Factory, P.O Gilled
- President, General Manager and the staff

SRI LANKA

1. Cooperative Teachers Training Project in Sri Lanka, Colombo
- Project Director and other technical staff.
2. Commissioner of Cooperative Development of Sri Lanka, Colombo
3. National Cooperative Council of Sri Lanka, Colombo
- President
4. School of Cooperation, Polgolla
- Principal and teaching faculty
5. Kandy Multi-Purpose Cooperative Society, Ltd. Kandy
- President, General Manager, Cooperative Development officer and others.

6. Vali-East (Southern Division) Multi-Purpose Cooperative Society, Ltd., Neervely, Jaffna
 - President, General Manager, Cooperative Development officer, Women Committee President and others.
7. National Cooperative Council, District Committee, Jaffna
 - President and members of the committee
8. Tellippalali Multi-Purpose Cooperative society Ltd., Tellippalai
 - President, General Manager, Cooperative Development Officer, Asst. Commissioner of Coop. Development, Jaffna and others.
9. Kankeshanthurai and Myliddy Branches of Tellippalai MPCS (Jaffna)
 - Branch Managers and salesmen.
10. Nothern Division Fishermen's Cooperative Societies Union(Jaffna)
 - Vice-President and general manager
11. Jaffna District Textiles Weavers Cooperative Society Ltd.,(Jaffna)
 - * President and Power loom staff
12. Cooperative Office, Jaffna
 - Asst. Commissioner of Cooperative Development and the supporting staff.
13. National Cooperative Council Education Centre, Jaffna
 - Faculty members

14. District Cooperative Education Centre of the NCC at Ambalangoda
- President, District Committee members and the staff
15. District Cooperative Education Centre of the NCC at Trincomalee
- President, District Committee members and the staff
16. Trincomalee Multi-Purpose Cooperative Society Ltd., Trincomalee
- President, Branch Committee and the staff
17. District Cooperative Education Centre of the NCC at Galle
- President, District Committee members and the staff
18. Galle Cooperative Hospital Society Ltd., Galle
- President and the staff
19. Ambalangoda Multi-Purpose Cooperative Society, LTD., Ambalangoda
- President and the staff

LUMEDAINE MULTI-PURPOSE CO-OPERATIVE SOCIETY:
A CASE ON CONTRADICTORY MANAGEMENT APPROACH

Prepared by

Dr.R.S.Kapuria (India) - Group Leader

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Co-operative Teachers Training Project,
COLOMBO - 3. (SRI LANKA)

ICA Fellowship Programme (Part II)
16th March to 30th April, 1981 (Sri Lanka)

(Silverman, R.E., a research scholar, having known some basic facts about the Lumedaine Multi-purpose Co-operative Society Ltd., (Appendix-1) calls on Mr. Brown, J.W., President of the Society on 24.3.1981, with prior approval, for discussion about the Society)

Silverman: Mr. President, would you please brief me about the present activities of your Society?

Brown: You will be happy to know that our society has diversified nature of business activities dealing with consumer goods, building materials, motor spare parts, petroleum products, rural banking, transport and tailoring. Our society's main engagement is in consumer goods which constitutes almost 90% of its business activities. There are 55 retail outlets, 1 central wholesale store and 6 godowns. Consumer goods are purchased mostly from Govt. Stores, Co-op. Wholesale Establishment and Government approved companies. Items distributed to members and non-members through the network of retail outlets are rice, sugar, pulses, tinned foods, textiles, enamel-wares, ceramics, fancy goods, and perishables such as potatoes, onions, garlic and driage items such as corriander, dry fish, chillies, etc. The number of consumers served by the Society was 11,895 during the first six months of the previous year.

As regards other activities, this society has 1 building materials unit and deals with cement, iron-ware, asbestos roofing sheets, tiles, etc. which are sold on retail basis. There is 1 motor spare parts unit which supplies motor parts, tyres, tubes etc., purchased from Tyre Corporation, State Trading Corporation and approved Companies to members and non-members on retail basis. There is 1 petroleum shed unit which distributes petrol, diesel, chemicals, etc. There is 1 unit for Rural Banking which provides loans and advances to members and also pawn-broking to members as well as non-members on mortgage of gold. Facilities exist for giving short-term loans and accept deposits at this Bank.

There

There is 1 transport unit which has 11 vehicles - 9 lorries 1 van, and 1 tractor which are used mostly for society's work in transporting goods to the godown and to the retail outlets. Only 5% private work is done by this unit.

Perhaps, you may also be interested in knowing about the society's business performance since inception.

(Brown hands over to Silverman a statement showing business performance of the Society for various years (Appendix 2).

Further, if you feel interested in getting some more details about our society you may meet our staff also. I assure you that all the necessary help and assistance will be available to you from them.

Silverman: Thank you very much, Mr. President.

