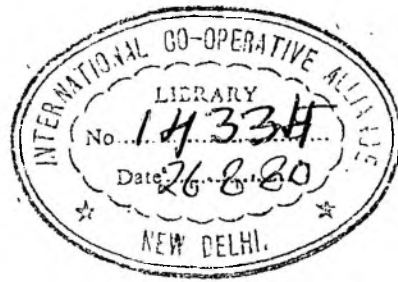
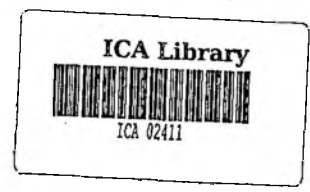


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# International Cooperative Alliance

## TRAINING WORKSHOP ON COOPERATIVE EDUCATION METHODS AND AUDIO-VISUAL TECHNIQUES, NEPAL

May 19 - June 3, 1980

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for Dr. Vin.  
0001  
Documents

July 5, 1980

Training Workshop on Cooperative Education  
Methods and Audio-Visual Techniques, Nepal

May 19 - June 3, 1980

INTRODUCTION

In the modern age science and technology are making contribution in every field. However, every body does not have an access to these riches of the age. Developing countries of Asia have specially been suffering from want of modern technology and its suitable application. This is particularly so in a country like Nepal. Modern means of communication are yet to be developed fully in this land-locked and mountaneous country. Tremendous efforts are needed to import, adapt and develop modern means of communication so that the fruits of technology and the message of Cooperation could reach common people in rural Nepal. Needless to say that most of the rural people, who are farmers or labourers are obliged to lead a life of ignorance, destitution and poverty. It may be mentioned that out of total population of 13 million 88 per cent of Nepalese people live in villages and 93 per cent of total population depends on agriculture, directly or indirectly. The population has been growing rapidly. It is estimated that the population of Nepal would be 25 million by the year 2000 A.D.

Cooperative approach and techniques have an answers to the socio-economic problems facing Nepal but people are to be made aware of it. We have to use all means of communication to reach rural people and win them to cooperative side. Our means should be simple, economic, democratic and effective. The cooperative education is to be spread not only among farm households, members of cooperatives and their leaders but also among managers and employees of cooperatives. Our task is stupendous.

The Department of Cooperatives and the Cooperative Training Centre, Kathmandu, have been engaged in cooperative education and training in Nepal since 1962. However, much more efforts were needed and modern methods and techniques of education and communication to be used. New educational materials and audio-visual aids are required. The country urgently needed



trained personnel at the Cooperative Training Centre in the field, who could train others and supervise the improvement of primary cooperatives.

#### TRAINING WORKSHOP

During 1979-80, the CTC had 9 teaching staff including 5 Nepali and 4 foreign. Some of them were trained abroad in modern methods and techniques of Cooperative Education and cooperative education, through programmes organised by the ICA ROEC, ILO and other organisations. Nevertheless, all the members needed continuous training and opportunities for self-development so as to make a better contribution toward cooperative development in Nepal. It was in this context that the Training Workshop on Cooperative Education Methods and Audio-Visual Techniques for the cooperative educators was organised by the Department of Cooperatives in collaboration with the ICA Regional Office and Education Centre for South-East Asia, New Delhi and held at the Cooperative Training Centre, Kathmandu, from 19th May to 3rd June 1980. All the nine faculty members of the CTC and two cooperative educators from the Sajha Central Organisation, Kathmandu participated in the Workshop.

#### MAIN FEATURES

1. It was a full-time Workshop organised by the CTC as a part of its on-going programme. No special budgetary allocations were available to the Principal for the purpose.
2. It was a production oriented workshop. Much emphasis was laid on production of audio-visual aids as a part of training packages, meant for cooperative education and training.
3. Except the Specialist in Educational Methods of the ICA ROEC, New Delhi, *services of* all other resource persons were secured locally on a part-time basis.
4. The participants worked in small groups and provided training inputs from time to time.
5. The ~~workshop~~<sup>workshop</sup> was conducted in English and Nepali languages. However, most of the material distributed was in English and short presentations were made through audio-visual means. The undersigned prepared and used a training package on Psychology of Adult Learning during the Workshop.

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6. An exhibition of educational materials including ICA CEMAS and ILO MATCOM materials and the training packages on various subject areas was arranged in the premises of the training centre. It helped the participants to get ideas and information for their production.
7. Evaluation and feed-back was made integral part of the workshop.
8. Some of the audio-visual aids prepared by the participants could be pre-tested in the field and revised during the workshop.
9. The coordinators of the workshop worked with the participants and provided training inputs. In this connection the undersigned prepared a set of overhead transparencies on CEMAS and a set of coloured slides on the Cooperative Training Centre, Kathmandu, during the workshop.
10. The participants showed keen interest in handling and maintenance of still cameras and other audio-visual equipments such as 16mm Film Projector, Overhead Projector/Slides Projector. Some of these equipments have been secured by the CTC through the ILO.

Some Suggestions

It will be worthwhile to follow-up the workshop and see that modern techniques and materials are used by the Cooperative trainers and field educators in Nepal. In fact such workshop should be made a part of the regular faculty development programme of the CTC.

It is also suggested that CTC should adopt some cooperatives for the orientation of its trainees and for field testing of educational techniques/materials.

To achieve this aim, the research and evaluation wing of the CTC should be strengthened and expanded.

A brief report on the workshop is enclosed herewith.

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July 3, 1980

TRAINING WORKSHOP ON COOPERATIVE EDUCATION  
METHODS AND AUDIO-VISUAL TECHNIQUES. NEPAL

May 19 - June 3, 1980

(Brief Report)

A National level workshop was held at the Cooperative Training Centre, Kathmandu, Nepal from May 19 to June 3, 1980. The Workshop was jointly organised by the ICA Regional Office and Education Centre for South-East Asia, New Delhi and the Department of Cooperatives, Ministry of Land Reforms, Government of Nepal. It was attended by 10 participants (list attached as annexe-A) from the faculty of the Cooperative Training Centre and from the Central Office of SAJHA, Kathmandu, Nepal. Dr. Dharm Vii Joint Director (Education), ICA ROEC, conducted the Workshop with the active assistance of Mr. Surya Ratna Shakya, Acting Principal of the Cooperative Training Centre, Nepal.

The Workshop was inaugurated by Mr. Basudev Pyakhurel, Secretary, Ministry of Land Reforms on the 19th May 1980 and the Closing Ceremony was presided over by Mr. Ishwar Prasad Sharma, Joint Secretary of the Ministry of Land Reforms on 3rd June 1980.

The main objectives of the Workshop, which was of 2 weeks' duration, were:

- i. To orient the participants in various educational methods and techniques, suitable for cooperative training activities in Nepal.
- ii. To guide and assist them in developing skills for the preparation and use of different kinds of audio-visual aids as a part of Training Packages.
- iii. To facilitate development of relevant skills in handling participative techniques and audio-visual equipments.

A copy of the programme of the Workshop, which was skill and production oriented, is enclosed as annexe-B. A list of the material produced and used during the Workshop is also enclosed as annexe-C.

During the Workshop - Psychology of Adult Learning, Human Communicat Process, Principles of Curriculum Development, and different Methods and Techniques of Cooperative Education were introduced to the participants with the help of simple visual aids. Special emphasis was laid on various

kinds of audio-visual aids which could be used by cooperative teachers in Nepal to make their training and educational programmes more effective and interesting. Some of these aids were chalk board, overhead transparencies, flip charts, flannel graphs, magnetic board, slides and films. The participants also learned how to use and maintain various kinds of audio-visual equipments such as still camera, slide projector, overhead projector, and 16mm film projector. After a brief introduction to the concept of Training Package and its use in cooperative training and education, the participants were divided into three groups and each group was given a special assignment of preparing a Training Package on the subject of its own choice. As a result, the following packages based on simple visual aids were prepared during the Workshop by the three group of participants:

- (1) A Training Package on Functions and Advantages of Cooperatives.
- (2) A Training Package on Board Managers Relationship.
- (3) A Training Package on Leakage and its control in Agricultural Cooperatives.

These training packages were mainly based on simple audio-visual aids such as charts, posters, flip charts, flannel graphs and overhead transparencies. Some of the aids prepared by the participants were taken by them to a local cooperative for pre-testing, and these were revised in view of the comments and suggestions received in the field. Later on, representatives of the groups presented their respective packages in the Workshop for comments. These packages will further be used on their target groups in the field and revised accordingly before a large scale production is considered. In addition to theoretical and practical programmes followed in the classroom the participants were taken out for study visits to some of the specialised agencies engaged in communication and extension work in Nepal and located at Kathmandu. Resource Persons from these institutions were also used for handling various sessions of the Workshop.

In order to acquaint the participants with modern evaluation techniques, various evaluative methods were used during the workshop. At the end an evaluation form was individually filled in by them. The response showed that most (8/10) of the participants were of the view that the objectives of the workshop were fully achieved and two mentioned that the objectives were partly achieved. The participants, however, suggested that

the duration of the programmes should be increased and more resource persons invited. They should be given some incentives for increasing participation in the Workshop.

It may, however, be mentioned that in spite of limitations of time and resources, the participants could produce useful and attractive visual aids as a part of their training packages. These packages along with other educational materials produced by former participants of the IOA Courses for trainers were displayed in a special exhibition organised at the Cooperative Training Centre, Kathmandu. The educational materials produced by the Cooperative Education Materials Advisory Service of the IOA CEMAS was also displayed in the Exhibition organised by the participants themselves. The exhibition which <sup>also</sup> included the display of new training packages and other materials produced by the participants during the Workshop proved very effective means of training.

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# International Cooperative Alliance

## List of 1

1. Cooperative Training Centre  
Aniko Raj Marg, Baneshwor  
Kathmandu, Nepal
  - i. Mr. Surya Ratna Shakya
  - ii. Mr. Ratna Bahadur Shahi
  - iii. Mr. Shambhu Bikram Baniya
  - iv. Mr. Subas K.C.
  - v. Mr. Divakar Adhikari
  - vi. Mr. Jagadish Prasad Aryal
  - vii. Mr. Khush Narayan Shrestha
  - viii. Mr. Baburan Shrestha
  
2. Sajha Kendriya Karyalaya  
Shree Mahal  
Pulchok, Patan  
Kathmandu, Nepal
  - ix. Mrs. Pampa Rai
  - x. Mr. Jitendra Mahat

List of Participants

1. Cooperative Training Centre  
Arniko Raj Marg, Baneshwor  
Kathmandu, Nepal
  - i. Mr. Surya Ratna Shakya
  - ii. Mr. Ratna Bahadur Shahi
  - iii. Mr. Shambhu Bikram Baniya
  - iv. Mr. Subas K.C.
  - v. Mr. Divakar Adhikari
  - vi. Mr. Jagadish Prasad Aryal
  - vii. Mr. Khush Narayan Shrestha
  - viii. Mr. Baburam Shrestha
  
2. Sajha Kendriya Karyalaya  
Shree Mahal  
Pulchok, Patan  
Kathmandu, Nepal
  - ix. Mrs. Pampha Rai
  - x. Mr. Jitendra Mahat

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PROGRAMME

<u>First Day</u>	<u>19 May 1980</u>	<u>6 Jetha 2037</u>	<u>Monday</u>
1000 - 1130	Registration		
1130 - 1230	Opening Programme		
1230 - 1330	FIRST SESSION.		
	Introduction to ICA - Cooperative Education Materials Advisory Services (CEMAS)		
	Introduction of Participants and Resource Persons		
	Training Course Objectives and Its Mechanics.		
1330 - 1400	Tea Break		
1400 - 1530	SECOND SESSION		
	Psychology of Adult Learning & Human Communication Process		
	- Dr. Dharm Vir, Joint Director (Education) & Specialist in Educational Methods, ICA, ROEC, New Delhi.		
	- Mr. Chirinjibi Karmacharya Agriculture Information Officer.		
1530 - 1700	GROUP WORK ON CURRICULUM DEVELOPMENT FOR COOPERATIVE TRAINING		
<u>Second Day</u>	<u>20 May 1980</u>	<u>7 Jetha 2037</u>	<u>Tuesday</u>
1000 - 1200	THIRD SESSION		
	Methods and Techniques of Cooperative Education:		
	a) Traditional Methods		
	b) Participative Techniques		
	- Dr. Dharm Vir		
1200 - 1330	FOURTH SESSION		
	Lecture Method - Introduction		
	- Mr. Surya Ratna Shukya, Acting Principal, CTC		
	Demonstration of Lecture Method		
	- Mr. Shambhu B. Baniya Instructor, CTC.		

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1330 - 1400 Tea Break

1400 - 1530 FIFTH SESSION

Practice Sessions on Some Participative Techniques

- Dr. Dharm Vir

1530 - 1700 GROUP WORK ON STUDY CIRCLE METHOD

Third Day

21 May 1980

8 Jetha 2037

Wednesday

1000 - 1200 SIXTH SESSION

-Audio-Visual Aids - Its Role in Cooperative Training

-Classification of Audio-Visual Aids

- Dr. Dharm Vir

1200 - 1330 SEVENTH SESSION

Non-Projected Aids and Its Uses (with practicum)

a) Chalk Board

b) Magnetic Board

- Mr. Surya Ratna Shakya

1330 - 1400 Tea Break

1400 - 1530 EIGHTH SESSION

Continuation .....

c) Flannel Graph

d) Flip Charts

- Mr. Shambhu B. Baniya

1530 - 1700 GROUP WORK

Fourth Day

22 May 1980

9 Jetha 2037

Thursday

1000 - 1200 NINTH SESSION

Projected Aids and Its Uses (with practicum)

a) Film Projector 16 MM

- Mr. Bala Prasad Sharma

Asstt. Agriculture Information Officer

Agriculture Information Section

Department of Agriculture.

1200 - 1330 TENTH SESSION  
 Continuation .....

1330 - 1400 Tea Break

1400 - 1700 Continuation .....

b) Slide Projector  
 c) Overhead Projector

- Dr. Dharma Vir & Mr. Shambhu E. Baniya

FIFTH DAY                      23 May 1980                      10 Jestha 2037                      Friday

1000 - 1200 ELEVENTH SESSION

Principles and Techniques of Photography

- Mr. Bala K. Sharma

1200 - 1330 TWELTH SESSION

Continuation .....

1330 - 1400 Tea Break

1400 - 1700 THIRTEENTH SESSION

Practice sessions on Photography

SIXTH DAY                      25 May 1980                      12 Jestha 2037                      Sunday

1000 - 1200 FOURTEENTH SESSION

Concept of the Training Package - Its Role and Uses.

- Dr. Dharma Vir

1200 - 1330 FIFTEENTH SESSION

Selection of Topics/Subjects for Training Package.

- Mr. Surya Prasad Shukla

1330 - 1400 Tea Break

1400 - 1700 SIXTEENTH SESSION

Formation of Groups

Preparation of Training Packages

13th June 1980 (15 Jetha 2037)      14th June 1980  
 Preparation of Training Packages

Tenth Day    29 May 1980      15 Jetha 2037      Friday  
 1000 - 1200    SEVENTEENTH SESSION  
 Preparation of Training Packages Continual.  
 1200 - 1230    Tea Break  
 1230 - 1700    Study visit to Training Materials Production Centre,  
 Jawalokhel.

Eleventh Day    30 May 1980      17 Jetha 2037      Friday  
 1000 - 1200    EIGHTEENTH SESSION  
 Presentation of Training Packages by Groups  
 1200 - 1330    NINETEENTH SESSION  
 Continuation .....

1330 - 1400    Tea Break

1400 - 1530    TWENTIETH SESSION  
 Continuation.

1530 - 1700    GROUP WORK

Twelfth Day    1 June 1980      19 Jetha 2037      Sunday  
 1000 - 1200    TWENTYFIRST SESSION  
 Introduction to Case Study Method : Incident Process,  
 Management Case, In-tray Exercise, etc.  
 - Dr. Dharma Vir

1200 - 1330    TWENTY SECOND SESSION  
 Discussion Lectures with Cases (Two)  
 - Dr. Dharma Vir  
 - Mr. Suryakanta Shakyu

1330 - 1400    Tea Break

1400 - 1530    TWENTY THIRD SESSION

1530 - 1700 GROUP WORK

Thirteenth Day 2 June 1980 21 Jyestha 2037

Introduction to Sole Plays

- Dr. Dharm Vir

1200 - 1330 TWENTY FIFTH SESSION

Demonstration of Sole Plays

- Mr. Surya Ratan Shokya

- Dr. Dharm Vir

1330 - 1400 Tea Break

1400 - 1530 TWENTY SIXTH SESSION

Continuation .....

1530 - 1700 GROUP WORK ON EVALUATION TECHNIQUES

Fourteenth Day 3 June 1980 21 Jyestha 2037

Tuesday

1000 - 1200 Plenary

1200 - 1330 Recapitulation/Evaluation/Follow-up

1330 - 1400 Tea Break

1400 - Closing Ceremony

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CTC/Kathmandu.

List of Materials Produced/Used during the Workshop

1. Introduction to ICA-CEMAS
2. Psychology and Management of Adult Learning (along with charts and posters) - Dr. D. Vir
3. Human Communication Process - Chiranjibi Dharmacharya
4. Methods of Cooperative Education - Dr. Vir
5. Simple Techniques of Group Development - Dr. Vir
- 6.1 Curriculum Outline for In-service Management Training by Group-I
- 6.2 Curriculum Outline for Cooperative Education Mobile Camp by Group-II
- 6.3 Curriculum Outline for Trainers' Training (Junior Instructors' Training) by Group III
7. Teaching Aids (Extract from the Training Package on Teaching Techniques, produced during ICA/ILO Course, Pune & Turin, 1977)
8. Know the fundamentals of your camera.
9. Care and Maintenance of Audio-Visual Equipment
10. Selection and Evaluation of Audio-Visual Aids - Dr. D. Vir
11. Draft Manual of Training Packages based on Audio-Visual Aids - CEMAS UNIT, New Delhi
- 12.1 Training Package on Board-Manager Relationship for Cooperative Junior Instructors by Group III
- 12.2 Training Package on Functions and Advantages of Cooperatives by Group II
- 12.3 Training Package on Leakage and Its Control in Agriculture Cooperatives by Group I
13. Case Method in Management Training. - CEMAS UNIT, New Delhi
14. Super Store - A Case Study by Dr. D. Vir
15. A Case Study on Manager's Responsibility by Mr. S.R. Shakya
16. Role Playing (Extract from the CEMAS Manual on Participative Methods)
17. Role Play on Voluntary Work in a Cooperative by Dr. D. Vir
18. Role Play on the Jana Mukhi Cooperative Society - Mr. S.R. Shakya
19. Evaluation Forms

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TRAINING WORKSHOP  
ON  
COOPERATIVE EDUCATION METHODS AND AUDIO-VISUAL AIDS

May 19 - June 3, 1980

(Jestha 6 - 21, 2037)

COOPERATIVE TRAINING CENTRE  
BANESHWOR, KATHMANDU.

Jointly organised by

INTERNATIONAL COOPERATIVE ALLIANCE  
Regional Office & Education Centre  
for South-East Asia  
"Bonow House" 43, Friends Colony,  
NEW DELHI - 110 005

HIS MAJESTY'S GOVERNMENT  
Department of Cooperatives,  
Kathmandu, (Nepal).

I N T R O D U C T I O N

This is an age of human progress through Cooperation and modern technology. Science and technology are making contribution in every field. However, every body does not have an access to these riches of modern age. Developing countries of Asia have been specially suffering from want of modern technology and its suitable application. This is particularly so in a country like Nepal. Modern means of communication are yet to be developed fully in this land-locked and mountaneous country. Tremendous efforts are needed to import, adapt and develop modern means of communication so that the fruits of technology and the message of Cooperation could reach common people in rural Nepal. Needless to say that most of our rural people, who are farmers, are obliged to lead a life of ignorance, destitution and poverty. It may be mentioned that out of total population of 13 million 88 percent of Nepalese people live in villages and 93 percent of total population depend on agriculture, directly or indirectly. The population has been growing rapidly. It is estimated that the population of Nepal would be 25 million by the year 2000 A. D.

Cooperative approach and techniques have an answer to the socio-economic problems facing Nepal, but people are to be made aware of it. We have to use all means of communication to reach rural people and win them to cooperative side. Our means should be simple, economic, democratic and effective. The cooperative education is to be spread not only among farm households, members of cooperatives and their leaders but also among managers and employees of cooperatives. Our task is stupendous.

The Department of Cooperatives and the Cooperative Training Centre, Kathmandu, have been engaged in cooperative education and training in Nepal since 1962. However, much more efforts are needed and modern methods and techniques of education and communication are to be used. New educational materials are required. We need trained personnel at the Training Centre and in the field, who can train others and spread cooperative idea and improve management of primary cooperatives.

### TRAINING WORKSHOP

The CTC has 9 teaching staff including the Principal. Some of them have been trained abroad in modern methods and techniques of Cooperation and cooperative education, through programmes organised by the ICA ROEC, and other organisations. Nevertheless, all the faculty members need continuous training and opportunities for self-development so as to make a better contribution toward cooperative development in Nepal. It is in this context that the Training Workshop on Cooperative Education Methods and Audio-Visual Techniques for the cooperative educators is being organised by the Department of Cooperatives in collaboration with the ICA Regional Office and Education Centre for South East Asia, New Delhi, and held at the Cooperative Training Centre, Kathmandu.

### OBJECTIVES

1. To orient the participants in various educational methods and techniques, suitable for cooperative training activities in Nepal.
2. To guide and assist them in developing skills for the preparation and use of different kinds of audio-visual aids as a part of Training Packages.
3. To facilitate development of relevant skills in handling participative techniques and audio-visual equipments.





1330 - 1400 Tea Break  
1400 - 1530 FIFTH SESSION  
Practice Sessions on Some Participative Techniques  
- Dr. Dharm Vir  
1530 - 1700 GROUP WORK ON STUDY CIRCLE METHOD

Third Day      21 May 1980      8 Jestha 2037      Wednesday

1000 - 1200 SIXTH SESSION  
-Audio-Visual Aids - Its Role in Cooperative Training  
-Classification of Audio-Visual Aids  
- Dr. Dharm Vir

1200 - 1330 SEVENTH SESSION  
Non-Projected Aids and Its Uses (with practicum)  
a) Chalk Board  
b) Magnetic Board  
- Mr. Surya Ratna Shakya

1330 - 1400 Tea Break  
1400 - 1530 EIGHTH SESSION  
Continuation .....

c) Flannel Graph  
d) Flip Charts  
- Mr. Shambhu B. Baniya

1530 - 1700 GROUP WORK

Fourth Day      22 May 1980      9 Jestha 2037      Thursday

1000 - 1200 NINTH SESSION  
Projected Aids and Its Uses (with practicum)  
a) Film Projector 16 MM  
- Mr. Bala Prasad Sharma  
Asstt. Agriculture Information Officer  
Agriculture Information Section  
Department of Agriculture.

1200 - 1330 TENTH SESSION  
 Continuation .....

1330 - 1400 Tea Break

1400 - 1700 Continuation .....

- b) Slide Projector
- c) Overhead Projector

- Dr. Dharma Vir & Mr. Shambhu B. Baniya

FIFTH DAY      23 May 1980      10 Jestha 2037      Friday

1000 - 1200 ELEVENTH SESSION

Principles and Techniques of Photography  
 - Mr. Bala P. Sharma

1200 - 1330 TWELTH SESSION

Continuation .....

1330 - 1400 Tea Break

1400 - 1700 THIRTEENTH SESSION

Practice sessions on Photography

SIXTH DAY      25 May 1980      12 Jestha 2037      Sunday

1000 - 1200 FOURTEENTH SESSION

Concept of the Training Package - Its Role and Uses.  
 - Dr. Dharma Vir

1200 - 1330 FIFTEENTH SESSION

Selection of Topics/Subjects for Training Packages.  
 - Mr. Surya Ratna Shakya

1330 - 1400 Tea Break

1400 - 1700 SIXTEENTH SESSION

Formation of Groups  
 Preparation of Training Packages

Guides: -Dr. Dharma Vir

-Mr. Surya Ratna Shakya.



Continuation .....

1530 - 1700 GROUP WORK

Thirteenth Day    2 June 1980                      20 Jestha 2037                      Monday

Introduction to Role Plays

- Dr. Dharm Vir

1200 - 1330 TWENTY FIFTH SESSION

Demonstration of Role Plays

- Mr. Surya Ratna Shakya

- Dr. Dharm Vir

1330 - 1400 Tea Break

1400 - 1530 TWENTY SIXTH SESSION

Continuation .....