(Silverman enters the Office of the General Manager, Mr. John Cunningham, and starts a chat with him).

Silverman: Would you please tell me about your bio-data and experience in regard to the working of LMPCS and also about the co-operative affairs in general?

Cunningham: I graduated in Arts with Economics as the main subject from the University of North-Hill Buxton, in 1967 and completed a 6 months course under the Graduate Trainee Scheme in Management. Thereafter, I worked as General Manager in Talatuoya and Hatton - Dickoya MPCs. I joined this society in October, 1974 as G.M. and subsequently underwent a foreign training in Germany. Being the Chief Executive, I am greatly involved in the successful working of the society. But I find that there is no adequate system of training of managerial personnel, especially for the co-operative sector in our country which seems to me very essential.

As G.M. I have to shoulder a huge administrative burden and responsibilities and I find practically no time to improve my professional talents. Besides, there is constant interference from the politicians and certain influential persons of the area. In consequence thereof I find it extremely difficult

difficult to use my individual discretion at times on certain matters of vital importance.

In our Board sometimes inexperienced members are also elected who have virtually no knowledge of the rules, bye-laws, regulations, etc. and I have to spend a lot of time in explaining these to them. It is for this reason that the decision-making process in our society is very slow.

Also, my experience with the Co-operative Department is not very happy. The income and expenditure estimates so carefully planned by us are often buckled down due to reasons beyond our control, e.g., inflation, salary revisions by the Government, price reductions by wholesale dealers, etc. But the Auditors of Co-operative Department by and large compare the estimates with actual performance of the society and in case of any pitfalls they put the blame on managerial efficiency.

As Chief Executive I am responsible for maintaining discipline in the society and have to take disciplinary action against the subordinates for their faults. But I have no sympathies with dishonest and corrupt employees who are responsible for misappropriation and pilferage of goods at our retail outlets.

(Interruption by Silverman)

Silverman: How do you feel about the working of the retail outlets?

Cu. Inghan: Our retail outlets are doing fairly well. However, a new development has taken place during 1979. A circular dated 23.11.78 was received in the society from the Co-operative Department (Appendix 3) regarding shortages of stocks at co-operative retail stores. It envisaged the introduction of a new system of collective responsibility of the entire retail staff. The said circular was implemented by the society with effect from 1st October, 1979.

Prior to the introduction of the new system, the system of single responsibility of the branch manager was being followed. According to the provisions of the Co-operative Employees Commission Act No.12 of 1972, the branch manager was required

to

to furnish a security by way of cash not exceeding 5 times his monthly salary to make good for any leakages. But now after the introduction of the new system the security amount in addition to cash security has been raised to Rs.5000/- worth of land/building which is to be mortgaged to the society by the branch manager, and for the other staff i.e. salesman and bill clerk the amount of security is 5 times their monthly salaries.

(Cunningham takes out from his drawer a statement and passes on to Silverman who reads it with rapt attention (Appendix 4).

Silverman: The statement is indeed very revealing. Anyway, what is your personal opinion about the new system?

Cunningham: Earlier, when the system of single responsibility was there the branch manager had his own grievance. His argument was that the subordinate staff also handled the goods and sold them sometimes in excess with bills and at times without bills and also allowed wastages at the time of weighing. Their personal relationship with some consumers of the area was also a factor for causing leakages. But it was the branch manager alone who was held responsible.

Silverman: What administrative problems have you been experiencing after the introduction of the new system?

Cunningham: The new system has raised certain administrative problems. In the past, it was possible to take action against a single individual but now there are unavoidable delays in taking action against the entire staff in the overall interest of the retail outlets. At times, even transfers for alleged leakages are not possible on account of administrative reasons.

Besides, another situation has arisen. If one person is dishonest he tries to get other innocent persons involved in financial bungle and passes on the responsibility

onto

onto them under the system of collective responsibility. The person who is known for his corrupt practices is generally not acceptable at other branches. Even a good branch manager does not like to stay at a branch where the salesman and the clerk are corrupt and dishonest and asks transfer.

Silverman: What steps have you taken to reduce the quantum of leakages at the retail outlets?

Curringham: We have fixed the upper and lower limits of stocks at the retail outlets and also insist on the branches to furnish daily analysis of stocks to the society in respect of certain bulk commodities like rice, sugar and flour.

(Silverman then enters into conversation with Mr. Allen, W.H. Co-operative Development Officer).

Silverman: What is your opinion about the new device of collective responsibility?