1530 - 1700 GROUP WORK ON EVALUATION TECHNIQUES

Fourteenth Day    3 June 1980                      21 Jestha 2037                      Tuesday

1000 - 1200 Plenary

1200 - 1330 Recapitulation/Evaluation/Follow-up

1330 - 1400 Tea Break

1400 - Closing Ceremony

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CTC/Kathmandu.

Secretary, Ministry of Land Reforms,  
Joint Secretary, Ministry of Land Reforms,  
Registrar of Cooperatives,  
Distinguished Guests and Fellow Participants

*Remarks by [Signature]*

On behalf of the International Cooperative Alliance Regional Office and Education Centre for South Asia, I have great privilege to convey our best wishes on the occasion of the inaugural of the Training Workshop on Cooperative Education Methods and Audio-visual Techniques being held at the Cooperative Training Centre, Kathmandu. This is the first effort of its kind in the new Nepal. The training workshop is being held by the Department of Cooperatives, Ministry of Land Reforms and Panchayat, in collaboration with the I. C. A. This workshop is just beginning of training of cooperative trainers in Nepal. We hope to continue our collaboration with the cooperative movement in general and the Cooperative Training Centre in particular. With the establishment of the national level cooperative union in this country, our collaboration will grow further. It may be added that the I. C. A. Regional Office and Education Centre has already been providing necessary assistance to the Department of Cooperatives, in the field of cooperative training, trainers' training and assessment of Cooperative members education camps.

The present workshop which is of two weeks duration is skill and production oriented. It will certainly contribute to faculty development of the Cooperative Training Centre and result in production and adaptation of suitable production suitable educational material of cooperative education and training in Nepal. The main objectives of the training work are:

- a) To orient the participants in various educational methods and techniques, suitable for cooperative training activities in Nepal.
- b) To guide and assist them in developing skills for the preparation and use of different kinds of audio-visual aids as a part of Training Packages, and
- c) To facilitate development of relevant skills in handling participative techniques and audio-visual equipments.

INTERNATIONAL COOPERATIVE ALLIANCEINTRODUCTION

The International Cooperative Alliance (ICA) 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 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.

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 1979.

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 trading 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 now operates on behalf of 14 countries, i.e. Australia,

...../..

Bangladesh, India, Indonesia, Iran, Japan, Republic of Korea, Malaysia, Nepal, Pakistan, Philippines, Singapore, Sri-Lanka and Thailand.

EDUCATION PROGRAMME

Since its inception in 1960, the I.C.A. Regional Office and Education Centre has been organising various kinds of cooperative education and training activities for the benefit of the cooperative movement in the South-East Asian Region including Nepal. Some of these are :

- 1) Top-level conference of Ministers and Cooperative leaders and other policy makers in the field of cooperative development.
- 2) Experts' Conferences and Technical Meetings on important cooperative subjects.
- 3) Regional Seminars and Workshops for middle-level cooperative personnel and government officials.
- 4) Teachers' Training and Development Programmes.
- 5) National level seminars, workshops and training courses.
- 6) Field level projects in cooperative education and training.
- 7) Consultancy and the Cooperative Education Materials Advisory Service (CEMAS)
- 8) International seminars in collaboration with Swedish Cooperative and Centre (SCC), UN/other organizations.

...../..



Participants and delegates from Nepal have been attending the I.C.A. educational programmes in the Region especially in the Regional Courses on Training Methodology and Techniques. So far three courses have been organised at Pune by the I.C.A. ROEC and three Cooperative Teachers have participated in them.

In addition, the Principal of the Cooperative Training Centre, Kathmandu, has been a member of the South East Asia Specialists Group in Cooperative Training (SEASPECT). This group which meets frequently advises us on cooperative management and teachers' training material production activities. Mr. S.R. Shakya, Acting Principal of CTC, is the member of SEASPECT and also a Liaison officer for the CEMAS work in Nepal.

Let me add a few words about CEMAS, i.e. the Cooperative Education Materials Advisory Service, started by the ICA to improve cooperative education methods and materials in developing cooperative movements. The CEMAS has been discharging clearing house functions for cooperative educators and Cooperative Training Institutions. It also has produced a series of manuals and cooperative training materials. The CEMAS Unit at New Delhi has been assisting in the production of training packages, case studies, role plays, case books and manuals on modern methods and techniques of cooperative education for use in S.E. Asia region and elsewhere.

We will work together for the coming two weeks and contribute our best to this common endeavour. We are grateful to the Cooperative Department, under the leadership of Shri Vasnayal who has invited us to assist in this very important field of cooperative development and I would like to assure that whenever you need our assistance we will do our best to meet your requests. I take this early opportunity to thank your officers and staff in the Department and at the Cooperative Training Centre for their valuable assistance and willing cooperation in the conduct of the training workshop.

We are grateful to Shri Basudev Pekhurel, Secretary, Ministry of Land Reforms who could find time to inaugurate the training workshop and say a few words of encouragement to us.

I am happy to see that willing cooperation is also forthcoming from the cooperative institutions such as Sajha and we would much benefit by their experience of the representatives present here. At end, I would like to convey our thanks to the Department of Extension, Ministry of Agriculture and the Training Material Production Centre of the Ministry Land Reforms and Panchayat, His Majesty's Government of Nepal for providing resource persons and other necessary assistance for the conduct of the present workshop.

anj/.

CTC, Kathmandu.

# International Cooperative Alliance

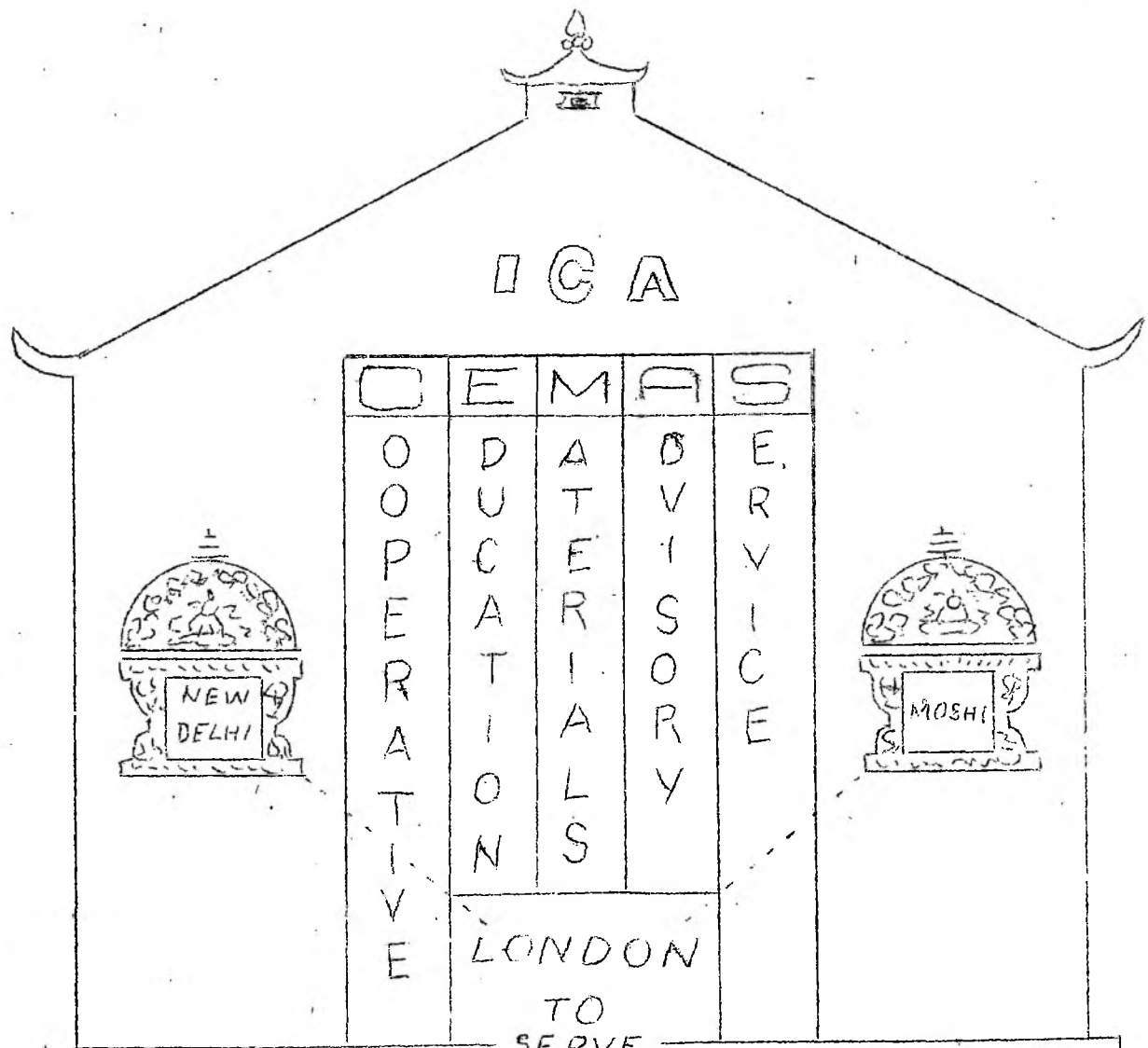
## A HIMALAYAN EFFORT IN COOPERATIVE EDUCATION

- Dharm Vir

Cooperative Education is a broad term used for formal and non-formal activities undertaken by cooperative institutions and their personnel for their own improvements, to achieve cooperative goal. These personnel may be divided into the following categories:

- a. general members and prospective members,
- b. elite members and leaders, including cooperative workers,
- c. managing committee members and office bearers,
- d. managerial staff and other employees, and
- e. cooperative promoters, trainers, educators and the govt. representatives.

Education of employees is often referred to as cooperative training, as it emphasizes on the business management and technical skills much required by these personnel in discharging their duties. It should not be taken that these who must be trained in specifics do not need cooperative education in a broader sense. In fact, it is all types of personnel employers or employees of cooperatives, should be actively involved in the process of cooperative education. The very atmosphere of cooperatives should be educational and developmental. The process of cooperative educative education should be continuous and be based on the principles of mutual self-help and democracy. This would mean sharing of relevant knowledge, skills and values among different categories of cooperative personnel. It is not possible to achieve this aim, unless there is effective system of education and communication within the cooperative movement in general and the cooperative institutions in particular. The International Cooperative Alliance which is the world body of the cooperative movement has been making Himalayan efforts for promotion of cooperation and cooperative education, specially in the developing parts of Asia, Africa, America, and the Oceania.

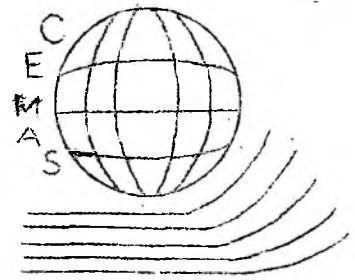
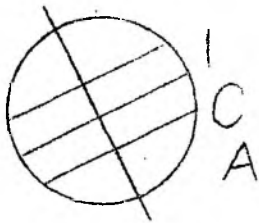


COOPERATIVE EDUCATION &  
 TRAINING INSTITUTIONS  
 IN DEVELOPMENT REIONS

D. NIR, CEMAS UNIT  
 INTERNATIONAL CO-OPERATIVE ALLIANCE  
 Regional Office and Education Centre  
 P.O. BOX 3312, NEW DELHI

# GEMAS ?

C.E.M.A.S. STANDS FOR  
COOPERATIVE  
EDUCATION MATERIALS  
ADVISORY SERVICE



INTERNATIONAL  
COOPERATIVE ALLIANCE

CEMAS IS  
A SERVICE OF THE I.C.A.  
AIMING AT:

BETTER METHODS &  
BETTER MATERIALS  
FOR COOPERATIVE EDUCATION  
AND TRAINING  
IN DEVELOPING REGIONS.