Allen: I personally feel that there is nothing wrong with the system of collective responsibility. In our society there is always some sort of resistance for new things. When the Departmental Circular came to our society the management was very sceptical in the beginning because it apprehended certain administrative problems that might arise in the future. However, I am of the view that the new device has been doing very well and its overall effects have been quite encouraging. Our experience has shown that the quantum of leakages has fairly declined at the branches, may be not to the expected level. But it is equally true that certain administrative problems have come in the way of introduction of the system of collective responsibility. But necessary steps can be taken by the management to suitably modify the scheme for its successful implementation. Certain methods can be adopted for proper control of stocks at the retail outlets in addition to the method

methods which are being adopted by the society at present. I believe that there should be a proper environment which is very necessary to avoid leakages. The moral character, integrity and professional training of the employees are some basic prerequisites for creating a favourable and conducive atmosphere.

Silverman: What incentives do you provide to the staff of your retail outlet?

Allen: Earlier incentive payments were made to them on perishable items at 1% on total sales. But now this practice has been abandoned and we have made arrangements for the supply of clean and good commodities to our branches to avoid possible wastages.

(Silverman goes out and calls on Hudson, A.H. Accountant).

Silverman: Would you please discuss the case of some retail outlet involving leakages?

Hudson: The case of Victoria Branch may perhaps appear interesting to you. In this branch the system of collective responsibility was enforced w.e.f. 21.2.80. During the earlier years when the system of single responsibility was in practice Fernando was the branch manager under whom Mrs. Dorothy worked as bill clerk and Christopher as salesman. During the period 3.6.79 to 21.2.80 the branch showed a leakage of Rs.1,723.20 against the total sales of Rs.265,514.81. However, the same staff continued to work in the branch after the introduction of the new system. Fernando's past record showed that he was appointed as bill clerk on 1.3.72 in Lumedaine branch and was later on transferred to Ludlow Branch as acting branch manager. He was interdicted on 15.3.75 for a leakage of Rs.3940.98 caused during the tenure of his service as acting branch manager in Ludlow and Epsom branches ~~as acting~~ during the period 22.2.73 to 23.12.74. His case was referred to arbitration and an award was given against him for Rs.3334.62. The amount was recovered from him and he was re-instated as bill clerk on 17.7.76 in Marine branch.

Subsequently

Subsequently he was made the acting branch manager of Mo ang branch on 29.11.79 where a leakage of Rs.1258.86 was discovered on 19.1.77 and recovered from him. Dorothy joined as bill clerk on 1.4.72 and during the period she worked in Ascot branch from 26.1.74 to 19.2.74, she was interdicted for misappropriation of bills. Christopher joined as salesman on 1.3.72 and nothing was heard against him.

Until 31.1.80, Fernando remained branch manager when on his ~~leaves~~ he was transferred from Victoria branch to another branch and Mrs. Frenny joined in his place. On 4.9.80 the society's representative came to the branch for physical stock verification and found that there were some goods which were not supplied by the main store of the society. Dorothy and Christopher told the representative in writing that Fernando had brought some goods of inferior variety from outside and mixed with the goods of the society. An inquiry was conducted and both Dorothy and Christopher were also held responsible for aiding Fernando in bringing the said goods to the branch. The leakage was of Rs.2466.19 for the period 21.2.80 to 31.7.80 during which period Fernando was the branch manager at ~~Victoria~~ branch. The position was referred to the Board which amended the leakage to Rs.4237.99 and decided that whatever goods Fernando had brought were liable to be rejected and the total amount of leakage be recovered from all the three employees.

(Silverman then went to interview Mr.A.Fisher, member of the Branch Committee of a retail outlet).

Silverman: As a member of the Branch Committee, would you please explain what methods are adopted by the Committee to look into the problems of your branch and to attend to the customers' complaints?

Fisher: The Branch Committee consists of 9 members; out of them one is elected as its President. The Committee meets at least

once

once a month and discusses the problems of the branch with the branch manager. Matters which require attention of the management are referred to it along with the new proposals and suggestions. This, in a way, helps in solving most of the problems which arise from time to time. As regards complaints, from the customers, a complaint-box has been kept in the branch where the customers put in their complaints and also make suggestions for improvement of the branch. Action as may appear necessary is taken on them by the Branch Committee.

Silverman: I have so far met different persons of the Board and the Management and they have given different views about the system of collective responsibility. What is your own opinion about it?

Fisher: The system of joint responsibility is not at all good. It has given rise to a number of problems. Under the new system transfers have become very necessary and desirable as the incidence of leakages has somewhat increased. When some member of the retail outlet is transferred or any action is contemplated against him, full stock-taking becomes necessary which consumes a number of days and causes a loss of business and great inconvenience to the customers of the area. Besides, all the staff members, e.g., the branch manager, the salesman and the bill clerk, each have three keys of the branch. And if one of them is late or does not turn up at the fixed time, the shop remains closed till then.

Silverman: What is the practice for condemnation of goods at your branch?

Fisher: We have a sub-committee consisting of the branch supervisor and two committee members who decide about it. Their findings are referred to the General Manager, who, in turn, obtains the decision of the Board of Directors in regard to the extent to which the goods could be condemned or not at all.

(Silverman then meets Mr. C. de Silva, one of the four branch supervisors.)

Silverman: You are the branch supervisor of nearly 14 branches. What are your important functions?

Silva: Since all these branches are under my supervision, I have to look

look into several matters, for instance, whether the goods/ articles supplied to the branch have been received, how the goods have been displayed at the branch, whether price-tags have been put on every item and whether the stores are kept neat and clean. I have to visit each branch at least once a week for half a day and to attend to all such matters.

Silverman: What do you think about the new device of collective responsibility?

Silva: It is definitely an improvement over the earlier system of single responsibility. All the members of the retail outlet are now cautious and vigilant and watch each other's activities because in case of leakages they will also be held responsible.

(Afterwards, Silverman decides to interview three branch managers, namely, Taylor, D.F., Minor F. and Milda, P.)

Silverman: Do you have the problem of leakages in your branch?

Taylor: We do not have the problem of leakages in our branch. But sometimes leakages do occur in the case of perishables. Under the new system an allowance of 0.5% calculated on the selling price of such goods is allowed in case of leakages.

Silverman: What do you think about the system of collective responsibility?

Taylor: I think, the new system is definitely better.

(Silverman next goes to interview Minor, F. branch member of Rivirine branch)

Silverman: Which of the two systems of single and collective responsibility do you prefer?

Minor: I think, the earlier system was better because the branch manager has an option to select salesman and bill clerk according to his own choice and it was always possible to select persons of known integrity and honesty.

Silverman: Do you experience any leakages in your branch?

Minor: Yes, some leakages are unavoidable due to the non-possibility of weighing bulk-stocks brought from the main store to the retail outlets.

Silverman: How does the society recover the amount of leakages from the defaulting

defaulting employees?

Minor: If the amount of leakage is under Rs.1000/- the society deducts the amount from the salaries of the branch manager, the salesman and the bill clerk in monthly instalments. But if the amount is above Rs.1000/- it is recovered in one or two months time.

(Silverman finally interviews Milda, P. Branch manager of Fort branch).

Silverman: Do you prefer the system of collective responsibility?

Milda: No, I am in favour of the system of single responsibility.

Silverman: Do you think that all the members of your branch have cordial relations and are above board?

Milda: No (without giving reasons).

(Silverman thanks Milda and comes out of the Branch in dilemma)

APPENDIX - 1.

The LMPCS was organised and registered on 3.2.1971 amalgamating 13 primary Co-operative societies. Its area of operation envelopes 4 gravets of Lumadaine town having an area of 4.8 sq. miles and a population of 110,000. Prior to 1971, LMPCS was known as LMPCS Union Ltd. and had 8 branches of its own and 13 rural multi-purpose co-operative societies.

The Society was established with the objective of improving the knowledge and practices of members in thrift, self-help, mutual help and promoting their economic, social and cultural interests. To achieve these objectives the society has undertaken, inter alia, schemes of thrift and savings; supply the requirements of members domestic, agricultural and industrial goods; carry out wholesale and retail business in goods of all descriptions; build up capital and give advances to members; purchase, store process and market agricultural, domestic and industrial goods; carry out necessary activities on the basis of contracts to provide employment to members and buy or acquire buildings, machinery etc.

Total membership of the society is 9503. The last general body meeting was held on 28.12.1980 in which the present Board of Directors was elected. The board consists of 11 members - 7 elected and 4 nominated. The President is elected by the Board or may be nominated by the Government. The General Body consists of 100 delegates from 37 Branch Committees. To assist the Board, there are 4 Sub-Committees, e.g., finance, consumer, discipline and leakage and wastage. The Board formulates the policies and the responsibility of implementing these policies rests on the General Manager who is a paid executive.

| DETAILS | 1971 | 1972 | 1973 | 1974 | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 |
|-----------------------------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|
| Membership | 3522 | 4668 | 4385 | 4973 | 6390 | 7956 | 8709 | 9019 | 9263 | 9503 |
| Share Capital | 36843 | 39286 | 39759 | 41233 | 44195 | 45761 | 49942 | 53385 | 56518 | 58269 |
| No. of Consumers | 110565 | 107160 | 108665 | 112610 | 108605 | 106093 | 109964 | 111964 | 113095 | 114859 |
| Retail outlets | 29 | 33 | 42 | 51 | 51 | 51 | 53 | 56 | 56 | 55 |
| Authorised dealers | 34 | 33 | 35 | 34 | 31 | 31 | 31 | 32 | 32 | 32 |
| Employees | 188 | 213 | 243 | 338 | 397 | 372 | 373 | 365 | 330 | 329 |
| Women's Consumer Committees | - | - | - | - | - | - | 34 | 34 | 34 | 34 |
| Motor Vehicles | 05 | 09 | 10 | 09 | 09 | 10 | 11 | 12 | 11 | 11 |
| Renover Rs. | 15713230 | 16926896 | 22330927 | 30606163 | 32785900 | 31869243 | 40762425 | 653375981 | 94937161 | 45236491 |
| Gross Profits Rs. | 56388 | 592657 | 481755 | 999791 | 904902 | 755422 | 1268454 | 1314183 | 1608629 | 793225 |
| Net Profits Rs. | 294355 | 221855 | (287229) | 636063 | 370164 | 228220 | 672727 | 689943 | 1118683 | 592848 |
| Fixed Assets Rs. | 773831 | 829431 | 818476 | 750846 | 772195 | 860522 | 866127 | 1175526 | 1181045 | 1557102 |
| Investment Rs. | 97364 | 194139 | 225446 | 241580 | 364687 | 385423 | 411537 | 803963 | 1196698 | 1383508 |
| Total Leverages Rs. | 57388 | 120459 | 135543 | 167645 | 233318 | 266096 | 201395 | 349188 | 248959 | 66514 |