- ENGLISH SPEAKING
- LONDON-NEW DELHI-MOSHI
- FRENCH SPEAKING

CEMAS PRODUCES  
NECESSARY PROTOTYPES  
AND OTHER EDUCATIONAL  
MATERIALS & RUNS A  
CLEARING HOUSE SERVICE  
FOR

a. COOPERATIVE EDUCATORS  
AND TRAINERS

b. MEMBER ORGANISATIONS  
AND TRAINING INSTITUTIONS

5

# CEMAS INPUTS

- SPECIMEN OF EDUCATIONAL MATERIALS.
- PROTO-TYPE MATERIALS.
- INFORMATION

# OUTPUTS

- INFORMATION
- ADVICE AND ASSISTANCE
- TRAINING OF TRAINERS
- CEMAS PUBLICATIONS

THE CEMAS BULLETIN  
 THE CEMAS FILE



Psychology of Adult LearningTEACHERS' NOTES

(Use blank flip charts ~~after using the~~ <sup>ready made</sup> ~~ones~~ charts)

Characterstics of Adult Learners:

1. Enumerate some characterstics e.g. more experiences and emotional maturity.
2. Encourage participants to add to the list, e.g. individual differences.
3. Divide the list as facilitating and unilating factors for learning e.g. encouragement vs. punishment.
4. Some suggestions for cooperative trainers.
5. Recapitulate and concludo: Adult trainee must learn himself. The trainer works as an organiser, motivator and facilitator of learning.

Background Paper : Psychology ~~and Management~~ of Adult Learning, .

SEQUENCE SHEET FOR AUDIO-VISUAL MATERIAL

Psychology of Adult Learning	1
Subject _____	Page Number 1
	Unit Number

Sr No

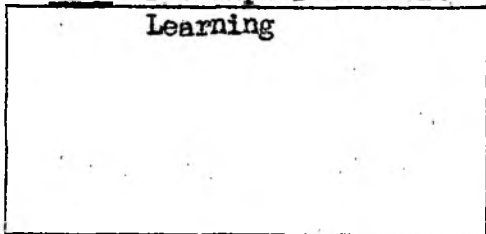
1	<u>Poster: Introduction to Human Development stages.</u>	1. Human beings develop from birth to death <del>(from cradle to grave)</del> . Adulthood is the time when an individual becomes self-directing and self responsible. 2. <del>Some factors in adult personality get established, others continue to change making him unique.</del>
2	<u>Chart: Effect of various factors on adult personality.</u>	1. The hereditary and environmental factors affect adult personality. 2. Three aspects of personality cognitive, conative and affective.
3	<u>Chart: Human Motivation</u>	1. Motivation is a goal directed behaviour to fulfil human needs. 2. Sources of human motivation can be extrinsic or intrinsic.
4	<u>Chart: Human Frustration</u>	1. Failure may result in frustration and uses several mechanisms to tackle frustration. 2. Frustration results in lack of objective thinking.
5	<u>Chart: Theory of Adult Learning</u>	1. There are many theories of learning so are various kinds of learning. 2. None of the theory can explain human learning fully.

SEQUENCE SHEET FOR AUDIO-VISUAL MATERIAL

Subject _____	1
	Page Number Unit Number

Sr  
NO

Chart: Principles of Adult Learning

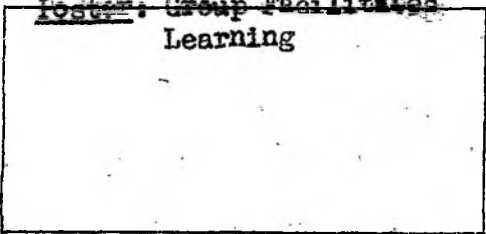


6

1. By proper planning, organising, directing and evaluating <sup>learners</sup> a teacher-managers can create favourable circumstances for learning.

2. Learning by understanding is quite common among adults, besides other principles of learning

~~Poster: Group Facilitates~~  
Learning

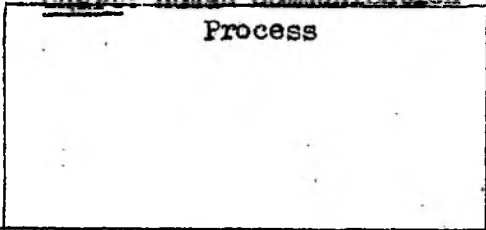


7

1. A cohesive and homogenous group of learner facilitates learning from each other.

2. The groups should be small and methods should encourage effective participation and interaction among members.

Chart: Human Communication Process



8

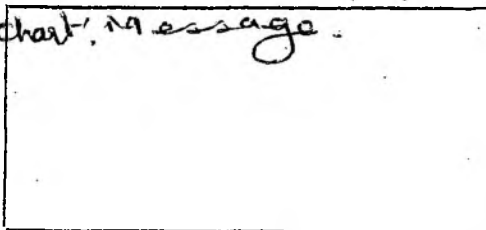
1. S.O.R Theory of learning is applied in human communication process.

2. SMCR Formula/x

2. Learning takes place in the areas of knowledge skills and attitudes. This should lead to change in behavior

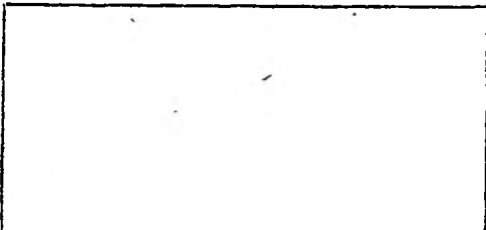
S - Sender  
M - Message  
C - Channel  
R - Receiver

Chart: Message



9.

Message should be  
- Complete  
- Correct  
- clear  
- concise.



FIRST SESSION

TRAINING WORKSHOP  
ON  
COOPERATIVE EDUCATION METHODS AND AUDIO-VISUAL TECHNIQUES

May 19 - June 3, 1980

COOPERATIVE TRAINING CENTRE  
KATHMANDU, NEPAL.

PSYCHOLOGY AND MANAGEMENT OF ADULT LEARNING

by

Dr. Dharm Vir

Jointly organised by

INTERNATIONAL COOPERATIVE ALLIANCE  
Regional Office & Education Centre  
for South-East Asia  
"Benow House" 43, Friends Colony,  
NEW DELHI - 110 005

HIS MAJESTY'S GOVERNMENT  
Department of Cooperatives,  
Kathmandu, (Nepal).

PSYCHOLOGY AND MANAGEMENT OF ADULT LEARNING

Human Development:

After birth, a human being passes through different stages of development viz. infancy, childhood, adolescence, adulthood and old age. He is born with some characteristics and potentialities. His personality comes under the influence of environmental and cultural factors and it is also affected by maturation and learning processes. *So an array of factors affects human development.* During the adulthood some of these affects get stabilised and others continue to change his personality, thus making each individual unique.

The educators are expected to take the constant factors into account and systematically change the variable factors in the desired directions. For example, they have to assess the existing levels of adult understandings, intelligence, abilities, interests and develop programmes for development of useful knowledge, skills and attitudes.

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

In specific terms, objectives of adult education are to bring, by formal or informal means, relatively permanent changes in the following aspects of learner's personality:

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

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

- 1) security needs, such as safety.
- 2) physiological needs, viz. hunger, thirst, sex etc.
- 3) social needs, sense of cooperation, belonging, prestige, importance.
- 4) psychological needs, sense of achievement, desire for self-fulfilment.

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

Sometimes, frustrations occur when adults fail to achieve the desired goals. These frustrations can be expressed by them in several ways, viz. withdrawal, repression, fixation, aggression, regression, rationalisation, sublimation or self-evaluation and improved efforts. In management education, ability to overcome frustrations and to think objectively and have sound judgement is considered most important. The adult learners are also expected to acquire skills in decision-making and problem-solving.

Some characteristics of Adults Learners

- 1. Adult learners already have acquired some <sup>knowledge and</sup> general specific abilities, interests, attitudes, prejudices, habits, values and different levels of emotional maturity.
- 2. They also acquire some knowledge, skills and experience by learning and working in different kinds of environment.

...../.

- 3. Previous experience may hinder or help in the learning process.
- 4. There are individual differences among adults in terms of rate and quality of learning.
- 5. Motivation for educating adults may be based on intrinsic and extrinsic factors.
- 6. Adults have many responsibilities, viz. in work place, at home and in the society. They have limited time, energy and money.
- 7. They would like to be involved in the planning, implementation and evaluation of educational process.
- 8. Without immediate reinforcement and practice the learners tend to forget the lessons learnt.
- 9. Adults, specially female and older adults are generally shy and get apathetic if proper attention is not given to them.
- 10. With advancement of age (about 40 years) there may be slowing down in learning psycho-motor skills but many adults become more active in acquiring social and linguistic skills and pursue similar spiritual interests.
- 11. Individual adults would need assistance in the transfer of learning to job situation.
- 12. Education through small groups facilitates individual learning process, improves interpersonal relations<sup>and</sup> communication. It also develops team spirit and leadership qualities.

SOME PRINCIPLES OF LEARNING

- I. The trainee learns what he does. In practice, this principle directs the trainer to arrange the conditions of learning in a way that will enable the trainee to make the correct responses early in the learning situation.
- 2. Learning proceeds most effectively when the trainee's correct responses are immediately reinforced. The evidence shows that the use of reward for correct responses and non-reward for incorrect responses is more effective than the use of punishment.

...../.

3. The frequency with which a response is reinforced will determine how well the response will be learned. The evidence shows that in general it is best to use a continuous schedule early in training and then to shift gradually to some form of intermittent schedule in order to maintain the response at a high strength.

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

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

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

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

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

8. Trainees learn more effectively when they learn at their own pace.

9. There are different kinds of learning and they may require different training processes.

#### SUGGESTIONS FOR ADULT EDUCATORS

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

...../.



2. In the light of above assessment set goals and objectives for educational programme. It is necessary to plan, implement and evaluate the programme in consultation with the learners. It will be more effective to involve them actively.
3. The learning process should be related to the previous experience. Remove prejudices and other barriers in the way of learning.
4. Arrange situation conducive to learning. Motivation for learners should be relevant and adequate in terms of their needs and may be intrinsic or extrinsic.
5. Communication of new information and ideas should be at the level of their reception, skill may be imparted through demonstration and practical work.
6. Use of participative and group methods should be preferred in order to promote learning and develop leadership qualities.
7. Arrange for self-effort in learning and re-inforce the lessons learnt.
8. Make provision for periodical evaluation and follow-up.
9. Divide learners in manageable and homogenous groups. Nevertheless give due attention to individual differences in learner's personality.
10. Avoid fatigue, and punishment for mistakes. Give due recognition to progress in learning.

CONCLUSIONS

Although, there are several theories on learning, the <sup>m</sup>com only accepted principles of adult learning can be summarised as follows :

1. Adult trainee must learn for himself, no one can learn for him.
2. Each trainee learns at his own pace, and for any age group there are considerable variations in rates of learning.
3. A trainee learns more when each step is immediately strengthened or re-inforced.
4. Full, rather than partial, mastery of each step makes total learning more meaningful.
5. A trainee is more highly motivated when given responsibility for his own learning; he learns and retains more.

...../.

6. Treated as a group, trainees learn from each other.

A trainer can either manage learning resource or he can operate as a resource. A training manager should have the following functions in cooperative training situation: Planning, Organising, Leading and Controlling. While working as a teaching resource he should motivate, reinforce, get feedback, involve and encourage practice and transfer learning to other real situation.

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TRAINING WORKSHOP  
ON  
COOPERATIVE EDUCATION METHODS AND AUDIO - VISUAL AIDS  
May 19 - June 3, 1980  
(Jestha 6 - 21, 2037)

HUMAN COMMUNICATION PROCESS

by

Chiranjibi Darmacharya

Joint organised by

INTERNATIONAL COOPERATIVE ALLIANCE  
Regional Office & Education Centre  
for South-East Asia  
"Bonow House" 43, Friends Colony,  
NEW DELHI - 110 005

HIS MAJESTY'S GOVERNMENT  
Department of Cooperatives,  
Kathmandu, (Nepal).

HUMAN COMMUNICATION PROCESS

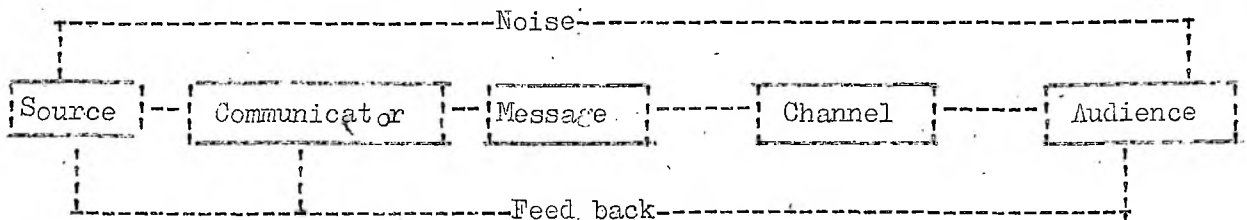
- Chiranjibi Karmacharya

A. Concepts and Definitions :

- (a) The scientific study of "Who says what, in which channel, to whom, with what effect" --- H.D. Well.
- (b) Communication in the process by which two or more people exchange ideas, facts, feeling or impressions in a way that each gains a common understanding of the meaning, intent and use of message. - J.Paul, Leagans.
- (c) Communication is an information transmission process which originates at a mind and ends at a mind. All basis of human communication is intrapersonal.
- (d) Communication is a spontaneous and simultaneous symbolic transaction within and between individuals. - Wenbrug & Wilmot.

Rural development activities have definite objectives to be achieved. Rural workers have a great challenge of illiciting behavioral changes of rural people towards the desired direction. In such context communication can be conceptualized as a process in which the communication and the receivers can establish a common understanding and impressions in ways of doing things so that desired behavioral changes can be achieved.

B. Model of Communication:



...../..

- 2 -

- (I) Source : Could be a person or institution
- Reliability
  - Accountability
- (II) Communicator: A person or a group of individual intentionally engaged in communicating.
- Communication skill
  - Attitude
  - Knowledge
  - Socio-Eco-status
  - Culture.

Credibility Expertness, Trustworthyness Intention.  
Analyst, Advisor, Advocater, Innovator.

- (III) Message: Message is the cargo of communication. It must be received, understood, accepted and acted upon by audience.
- (a) Code or Symbol : Spoken words (language), Art, Signs, Gestures
- Considerin terms of a level of difficulty of code for the audience.
- (b) Select and organize content.
- ideas should be isolated for presentation.
  - ideas must be tested.
- Organization: Chronological, logical, psychological
- (c) Presentation :
- Repetition - Recapitulation
  - Contrasting ideas
  - Appeals.
  - Inductive - deductive
  - General - specific
  - Explicit - Implicit

...../...

(d) Explanation

- Cause and effect
- Descriptive
- Interpretive
- Justification
- Evaluative

Message should be

- Reliable
- Realistic
- Relevant
- Understandable

(IV) Channel :

Means of transmitting message or ways of presenting message so that they are received by seeing, hearing, touching smelling and or tasting.

- Individual contact (Face to face)
  - Group contact: Discussion, Lecture, Demonstration, On-the-job training.
  - Mass contact : Radio, Motion pictures, Books, Booklets.
- (a) Generally communication is more effective when more channels are used (when more senses are stimulated)
- (b) Use channels that stimulate senses-directly and parallelly.





BACKGROUND/JUSTIFICATION

Cooperative training activities in Nepal have so far been concentrated mainly on preparing and developing personnel involved in organising, auditing and promoting cooperative societies. Bulk of these target groups are department staff stationed at the Department of Cooperatives and its field offices across the country. While these efforts have resulted in the organisation of a wider network of primary-level cooperative societies in the country, nevertheless the conclusion is inescapable that the movement as such remains chronically affected by a lower degree of performance of these societies due, at least in part, to the poor development and inventory of managerial skill so important for successful operation of any organisation. Provision of training for development of skill and inculcation of knowledge among cooperative employees has been by and large overlooked in the past. And yet, it is no doubt tremendously important.

Efforts toward the training of managerial personnel have remained limited only to organising short-duration pre-service basis course with more emphasis laid on accounting and principle aspects of cooperation. Neither follow-up of the basic course nor any other skill-oriented training programmes have been organised. Since the last year (1979), however, some attempts have been made to organise skill-orientated training courses for cooperative employees. According five short duration (10 days) field-training programmes, including two for managers, were organised in five districts of Nepal. The Cooperative Training Centre, which is the only institution in the field of cooperative training and education, intends to continue such skill-development programmes in future too.

A systematic, scientific and need-based designing of curriculum is an important prerequisite for the success of such training courses. Below is given a tentative curriculum outline designed for managers of primary cooperative societies, which emphasizes more on developing job-related skills of the target group. Before finalizing the curriculum we, however, recommend to conduct a survey of the target group to identify and establish the training needs and components. A survey form which may be used for the purpose is attached herewith.

Group I 1. Mr Subhash K  
2  
3.

Curriculum Outline

- I. Title of the Course : In-Service Management Training
- 2. Target Population : Managers of Primary Multi-purpose Cooperative Societ
- 3. Qualification & Experience : I. Certificate level and at least one year experienc at a Cooperative Society or Matriculation and at least three years experience.  
2. Completion of Basic Course on Management/Accountar
- 4. Age Group : Between 20 to 35 years
- 5. Duration : Two Weeks (60 Credit hours)
- 6. Venue : Headquarter of the concerned districts, preferably at the District Union Office
- 7. Number of Participan- ts : 20 to 30 trainees.
- 8. Facilities & Resources : Physical facilities & educational materials  
Daily Allowance, Refreshment for participants
- 9. Course Co-ordinator: Resource persons from the Training Centre, the Dept of Cooperative of cooperative
- 10. Main Aim : To improve the job-performance and managerial skill of the participants by orientating them in the job-related, modern knowledge and techniques of cooperati management.

- II. Terminal Objectives: On the completion of the Course the participants will be able to do the followings:
  - I. To formulate and implement annual programme, plan and budget for a cooperative society.
  - 2. To prepare, analyse, interpret and act upon the various financial statements.
  - 3. To manage and control the personnel and office facilities more effectively and efficiently.

- 2 -

4. To market the agriculture produce of member farmers and supply their needs economically and to their satisfaction.
5. To manage and control the handling and store of major farm produces and other supplies.

Media :

Lecture followed by Questions & Answers,  
Role play, Group Discussion, Case Study

Evaluation :

Personal Observation, ~~Final end Test~~  
~~Written~~ Pre- and Post- test assessment  
 through filling in questionnaires.

Introduction

Syllabus  
Co-operative organisations & practices. *laws, Byelaws & practice.* Serial

1. Planning Budgeting and Controlling

Formulation of Annual plan  
Formulation of operational budget  
Implementation

2. Financial management

Preparation of Final Accounts  
Calculation Analysis of Financial Ratio  
Financing of the Society sources & needs.  
Assests Management

3. Co-operative Knowledge

Introduction of Co-operative  
Principles of Co-operative

4. Marketing of Agriculture produce

Introduction  
Role of Co-operative Societies in Agriculture Marketing  
Salesmanship.  
Pricing policies

5. Supply Management

Introduction  
Factors to be consider in Supply

6. Public Relations

Introduction  
*Importance of public & member relations*  
*Techniques*

7. Staff Management

Organisation  
Control  
Work measurement & job description  
Employment Records & proceduse  
Motivation  
Solving Common Staff problems.

8. Office Management & Communication

- Keeping Records
- Filing
- Office Management
- Banking
- Report Writing

9. Storage Management

- The Costs & Benefits of Stock
- Storage method
- Handling of produce
- Leakage and its prevention
- Store Control systems

10. Discussion on problems

Survey Form

District----- Name of the Cooperative \_\_\_\_\_

Address \_\_\_\_\_

1. Name \_\_\_\_\_

2. Present Position \_\_\_\_\_

3. Age \_\_\_\_\_ Yrs.

4. Education Background \_\_\_\_\_

5. Training Experience  Yes  No

(If yes, please specify the nature, duration and major subjects of the trainings)

	<u>Title of the Training</u>	<u>Duration</u>	<u>Subjects</u>
a.	_____	_____	_____
	_____	_____	_____
b.	_____	_____	_____
	_____	_____	_____
c.	_____	_____	_____
	_____	_____	_____

6. Work Experience  Yes  No

( If yes, please mention the service years in the cooperative in your present position and the position you held immediately before it)

	<u>Years</u>
a. Present Position	_____
b. Previous Position	_____

7. Job Requirements

(Please mention the regular duties/activities you, as an employee in the present position, are supposed to do)

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

8. What are the major problems areas you are presently facing in your present position and on which you think you require more skill and knowledge to overcome them?

a. Planning Areas : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Marketing Area \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. Personnel Areas \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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d. Financial Areas \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

e. Accounting Areas \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

f. Others, if any. (Please specify)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. What do you like to learn in a training designed for developing your skill and knowledge ?  
(Please be specific and brief)



AN OUTLINE  
CURRICULUM  
FOR  
COOP. MEMBER -

EDUCATION MOBILE  
CAMP

PREPARED BY:-

Group H

- (1) Mr. SHAMBHU BIKARAM BANIYA
- (2) Mr. JEETENDRA MAHAT "ABHILASHI"
- (3) Mr. BABURAM SARESTHA

Cooperative Education Mobile Camp

1. Name of the project:- Curriculam of Cooperative Education mobile Car
2. Needs of the training:- To development the economic, social and moral support and to successfully conduct their profession.
3. Target population:- Management committee executive ssambley and general members of the cooperatives.
4. No of participante:- Below 55
5. Age:- Above 18 Years
6. Qualification :- Literate
7. Language:- Nepali
8. Media :- OHP, Flip charts, Flannel graph, and chalk board.
9. Teaching methods :- Lecture, role play question-answer and discuss
10. Venue :- Building of local cooperative society.
11. Duration :- Fourdays
12. Facilities :- Rs 20/- perdiun and refreshment.
13. Resources :-
  - (a) Available manpower from CTC. and other concerning District officers.
  - (b) Pen, Note books and booklets etc.
  - (c) Family planning devices.
  - (d) Sample of the improbed seeds, chemical fertilizer and insectisides and pesticide
14. Objectives :- To impart Knowledge about the importance and advantage of Cooperation, Coop management and the way of modern agricultural techniques.

14. Specific objectives :- After Completion the Camp the participant ~~will~~ be able.
- (a) To practice which they learnt in the camp
  - (b) To teach others and to demonstrate which they learnt during the camp.

Curriculum outline

	<u>Module - aim.</u>	<u>Methods</u>	<u>Sessions</u>
(1)	<u>Cooperation :-</u>		
	(a) <u>Introduction and its aim and advantages</u>		1
	(b) Use of cooperation, (Cooperative Principles)		
	(c) Relationship among managing committee executive assembly and general assembly, and their right and duties.		
	(d) General Knowledge about coop. acts, rules and bye laws.		
(2)	<u>Management :-</u>		
	(a) Cooperative management		
	(b) Formulation of programming and budgeting and its execution		
	(c) Evaluation system of programming budgeting and its execution.		
	(d) A brief introduction about economic and the administration rules of Coops. 2035.		
(3)	<u>Agriculture :-</u>		
	(a) Method of modern agriculture techniques		
	(b) Livestock development and veterinary		
	(c) Agricultural lending procedure		
	(d) Utilization agricultural credit		

- (4) Population Education
  - (a) Cooperation and population Education
  - (b) Family size and welfare.
  - (c) Maternity and child health Care.

Group discussion and Evaluation  
of the programme.

Follow-up

The manager of cooperative society will be the Coordinator of follow programme and the programme would be conducted through study circles.

Evaluation for-~~mate~~

Evaluation of member education  
Camp  
( Fill-up by members )

	District :- .....	Date:- .....		
(1)	Duration of camp	Short	Long	Adequate
(2)	Method of camp conduction	Bad	Good	Excelent
(3)	Subjects included	Inadequate	Adequate	Over

If inadequate or over suggestion please,

- (a)
- (b)
- (c)
- (d)

(4)	Usefulness of the programme	Inadequate	Adequate	More
(5)	No of participant	Inadequate	Adequate	More
(6)	Educational materials distributed	Inadequate	Adequate	More
(7)	Suitable time for camp conduction (month) .....			