UP to

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APPENDIX - 3.

Circular No. 11/40/78/283. My No.11/8/5.

Shortages of Stocks at Co-operative Retail
Stores.

The incidence of very heavy stock shortages at retail trading outlets of Co-operative Societies had prompted the adoption of varying methods of stock controls, but with limited success, recurrence of stock shortages of whatever size cannot any further be countenanced since Co-operatives have to operate with slender profit margins and increasing costs.

It is intended in this note to introduce a very simple system which has been experimented by several Co-operatives in several districts successfully. This system envisages the collective responsibility of the entire retail staff for any shortage of stocks. Collective responsibility also implies that every member of the staff shall have equal authority over the stock in trade. Hence to ensure both responsibility and authority the following procedures and practices should be meticulously adopted and consistently followed:

- i) The letter of appointment of all retail staff should be amended by the addition of a clause as in Appendix (i). Consent of employees to the new condition of service should be obtained in writing.
- ii) The agreement in the annexed proforma should be signed both by the employee and two authorised representatives on behalf of the employer society.
- iii) Adequate cash security as required under the Co-operative Employees Commission Regulations should be obtained from all retail staff.
- iv) Handing over stocks should be verified in the presence of all retail staff and their acknowledgement obtained in Form 22.
- v) Merchandising Commodities should be transferred at net weight from the wholesale to the retail stores and acknowledgement obtained from all members of the staff at the retail stores by signing Form 16B.
- vi) All members of the staff shall sign (Form 15) daily stock statement as a certificate of the stock position and the movement of stocks. vii)

- vii) The Manager shall be responsible for cash collection and remittance to Society's office. He only shall sign Form 9 of cash statement.
- viii) Any transfers of stocks between branches should be certified by all the employees in the relevant form.
- ix) An allowance of 0.5% calculated on the selling price of selected number of perishable commodities transferred to the shop during the period may be allowed to cover up drriage, shrinkage and condemned goods. Rice, tinned and packeted goods, hardware, stationery, textiles, etc. should be excluded from this calculation. Hence no further condemning of goods should be allowed.
- x) All or selected number of employees as decided by the staff should be provided with padlocks and keys by the Society for locking the shops. All employees must clock in and out of the shop at the same time.
- xi) A substitute should be nominated by every employee to take his place under his responsibility on any day he opts to be away on leave.
- xii) The Society should pay the day's wage of the substitute calculated on the basis of the monthly salary of the employee if he is entitled to leave.
- xiii) Stock should be verified and handed over on the transfer of any member of the staff. Surprise verification of stocks shall be done at least once in 2 months.
- xiv) If any shortage, the value of which exceeds the security of the entire staff is detected, the entire staff should be interdicted and disciplinary action taken against them. If however the amount is less, action should be taken to recover it from all the members of the staff in proportion to the gross salary paid to them.
- xv) A system of authorised credit sales up to an amount not exceeding 40% of their monthly salary may be allowed to the staff by way of salary advances so as to ensure that no part of the stocks are carried away by staff unaccounted.
- xvi) Credit sales to staff as monthly salary advances should be effected in the following manner.

Credit

Credit sales should be recorded in a separate credit sale memo book. Name of the employee should be recorded thereon and his signature obtained as acknowledgement.

Credit sales must be subsequently recorded in Form 90 and sent to office on such days of sales along with the original of the sale memo and other reports of the day.

Personal accounts of the employee must be maintained at the branch store. A certified schedule containing the balances in these accounts should be sent to office on the 20th of every month to be deducted from the month's salary.

All credit sales to staff supported by credit memos should be debited to salary advance account at office.

Certified statement of balances as appearing at the end of the month in the personal accounts of staff should be called from all branch managers and compared with the balance of the salary advance account at the end of every month.