Daily time-table

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<u>Cooperation</u>			<u>1st day</u>		
Date	10.30 - 11.30	11.30-12.30	12.30-13.30	13.30-14.00	14.00-15.00
	Introduction and its aim and advantages of cooperation	Use of Cooperation	Relationship among committee executive assambly and general assambly and their right and duties	Tea Break	General Knowledge about Coop., act: rules and bye la

Management

2nd day

Cooperative management	Formulation of programmin- gand budgeting and its Executior	Evaluation & System of programming budgeting and its Executor	Tea Break	a brief introduc about Economic a the administrati rules of Coop. 2
------------------------	---	---	-----------	---

Agriculture

3rd day

Method of modern agriculture techniques	Livestok development and veterenary	Agricultural lending procedure	Tea Break	Utilization agric ural credit
---	-------------------------------------	--------------------------------	-----------	-------------------------------

Population Education

4th day

Cooperation and population Education	Family size and welfare	Maternity and child health care	Tea break	Groupdiscussion : Evaluation of the programme.
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<sup>Line</sup>  
An out-~~line~~ of  
Curriculum Development  
(for Junior Instructors)

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Prepared by:-

3rd group III

1. Ratna B. Shahi
2. K. N. Shrestha
3. J. P. Aryal.

1. Course Title :- Trainers' Training (Junior Instructors' Training).
2. Target group :- Junior Instructors
3. Qualification :- Intermediate (I. A, I. Com.)
4. Experience :- Preferably persons having working experience in the cooperative movement.
5. No. of Participants :- (30 - 35)
6. Age group :- 18yrs - 35 yrs.
7. Duration of the Course :- 3 Months.
8. Venue :- Coop. Training Centre, Kathmandu.
9. Course Coordinator :- Principal, of the CTC.
10. Facilities :- a) Residencial facilities  
b) Travelling and Daily Allowances.  
c) Refreshment  
d) First aid treatment
11. Resources :- Coop. Training Centre.
12. Introduction and Need of the Training:-

CTC has been conducting mobile Camps for the members of the Coop. societies through out the kingdom, with the help of their Instructors. Since this programme is being expanded and <sup>the</sup> no. of the camps <sup>is to be</sup> increase up to 63 for the coming fiscal year. Since the CTC has limited numbers o Instructors and available time, it is not possible to conduct all these mobile camps by the Instructors of the CTC themselves, which are to be conducted in rural areas. With this fact, <sup>in view,</sup> it is decided that one Junior Instructor is to be stationed in each District Coop. Office., so that he

will be made responsible in conducting these mobile camps in the line, directed by the CTC. Besides he will also work as a Coop. Extension worker in order to promote the coop movement and feed back the problems to CTC.

It is <sup>felt necessary</sup> obvious that these Junior Instructor need to be trained in order to enable them to possess required knowledge and skill so that he could performe his duty properly and efficiently.

- 13. Aim:- a) To train the participants regarding the various aspects of Cooper and Population Education.
- b) To orient them with different Teaching Methods and Techniques.

14. Terminal Objectives:-

- a) After completion of the course, the participants will be able to duct mobile camps at the rural <sup>areas</sup> level independently.
- b) Participants are expected to promote the cooperative feeling among members and ensure better participation.

15. Subject Area:-

A) Cooperation :-

- Definition
- History and Practices
- Cooperative Principals
- Main features and classification of the Cooperatives.

B) Cooperative Act, laws, by laws

- Cooperative laws in Nepal
- Cooperative legislation in India

C) Management:-

- General concept of Management
- Structure
- Function of the Manager *Board + manager Relations*
- Board of director
- Admission of the Manager *Recruitment* + other personnel
- Programme Planning.

D) Accountancy and Auditing

- Principal of Book Keeping.
- Journal, ledger and registers
- Different financial accounts
- Final accounts.
- general knowledge of Auditing

E) Rural Economics

- Agricultural Credit
- Agricultural Marketing

F) Agricultural Science

- Cropping pattern
- General knowledge of the soil
- Agricultural inputs and their use
  - a) Chemical fertilizer
  - b) H. Y. V. seeds
  - c) Insecticides and pesticides
  - d) Agri. implements.
- Principal of Agri. Extension
- Philosophy of Agri. Extension

G) Population Education:-

- Population Education through Coop.
- Family size and family welfare
- Contraceptive methods
- Care and development of the child and mother (prenatal and post natal)

H) Psychology of the rural people

- Characteristics of the rural people and their prejudice and aspiration
- Psychology of the adult learning.
- Motivation.
- Values and norms.



I) Rural Sociology:-

- Social stratification
- Linguaguetic difference and food habit.
- Social and religious institutions
- Group activities.
- Community and community development programme.
- Local costumes and traditions
- Individual and social problems
- Leadership functions & Public speaking

16. Teaching Methods and techniques.

- Individual method
  - a) Farm and home visit
  - b) Office call or office visit
  - c) Phone call
- Group method
  - a) Lecture cum question, answer method
  - b) Lecture cum discussion method
  - c) Group meetings
  - d) Study circles (interested group)
  - e) Role play
  - f) Symposium, Panel discussion etc.
  - g) Seminars, workshop etc.
  - h) Study visits
  - i) Method demonstration
  - j) Debates
  - k) Result demonstration

- Mass Mehtods

- a) Posters, pumplets, <sup>leaflet</sup> baflets, booklets, folders (with illustrative materials)
- b) Radio ~~G. V.~~
- c) Exhibitions.

Techniques:-

- Maintainence of the available Audio-visual aids, preparation and art of handling them properly and efficiently.

17. Language - Nepali

18. Teaching Methods and techniques:-

- Lecture cum discussion method
- Participative method
- Use of available Audio-visual aids.

19. Evaluation :-

- Home and class assignments
- Announce and un announced quize.
- Mid term Examination
- Terminal <sup>Hi</sup> written examination with help of the subjective and objective questions.
- Questioniors and interviews.

THIRD SESSION

TRAINING WORKSHOP  
 ON  
 COOPERATIVE EDUCATION METHODS AND AUDIO-VISUAL TECHNIQUES  
May 19 - June 3, 1980  
 COOPERATIVE TRAINING CENTRE  
 KATHMANDU, NEPAL.

METHODS OF COOPERATIVE EDUCATION

by

Dr. Dharm Vir

Jointly organised by

INTERNATIONAL COOPERATIVE ALLIANCE  
 Regional Office & Education Centre  
 for South-East Asia  
 "Bonow House" 43, Friends Colony,  
 New Delhi - 110 005

HIS MAJESTY'S GOVERNMENT  
 Department of Cooperatives,  
 Kathmandu, (Nepal).

## METHODS OF COOPERATIVE EDUCATION

Dr. Dharm Vir

## I. INTRODUCTION

We will discuss in this paper methods of education for the members and the employees of the cooperative movement in the context of developing movements in South-East Asia. Typical methods of cooperative education likely to be useful in this Region will be discussed. For lack of space, no attempt will be made to describe the methods of cooperative education used by the various movements in the Region or to examine their limitations.

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

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

I.1 Choice of Method

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

The considerations important in the choice of education methods for any particular group are the objectives of the education programme, the subject matter to be taught, and the academic background and cooperative experience of the participants. For instance, if an education programme is being for-

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

### I.2 Audiences in the Cooperative Movement

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

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

The term elite members may be understood to mean those members of the cooperative societies who are actively interested in the work of the society and who, given proper training, would be potential leaders.

A broad classification of cooperative employees may be as follows:

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

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

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

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2. EDUCATIONAL METHODS FOR MEMBERS

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

2.1 Techniques for Ordinary Members

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

Mass Media

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

Cooperative Publications

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

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The cooperative unions in advanced cooperative movements bring out magazines for members and also publications on socio-economic conditions and the cooperative movement. The family magazines viz., 'Vi' and 'Ie-no-Hikari' of the Swedish and Japanese Cooperative Movements respectively are good examples among such publications. These journals deal not only with matters concerning Cooperation but include articles of general interest such as short stories, pictorial pages and children's comics. The advanced movements also bring out specialised periodicals for various categories of personnel, such as the board of directors, managers and accountants.

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

## 2.2 Techniques for Elite Members

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

### Study Circle and the Correspondence Course Methods

The study circle method, which has yielded very good results in the Scandinavian countries and other advanced movements in the West, is particularly suitable for the elite members, the members of managing committees, office-bearers and junior employees. The method is useful in informing the above groups of members about the activities and the current problems of cooperative movements and in providing them with necessary education for developing leadership qualities. Another variant of this method is the group discussion method wherein discussion

sheets are used instead of the study material. The discussion groups and the study circles can also be organised with the help of films, radio broadcasts, TV programmes and specially produced study materials.

The study circle method, as practised in Sweden, is mainly based on individual reading of specially prepared study material, group discussion on the questions contained in the material under the guidance of trained leaders, and correspondence with teachers working at the central organisation. The method is being used effectively by the Swedish Cooperative Union and Wholesale Society (KF), the Correspondence Course Institute not only for member education but for the education of cooperative employees as well.

#### Project Method

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

#### Seminar<sup>s</sup> and Conferences

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

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

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reports. In both these forms, field visits may be included in the seminar programmes.

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

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

#### Study Tour

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

#### Training Courses

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

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

2.3 Resume

Cooperative education should be need oriented broadly based so that interested public and the membership as a whole gain increased knowledge and provides support to the elected leaders in their societies. Further, a selective approach would be necessary, whereby the movement concentrates its educational activities on the elite members, a potential source of leadership, and elected members to equip them for the effective discharge of their duties in the societies. Finally, cooperative education methods should be such in which democratic procedures are used so that the members receive training in parliamentary procedures during the study programme.

3. METHODS OF EMPLOYEE TRAINING

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

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### 3.1 Training Courses

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

### 3.2 Lectures

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

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

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

### 3.3 Group Discussion Method

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

### 3.4 Practical Training

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

#### Workshops

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

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

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

#### Practical Assignments Projects

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

#### Study Visits

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

...../..

hurried and so may give only a superficial view to the trainees since not much time can be spent at each society.

#### Participation in the Work of Cooperatives

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

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

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

#### Case Studies

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

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

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

### Role Playing

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

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

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

### 3.5 Some Questions

We have discussed above various methods for classroom teaching and the practical work for students, which can be used in the training courses. An important question to be considered now is whether lengthy training courses should be organised, giving intensive basic training for certain categories of employees,

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or whether the training system should comprise of a series of short courses. Several Regional Seminars on Cooperative Employee Training organised by the ICA Regional Office and Education Centre indicated that a majority of cooperative institutions in the Region were not in a position to release their employees for long periods of training as it involves employment of substitutes. This is one of the reasons why training centres in the Region largely receive ~~from~~ training, personnel working in government cooperative departments. Thus, it would appear that if the training programmes are to be made practical propositions for cooperative societies, the courses should be of shorter duration. Also, many junior employees without a certain basic academic qualification, are not in a position to take advantage of the advanced training offered by the training centres. If short training courses are devised on a ladder system i.e., at successively higher levels, it would be possible to train the junior employees in course of time for the advanced courses.

The second question relates to the possibility of combining, for training purposes, into one programme the correspondence courses, the study circle method, practical work being done by the employees during their employment period with the society, and the short training courses. Such a combination will help to ensure that the costs of training programmes in the developing movements are kept as low as possible; or to say it in other words, the maximum possible benefits will be derived from the limited resources available for training purposes. While some practical training during the training courses is essential, the work being done by the employee in his cooperative organisation could be arranged to link it with his practical training. The employees who are undergoing such training programmes should be properly guided and supervised by an experienced person. It may be necessary that the person supervising the work of the understudy, be given some direction, as also some remuneration for the work to be done by him.

In small societies, the supervisor may be the manager himself while in the bigger societies, the supervisor may be the departmental head or the immediate superior of the employee concerned. The employee could also carry on individual studies through the correspondence courses while he is working with the society.

...../...



Such an integration of practical work done by the employee in his society itself combined with the study circle method and the ladder system of training courses, will provide an economic and effective system of training courses for the developing movements. Secondly, since integration between the theoretical teaching and practical work would be established, such a system will not have problems of transfer of trainees from the classroom to the field.

#### 4. CONCLUSION

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

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FIFTE SESSION

TRAINING WORKSHOP  
ON  
COOPERATIVE EDUCATION METHODS AND AUDIO-VISUAL TECHNIQUES

May 19 - June 3, 1980

COOPERATIVE TRAINING CENTRE  
KATHMANDU, NEPAL.

SIMPLE TECHNIQUES OF GROUP DEVELOPMENT

by  
Dr. Dharm Vir

\_\_\_\_\_ Jointly organised by

INTERNATIONAL COOPERATIVE ALLIANCE  
Regional Office & Education Centre  
for South-East Asia  
"Bonow House" 43, Friends Colony,  
NEW DELHI - 110 005

Department of Cooperatives,  
Kathmandu, (Nepal).

SIMPLE TECHNIQUES  
OF GROUP DEVELOPMENT

Definition of a Group

According to psychologists a group may be defined as a social unit possessing the following basic characteristics:-

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

Why Groups Fail ?