The system of collective responsibility should only be introduced in branches where any other systems of entrusting of responsibility by sections or counters are considered impossible.

The specimen signatures of all the members of the branch must be made available to office staff who are responsible for the checking of their accounting statement.

As soon as practicable action should be taken to deliver merchandising stocks to the branches and also provide facilities for checking their accuracy on delivery. Arrangements should be made even for the collection of sales proceeds.

Selected number of efficient retail branch managers may be appointed on an acting capacity in the first instance; as retail branch supervisors or area managers in charge of 12 to 15 retail shops on geographical area basis. They should be responsible for sales promotion, training of staff and other supervisory duties of the retail operation.

For

For this scheme to be successful it must be adopted on a package basis. However all retail shops need not be converted to this scheme all at once. A phased programme can be carried out in converting the existing branches. However, details of this scheme should be explained to the retail staff before it is implemented. Draft agreement is enclosed. Please acknowledge receipt.

Colombo.
23.11.78.

Sgd. C.C.D.S./R.C.S.

APPENDIX - 4.

TABLE - 1.

Turnover and Leakage (All branches).

| Months/Years | Turnover | Leakage | % Leakage. |
|--------------------------------------|-------------|----------|------------|
| | Rs. | Rs. | |
| <u>1977</u> | | | |
| October | 16,14430.86 | 45554.01 | 2.8 |
| November | 15,68883.83 | 5125.03 | 0.32 |
| December | 15,34234.65 | 23944.19 | 1.56 |
| <u>1978.</u> | | | |
| October | 15,75431.67 | 11103.85 | 0.70 |
| November | 15,64387.67 | 12245.63 | 0.78 |
| December | 15,94025.67 | 29861.39 | 1.87 |
| <u>B. Collective Responsibility.</u> | | | |
| <u>1979.</u> | | | |
| October | 24,13682.90 | 11184.22 | 0.46 |
| November | 24,01687.50 | 55745.79 | 2.32 |
| December | 27,28775.95 | 58669.93 | 2.13 |
| <u>1980</u> | | | |
| October | 31,19900.98 | 25579.87 | 0.81 |
| November | 36,52964.09 | 18861.89 | 0.51 |
| December | 28,98718.27 | 61885.00 | 2.13 |

APPENDIX - 5.TABLE - 2.Turnover and Leakage
(Victoria Branch)A. Single Responsibility

| Months/Years | Turnover | Leakage | % Leakage. |
|---------------------------|-----------|---------|------------|
| 28.12.78
to
17.5.79 | 136160.25 | 204.95 | 0.15 |
| 17.5.79
to
27.6.79 | 32413.00 | 139.92 | 0.42 |
| 28.6.79
to
27.12.79 | 189565.40 | 414.97 | 0.21 |
| 27.12.79
to
21.2.80 | 75949.41 | 1308.23 | 1.72 |

B. Collective Responsibility.

| | | | |
|--------------------------|-----------|---------|------|
| 21.2.80
to
31.7.80 | 187751.32 | 2466.19 | 1.31 |
| 31.7.80
to
4.9.80 | 38897.45 | 1652.69 | 4.24 |
| 4.9.80
to
9.10.80 | 36965.51 | 2422.48 | 6.53 |
| 9.10.80
to
1.1.81 | 105028.66 | 229.49 | 0.21 |

A Case Study on Distribution of
Surplus in Kiripani M.P.C.S.

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Cooperative Teachers Training
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Sri Lanka

ICA Fellowship Programme (Part II)

16th March to 30th April 1981

Sri Lanka

A CASE STUDY ON KRIPANI M.P.C.S.

The Constitution of Sri Lanka provides representations in the Parliament on the basis of electorates. There are 160 electorates in the entire Sri Lanka. The Kripani electorate is one of them in the Matale District, which covers an area of 34 square miles with a population of 71,700, comprising 15,200 families with an average income of Rs. 3600/= to Rs. 6000/= per annum per family. Major crops in this area are rice, coconut, pepper, spices and vegetables.

There were 25 village level M.P.C.S. functioned in this area before 1971. On 28th January 1971, Kripani M.P.C.S. was formed to serve this entire area of the electorate in a best possible manner with the amalgamation of the 25 village level M.P.C.S.s. The objects of the society, to promote the economic, social and cultural interests of its members in accordance with the Cooperative Principles and encouragement in members, the spirit and practice of thrift, mutual help and self help. To attain the above objectives, the Society can undertake the following;

- a) Operate Schemes of thrift and savings,
- b) Supply the requirements of members domestic, agricultural, industrial purposes,
- c) Carry on wholesale and retail business in goods of every descriptions,
- d) Raise funds, grant loans and advance to members, and invest funds in other Cooperative Societies,
- e) Store, process or dispose of the produce of the agriculture and animal husbandry and products of cottage industry,
- f) Execute work on Contract or otherwise for the purpose of providing employment to members,