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

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

Diagnosis of a Group

Sociability of individual members and social climate of a group can be measured with the help of psychological tests and sociometric techniques. For example, the teacher of a class may ask his students to name three most popular classmates in order of their preference. He may ask each individual

students to note down these names on a slip of plain paper and hand it over to him. The students may write confidentially three names in order of popularity and they need not put their own names on the slips to avoid identification and consequent unpleasantness. These slips duly completed should immediately be collected by the teacher in the class itself. The results of data collected from students may be analysed and if necessary results announced in the class. Use of such a technique will arouse much interest in the class and will lead to improvement in the social perception on students.

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

#### Objectives of Group Development

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

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

#### Techniques of Group Development

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

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

### I. Problem Census

- (i) A teacher may ask specific questions in order to know the exact problems, e. g. what are your difficulties in getting loans from the local cooperative?
- (ii) For collection of problems, the technique of 'circular response' may be used. According to it, the group members are asked to sit in a circle, facing each other. The teacher then asks students one by one to give answer. He may start clockwise or anticlockwise, and complete the circle. However, he does not force any of his student to give a reply. He should write down in brief the problems enumerated on the blackboard, without much discussion.
- (iii) Classification of problems: The problems collected should be clarified and classified according to the purpose. For example, problems which can be solved by students can be put in one group.
- (iv) Giving priority to problems (agenda building): Out of the problems classified, important ones should be selected and put in shape of agenda for further discussion.

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

- (1) Identification of the real problem e. g. farmers pay more when they are not organised.
- (2) Collection of facts and relevant figures for solving problems, e. g. the rate of interest charged by private traders, and by the cooperative societies, etc.
- (3) Analysis & Projection: Finding out suitable solutions (through brain-storming, buzz groups, etc., to be discussed later).
- (4) Decision Making: Selection of suitable means out of the alternative ways to solve the problems e. g. organization of a thrift and credit society, and education of members for that purpose. The technique of 'role playing' may help in focussing on problems in implementing a decision.
- (5) Action e. g. calling a meeting of active farmers with the help of the local cooperative educators, and deciding to have study circle on bye-laws of a thrift and credit society.

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

III. Brain Storming :

Members of the Group are asked to suggest solutions to the problems identified. They should be encouraged to give their solutions spontaneously, without much reference to their limitations 'ifs' and 'buts'. No body shall be allowed to judge or laugh at any one for giving impractical suggestions. The teacher may say 'wilder the better'. It is better to record all the suggestions on black-board as fast as possible, possibly with the assistance of one of the members of the group. In this way a list of solutions can be collected by storming the brains of students. There should be a time-limit fixed for each session (4-5 minutes).

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

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

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

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

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

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

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

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



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

### Evaluation

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

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

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

A group game for self assessment of integrative and disintegrative behaviour by the group members is given in the following page.

A Group Game for Assessment  
of

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INTEGRATIVE Vs. DISINTEGRATIVE BEHAVIOUR

Individual behaviour either builds or destroys a group. The following terms represent either integrative or disintegrative behaviour of a group member including the leader. These terms may be reproduced each on a separate card (omit the numbers) and distributed to the members of a group as they assemble. The group should be instructed to assemble in two sub-groups according to the way the terms fit together to define a certain type of behaviour. If the two subgroups are correctly formed, the cards will be held as indicated by the two lists. This should provide plenty of discussion.

Integrative Behaviour

Disintegrative Behaviour

- |  |                                 |
|--|---------------------------------|
| ✓1. Approves & helps in correction.    | ✓1. Blames & corrects           |
| 2. Concedes differences                | ✓2. Accepts no differences      |
| ✓3. Discusses                          | ✓3. Lectures                    |
| ✓4. Expedites                          | ✓4. Postpones                   |
| ✓5. Extends invitation/participate.    | ✓5. Warns, threatens            |
| ✓6. Flexibility                        | ✓6. Rigidity                    |
| ✓7. Grants permission/requests.        | ✓7. Refuses requests            |
| ✓8. Helps define the problem           | ✓8. Insists he is right         |
| ✓9. Participates                       | ✓9. Withdraws from activity     |
| ✓10. Protects status of others         | ✓10. Attacks status of others   |
| ✓11.5 Suggests broadly                 | ✓11. Wants to determine details |
| ✓12. Sympathetic                       | ✓12. Unsympathetic              |
| ✓13. Wants consideration of his views. | ✓13. Wants his way.             |

Out of the following titles, select the most suitable one for the lists given above.

Builders	Versus	Wreckers
Democrats	,,	Autocrats
Peacemakers	,,	Quarrel makers

anj/.

CTC/ KATHMANDU.

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TEACHING AIDS

Jointly organised by

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HIS MAJESTY'S GOVERNMENT  
Department of Cooperatives,  
Kathmandu, (Nepal).

## TEACHING AIDS

Extract from the Training Package on TEACHING TECHNIQUES

ICA/ILO Course in Training Methodology  
and Techniques of Cooperative  
Staff Training in S-E Asia  
Pune & Turin, 1977.

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### 1. Chalkboard

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

#### Advantages

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

#### Limitations

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

#### Cautions

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

- do not stand in front of the board when the audience is taking down note
- do not overcrowd the board
- do not talk to the board
- clean the board before leaving the class

## 2. Magnetic Board

The magnetic board is composed of a tin sheet covering the chalk board. The sheet (preferably iron) is first cleaned and rubbed with a fine sandpaper, then painted with a chalkboard surfacer (two vertical and two horizontal paint coats) in green or grey colour. The surfacer serves a dual purpose - first, to serve as a chalkboard and secondly to provide an attractive and sober background to the cut-outs which are displayed. To hold cut-outs and charts and other material, small bits of magnets are used. These can either be round or strips. These can be fixed with glue or with adhesive tapes. Better use masking tape so that you can remove the magnets without spoiling the cut-out.

### Advantages

- permits combination of chalkboard and magnetic board
- good for demonstration of movements e. g. traffic control, movement of goods
- can be used as a pin-up board with magnets serving as drawing pins
- can serve as a flannelboard with the help of magnets

### Limitations

- due to its weight, portability of the magnet board is limited
- expensive
- suitable and cheap magnets are hard to find

### Cautions

- throw cut-outs lightly but firmly on to the board for a dramatic effect
- do not put excessive glue or thick adhesive tapes over the magnets as this might reduce the pulling force and the cut-outs might slip down
- do not store magnets in dusty and moist places.
- keep your cut-outs as light as possible.
- rehearse before use.

### 3. Flip Charts

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

#### Advantages

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

#### Limitations

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

#### Cautions

- conceal the top of the chart with a blank sheet until ready for use
- turn the sheet over carefully otherwise it might tear and cause disturbance in the class
- stand on one side of the flipcharts while using them.
- when finished with the talk, roll up the pages "topside out" so that when you use them next, the bottom of the sheets will not curl towards the audience
- always keep some felt pens (markers, magic ink pens) ready as they tend to dry up fast - so check the markers before using them (it is always good and useful to keep the <sup>markers</sup> with their top on).

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- draw illustrations in light yellow pencil in advance if these are to be presented in the class - this will save time and also you can demonstrate a bit of your confidence to your audience.

#### 4. Flannelgraph

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

#### Advantages

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

#### Limitations

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

#### Cautions

- number the visuals carefully
- rehearse before use

- keep the visuals and theme in one cover
- keep the flannelcloth clean and brushed up for better hold of illustrations by the flock.

## 5. Oberhead Projector

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

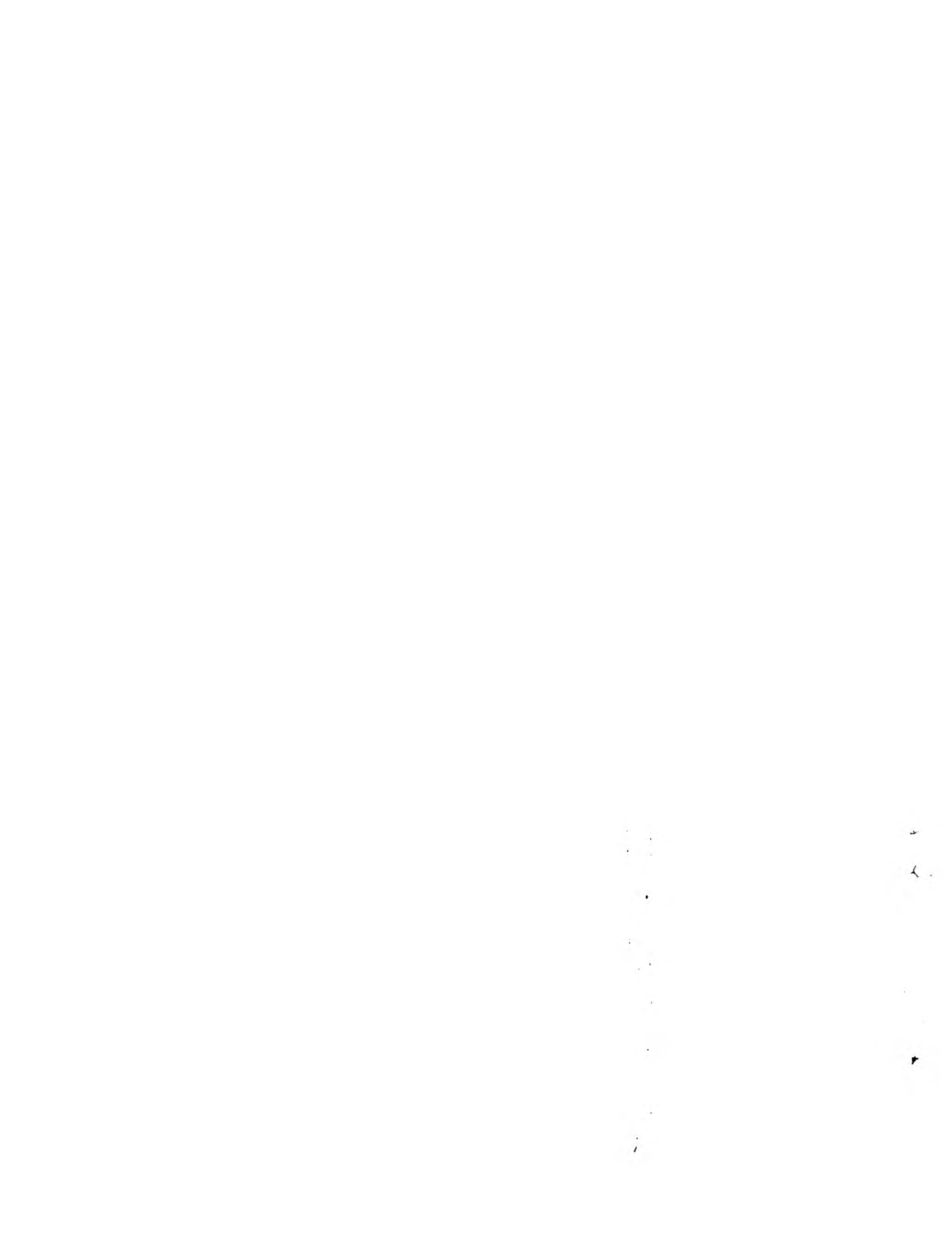
### Advantages

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

### Limitations

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





### Cautions

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

### 6. Slides and Filmstrips

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

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

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

### Advantages

- easier to make with not much of costs
- ideal for communicating ideas to a group at one time
- oral commentary is possible and language is no obstacle
- slides can be interpreted differently when needed

- easy to carry around, store and retrieve
- can be used over and over again.
- enables a quick feedback from the audience

Limitations

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

Cautions

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

7. Films

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

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

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

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

#### Advantages

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

#### Limitations

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

#### Cautions

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

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CARE AND MAINTENANCE  
OF  
AUDIO - VISUAL EQUIPMENT

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HIS MAJESTY'S GOVERNMENT  
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CARE AND MAINTENANCE OF AUDIO-VISUAL EQUIPMENT

For effective information communication, you are provided a number of machines and equipments.

Such machines and equipments as the film projector, the slide projector, the filmstri projector, the tape recorder, the mike, the public address system etc, can only help you in your job at the time of necessity if they are handled with care and properly maintained. The advantages of these machines for easy and quick communication are lost if they are not kept ever ready for use any time you need.

These Audio-visual machines and equipment are very delicate and are in no way different from other delicate machines. They need therefore constant care for giving you satisfactory service.

Here are a few tips on how to handle and maintain some of Audio-Visual machines which you usually need.