- g) Undertake or engage in any other business or enterprises,
- h) Acquire, purchase, sell land, buildings, plants or machinery with the prior approval of the Commissioner,
- i) Do all that is necessary, incidental or conducive to the attainments of its objects

It has the following Departments or Sections, Consumer, Credit and Marketing, Banking, transport, paddy milling, soap manufacturing and Contract. Services of the Department or Sections are extended to members and public through 41 retail outlets, out of which 32 retail outlets are in rented buildings. It has 2 Wholesale Depots. There are 39 Authorised Dealers and 113 private traders within the area of the Society, whose wholesale requirements are also supplied by the society. No. of members in the Society are 11,835 out of which 8515 males and 3320 females. 1795 members own shares over Rs. 20/= . The total share Capital is Rs. 112929/=. The value of one share is Rs.1/- The number of ration cards attached to the society is 13,400.

The Society appointed an education officer in 1979. All the educational activities are carried out through him. The society is selected by the Women Consumer Education Project, to carry out its activities on a pilot basis. At present the Society conducts seminars, meetings, rallies etc to make the members to be aware of the responsibilities and save belonging to their society.

The Society has a qualified Accountant who is in charge of the Accounts Sections. Retires one selected promptly from the branches and accounts are manufactured up to date. But on accounts are available. On sectional wise to assess the transaction by members and non members

The Society allocated funds out of the Project for putting up new buildings. But up to now no new buildings are put up.

The Society is managed by a Board of Management consisting of 7 elected members, and 4 nominated members. The election of the Directors is done by the General body which consists of 100 delegates from 38 Branch Committees. The main function of the Board is to formulate the policies of the Society. The General Manager of the Society is to carry out the policies of the Board of Management with the assistance of the subordinate employees. There are 198 employees in the Society. One of the Chief Executive's functions is to assist the Board of Management, to formulate policies, by providing information, dates and ideas.

The surplus of the society were distributed from 1971 to 1978. The relatives paid to the members to its ration card, in every year at different rates, according to the number of person attached to the card. From 1971 to 1975 it was paid at the rate of Rs. 1/=, in 1976 at the rate of Rs. 2/= in 1977 at the rate of 50 cts, in 1978 at the rate of Rs. 1/=.

The society made a net profit of Rs. 3,64,693/36 during the year 1979 before paying of the income tax. The Board of Management wishes to distribute the surplus in the following manner.

- 1) 10% dividend on shares
- 2) Bonus to employees
- 3) University Scholarship fund Rs. 1000/=
- 4) Members and Consumer Education fund Rs. 10,000/=
- 5) Common social activity provision Rs. 15,000/=
- 6) General meeting expenses Rs. 4000/=
- 7) Share transfer fund Rs. 500/=
- 8) Employees welfare fund Rs. 7500/=
- 9) Balance Building fund.

The General body wishes to provide 20% as dividend on shares in 1970 and to adopt a fair method of giving rebate to members, by introducing coupon system for the purchases of goods by the members, in the future.

The General Manager is faced with a problem in giving ideas to the Board to work out the distribution of these surpluses for the year 1979 and suggest guidelines for future distribution of surpluses.

Provisions are made to pay 35% to income tax, 25% to Statutory Reserves, 10% for Cooperative fund are to be made after paying income tax. Dividend on shares if any to a maximum of 10% on the Share Capital. Bonus to employees if to be provided, then 20% of the net profit or one months gross salary which ever is less (salary for the year 1979 is Rs. 9,56,268/=)

The principles of Cooperation on distribution of surplus states that, share capital shall only receive a strictly limited rate of interest, if any, and the economic results arising out of the operations of the Society belong to the members of that Society and shall be distributed in such a manner as would avoid one member gaining at the expense of others. This may be done by the decision of the members as follows:

- a) By provision for development of the business of the Cooperative
- b) By provision of consumer service
- c) Distribute among the members in proportion to their transactions with the Society

ANNEXURES

- 1) Statement of profit or loss according to transactions 1971-1979
- 2) Statement of Section wise turn over -1971- 1979
- 3) Distribution of profit for the years 1971 to 1978
- 4) Balance Sheet at the end of the financial year 1979.

ANNEXURE 1

STATEMENT OF PROFIT OR LOSS SECTION WISE

| Year | Consumption | Transport | Rozel | Farming | Bakery | Contract | Paddy | Brick | |
|------|-------------|-----------|--------|---------|--------|----------|--------|----------|----------|
| | | | | | | | | Purchase | Industry |
| 1972 | 395841+ | 22911- | - | 6394 | - | 4854+ | 5291+ | - | - |
| 1973 | 523952+ | 33305- | - | - | - | 16474+ | 1261+ | - | - |
| 1974 | 538696# | 68254- | - | - | 121- | 3612+ | 597+ | - | - |
| 1975 | 573527+ | 92462- | - | 3073- | 4035+ | 18783- | 716+ | - | - |
| 1976 | 580341+ | 7660- | - | 106 | - | 16324+ | 6405+ | - | - |
| 1977 | 528775+ | 114238- | 4957- | - | - | 15948+ | 494+ | 1547+ | - |
| 1978 | 646988+ | 4045# | 6247- | - | - | 2959+ | 8526+ | 2342+ | 589+ |
| 1979 | 655588+ | 127156- | 12894- | - | - | - | 11898+ | - | 132- |

ANNEXURE II

TRANSACTION

| Year | Consumer | Transport | Rural Farming | Bakery | Contract | Paddy Purchase | Beedi Industry | Bricks |
|------|----------|-----------|---------------|--------|----------|----------------|----------------|--------|
| 1972 | 85415355 | 901747 | 16155 | - | 61619 | 409341 | - | - |
| 1973 | 9626550 | 908834 | - | - | 12556 | 3339386 | - | - |
| 1974 | 11151940 | 251948 | - | 41862 | 94468 | 130473 | - | - |
| 1975 | 12669985 | 326852 | 1540 | 64344 | 14420 | 65606 | - | - |
| 1976 | 14185894 | 244051 | 584 | - | 248969 | 286290 | - | - |
| 1977 | 15139616 | 489947 | - | - | 216232 | 154717 | 61179 | - |
| 1978 | 16494658 | 499979 | - | - | 18091 | 962425 | 83299 | 16669 |
| 1979 | 21824809 | 705802 | - | - | - | 876834 | - | 11822 |

ANNEXTURE III DISTRIBUTION OF PROFIT FOR THE YEAR 1971-1978

| Year | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|------|---------|---------|---------|---------|---------|----------|---------|---------|-----------|----------|----------|----------|----------|
| 1971 | 20.52 | 4707.78 | 500.00 | 1000.00 | 4500.00 | 13425.00 | 826.31 | 500.00 | 65000.00 | - | - | - | - |
| 1972 | 2314.58 | 2573.55 | 500.00 | 1000.00 | 1000.00 | 13594.24 | 1000.00 | 500.00 | 138338.54 | - | - | - | - |
| 1973 | 106.29 | 4840.60 | 1000.00 | 1000.00 | 500.00 | 17089.87 | 500.00 | 500.00 | 103810.92 | - | - | - | - |
| 1974 | 8264.61 | - | - | 1000.00 | 500.00 | 25234.50 | 1000.00 | 1500.00 | 157226.94 | - | 52909.00 | 25234.50 | 1000.00 |
| 1975 | 8309.21 | - | - | 3000.00 | 1000.00 | 29676.40 | 1000.00 | 1000.00 | 40988.50 | 5000.00 | 57408.00 | - | 1000.00 |
| 1976 | 9118.08 | - | 1000.00 | 1000.00 | 5000.00 | 33207.30 | 5000.00 | 2000.00 | 30564.63 | 12000.00 | 58000.00 | - | 10000.00 |
| 1977 | 9608.13 | - | 500.00 | 1000.00 | 3000.00 | 19115.00 | 5000.00 | 1000.00 | 24356.61 | 2000.00 | 29000.00 | - | 1000.00 |
| 1978 | 9804.53 | - | 1000.00 | 1000.00 | 5000.00 | 44477.28 | - | 3000.00 | 60104.65 | 15000.00 | 73000.00 | - | 10000.00 |

1. Dividend on Shares
2. Dividend on Shares, shares before amalgamation
3. Share transfer fund
4. University Scholarship fund
5. Welfare fund
6. Employees Bonus
7. Bad and doubtful provision
8. Funds for General Meeting expenses
9. Building Fund
10. Coop. Education Fund
11. Rebate
12. Income Tax
13. Common Education and Social fund

ANNEXURE IV

BALANCE SHEET OF KIRIPANI M.P.C.S. AT THE
END OF THE FINANCIAL YEAR 1979

| | <u>LIABILITIES</u> | <u>ASSETS</u> |
|-----------------------------|--------------------|-------------------------------------|
| <u>Share Capital</u> | | |
| Shares | 112929.30 | Fixed Assots
1301507.5 |
| Shares from
amalgamation | <u>28983.29</u> | Investment
282782.05 |
| | | <u>Current Assots</u>
5455827.14 |
| <u>Reserves and Funds</u> | | |
| Statutory | 553849.03 | |
| Others | <u>1561076.82</u> | |
| Balance profit | 186545.05 | |
| This year profit | <u>163586.41</u> | |
| Credits & Deposits | 344099.53 | |
| Current Liabilities | <u>4889346.81</u> | |
| | 7040116.24 | <u>7040116.24</u> |
| | | <u>7040116.24</u> |