FILM PROJECTOR 16 MM.CLEANING OPTICAL PARTS

Before every show, and at any other time that appears necessary the projection lens, condenser lenses and the aperture on the equipment must be kept clean and free from dirt and oil. These must be cleaned with the cleaning kit or lens cleaning tissue, either of which may be secured from your dealer at a nominal cost. Remove the dust with a soft camel hair brush applied very lightly and carefully. Alternatively lens cleaning tissue may be used with equal care. Practically all these lenses are removable from the projector and must be cleaned frequently. Never attempt to remove or adjust the lenses of the sound optical system. This requires special training and equipment.

CLEANING FILM HANDLING PARTS

Preparatory to cleaning the aperture, open the film gate remove the lens and the removable gate show especially in the B. & H. Projector. Clean and polish with a soft cloth. If dirt or emulsion has gathered and hardened on the show, remove by rubbing with a soft dampened cloth. To avoid scratching polish surface; Use no sharp tools To clean the aperture, insert the brush at the first sign of contact with the safety shutter. Slowly draw the brush, turning it in a clock wise direction and remove all dust and dirt. Clean the film channel by opening the gate and inserting brush into the channel in a vertical position with the gate partially closed, move the brush up and down to remove all dirt and emulsion. The machine must not be running.

PROJECTOR LUBRICATION

The application of projector oil at the proper is a simple but very important part of operation. Correct lubrication will assure long, troublefree life of the projector. Lack of oil will result in serious damage Oil cups and holes are readily accessible without removing any part of the machine, and the lubrication points should be given careful attention.

To saturate the felt reservoirs within the sprocket shafts, disconnect the projector from the main and the speaker, and lay it on the table, Insert the tip of the oil can in the holes and squeeze the bottom of the oil can three times. After every 100 hours of use, grease the spoolarm. After every 100 hours of operation, place on drop of projector oil on the snubber and the rollers and on idle rollers where film enters and passes.

EXCITER LAMP

Replace the exciter lamp of the same value properly.

FUSE

Replace the fuse with a new one. It should be  $1\frac{1}{2}$  ampere size.

PROJECTOR LAMP

Before attempting to change a lamp, disconnect the main from the wall socket.

REFLECTOR

Occasionally it is desirable to polish the reflector and the magnilite condenser, in the same manner as the projection lens. The reflector is removed by pulling out the holder. Polish carefully and replace the reflector

PROCEDURE

A. INSPECTING THE PROJECTOR

Set up the projector, check the following:  
Belts and pullys, sprockets, rollers, gate, lens, lamp house, lamp motor, speeds, governor, clutch and trip, take ups, illumination, still picture, film scratches, lubrication system, etc.

B. INSPECTING THE SOUND RE-PRODUCTION SYSTEM

Check the following:  
Exciter lamp, photocell, tubes and fuse. Test the film its quality and all the sound controls.

C. CLEANING SOUND LENS

Do not with a loosen screw. To do so will necessitate return of entire assembly to the factory or the nearest service centre for resetting of lens.

D. GENERAL OVERHAUL

To overhaul the projector better remove the components in a systematic manner one after another as detailed below.

- |                               |                                 |
|-------------------------------|---------------------------------|
| I. Remove projector from case | II. Governor                    |
| 2. Remove lamp House          | I2. Film Shoes, upper and lower |
| 3. Remove still plate         | I3. Feed sprocket               |
| 4. Remove the motor           | I4. Sound sprocket              |
| 5. Shuttle                    | I5. Film channel clips          |
| 6. Main drive belt            | I6. Film channel                |
| 7. Starting lever             | I7. Aperture Plate              |
| 8. Safety Shutter             | I8. Lens mount                  |
| 9. Flywheel unit              | I9. Lamp adjusting nut          |
| I0. Take up pullys            | I0. Projection lamps            |



- |                                  |                               |
|----------------------------------|-------------------------------|
| 21. Projection lamp switch       | 22. Oscillating gear assembly |
| 23. Cap bearing                  | 24. Sump action micro switch  |
| 25. Exciter lamp                 | 26. Shutter support plate     |
| 27. Impedance loop pull assembly | 28. Timming the projector.    |

BETTER ALWAYS KEEP THE FOLLOWING SPARES

- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| 1. 100 Volt 750 or 1000 watt lamp | 2. Exciter lamp.                    |
| 3. Pilot lamp                     | 4. Complete set of amplifier valves |
| 5. P.E. Cell                      | 6. Set of spring belts.             |

OTHER MATERIALS

You need the following other materials.

Projector stand, Screen ( Size according to requirement )  
 Additional lens ( according to requirement ), Record payer , Microphone either hand or pedestal type, Mixer unit for mixing microphone and records, Changeover for use with dual projectors, Auxiliary speaker, Monitor speaker for use in operating box, 50 feet speaker extension lead, splicer, rewinder film cement, resistance unit or convertor for D.C operation, Canvas covers, Amplifier fuse  $\frac{1}{2}$  amp, lens cleaning tissues, Can of oil, Brush, Aperture, Transformer and few tools.

35. MM. FILM STRIP/SLIDE PROJECTOR 2"X2".

For the projection of the still pictures the 35mm . Filmstrip. slide projector is necessary. It is better to place the projector on a sturdy movable stand facing the screen. There are interchangeable film strip /slide carrier assembly with each projector. Remove the film strip assembly fit the slide carrier for showing the slides and for showing the film strips the slide carrier is required to be replaced by the filmstrip assembly . The single or double frame film strips can be projected either vertically or horizontally. Dust and foreign matter from reflector, lenses, film gates and slide compartments should be removed carefully with a soft brush or a soft cloth.

Actually many of the directions for maintenance of motion picture projector are applicable to the operation of the 35 mm. filmstrip and slide projectors. In brief, the projectionist must:

Contd.....5/-

1. Set up equipment (generally film strips or slide projectors must be placed near to the screen than 16 mm. projectors)
2. Check film being sure it is in the proper position for projections.
3. Frame and focus the film strip or slide.
4. Thread the projector properly.
5. Advance film at proper signal.
6. Rewind the film strip manually unless projector is equipped with the rewinding attachment. Handle the film strips by edges.

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INSTRUCTIONS FOR USING THE BELL & HOWELL MODEL 301K SERIES  
OVERHEAD PROJECTOR

IMPORTANT SAFEGUARDS

When using your photographic equipment, basic safety precautions should always be followed, including the following :

1. Read and understand all instructions.
2. ~~Clos~~ supervision is necessary when any equipment is used by or near children. Do not leave equipment unattended while in use.
3. Care must be taken as burns can occur from touching hot parts.
4. Do not operate equipment with a damaged cord or if the equipment has been dropped or damaged-until it has been examined by a qualified serviceman.
5. Position the equipment in such a way so as not to block any air intake or exhaust openings.
6. If an extension cord is necessary, a cord with a suitable current rating should be used. Cords rated for less amperage than the equipment may overheat. Care should be taken to arrange the cord so that it will not be tripped over or pulled.
7. Always unplug equipment from electrical outlet when not in use. Never yank cord to pull to disconnect.
8. Let equipment cool completely before putting away. Store the power cord properly in the storage area provided.
9. To protect against electrical shock hazards, do not expose this equipment to rain, moisture, or other liquids.
10. To avoid electric shock hazard, do not disassemble this equipment, but take it to a qualified serviceman when some service or repair work is required. Incorrect reassembly can cause electric shock hazard when the equipment is used subsequently.

HELPFUL HINTS ON UTILIZING

THE OVERHEAD PROJECTOR

The overhead projector is one of the most versatile training and educational aids available for effective visual presentation. They're simple to operate and provide maximum impact.

Here are some of the basic rules to follow for the preparation and use of materials and for the placement of the projector.

PREPARATION AND USE OF TRANSPARENCIES

- Avoid transparencies that are too busy. A full printed page of material is fine in book form, but contains entirely too much material for the viewer to grasp easily when projected. Use as few words as possible to put the points across.
- Have the lettering large enough for legibility without strain. If material must be typed, use a biling typewriter or one with standard capital letters.
- Bright contrasting colors make transparencies interesting and stimulating. Colored gels, wax pencils, colored ink pens, etc., may be used for this purpose.
- Avoid the use of fine detail in the corners or at the edges of the transparency. Keep the main data centered for maximum clarity.
- Use overlays to show data changes or the "building" of segments into an overall picture.
- If you need to cover up portions of the transparency to reveal only certain portions at a time, use a piece of heavy white paper UNDER the original. Move the paper occluder as needed to reveal the desired parts of the transparency at the proper time. Be sure to use WHITE paper instead of black to prevent unnecessary heat build-up.
- Do not cover the transparency from the top or place any opaque materials on top of it with the lamp on. Because projection lamps give off heat, the transmitted light may be reflected back with a white material but must not be absorbed or stopped by dark material.

- The use of regular photographic film (not heat-developed film) should not be attempted as these materials tend to absorb an excessive amount of heat due to silver content. Transparency films are designed especially for overhead projector use and should be the only type employed.
- Your audio-visual dealer is an expert on overhead projector transparency materials and techniques. He'll be glad to help.

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## Know the Fundamentals of Your Camera

Know these basic things about your camera—or any camera. They are about the same for all cameras whether you have a press type or 35mm .

To make good pictures, certain adjustments must be made on the camera.

you have "f" numbers or settings. Find them. The f'stop determines the amount or volume of light which enters your camera and strikes the film.

At f. you get the maximum amount of light. As you stop down or move from 4 up to 16 you cut down the light with each setting. This, we say is stopping down.

Each setting from f. 3.5 toward f. 22 cuts the amount of light in half. Each time you double your exposure  
half . And each  
you double yo  
two setting  
exposure

-2-

Suppose f.8 and 1/60 sec. is the correct exposure. But you decide that because you have something moving in the picture (such as livestock) you need to shoot faster to stop the actions say to 1/125 sec.

When you go from 1/60 to 1/125 you cut your exposure in half. To compensate for this--change the f stop to f.5.6 doubling the amount of light which enters.) Consequently--f.8 at 1/60 is the same exposure at f.5.6 at 1/125 Understand this relationship and you can see that the following exposures are the same:

f. 16 @ 1/8	5.6 @ 1/125
f. 11 @ 1/15	f.5.6 @ 1/250
f.8 @ 1/60	f.4.5 @ 1/400

- (2) The T or time setting is for time shots. you open and close the shutter manually.
- (3) The B or bulb setting is also for time shots. But you open the shutter and it immediately closes when you release the trigger.

#### Use one Film

Film speeds or ratings also affect your exposure. For black and white  
~~pictures select one film and stick to it. We suggest Al Weather because~~

- 3 -

Some cameras have view finders which you adjust for distance or parallex.

#### Check The sun Before You shoot

Now, let's take a picture. with normal black and white shots have the sun coming in over your shoulder at a 45 degree angle. But with pasture and field crops, have the sun at right angles to the camera so that you get a strong side light. (Experiment with this—stand with your back to the sun in a green field. Now look at the grass.

Note how flat it looks. Now look at it to the side with a 90 degree angle and see how the highlights and reflections show up.) This is what makes your outdoor pictures of this type good or flat.

With outdoor color shots there is one rule. Use a flat light by keeping the sun directly at your back.

#### Composition Is Important

Follow these rules in taking pictures:

- a. Take close-ups. (This is the biggest one point where we fail. We ~~try to cover too much territory.~~)



Older type cameras may shoot slower than the setting. This is because the shutter spring may have weakened.

These cameras are sometimes synchronized for flash shots only up to 1/30 or 1/60 second. On these particular cameras, use a Wablah flash bulb. These bulbs have a longer light range and less peak light and are fitted for this type synchronization. It's a good idea to consult a cameraman if you have this type camera.

When shooting terraces--you to get them early in the morning or late in the afternoon. At these times, the sun will cast heavy shadows and this is what shows them up in your pictures.

When shooting more than one person or group--get them close together. People look much farther apart in pictures than they actually are.

Keep people in pictures from looking at the camera. You'll usually get a more useful shot by having them busy and watching what they are doing.

If you have a camera equipped with flash gun and solenoid, try shooting some of your flash shots with the gun held off the camera.

On extreme close-ups of people (six feet or less), it is hard to avoid burning out the faces. You can avoid the chalky faces by putting a handkerchief over the reflector to shield the bulb. Or you buy a regular shield

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TRAINING WORKSHOP  
 ON  
 COOPERATIVE EDUCATION METHODS AND AUDIO-VISUAL AIDS  
 May 19 - June 3, 1980  
 (Jestha 6 - 21, 2037)

SELECTION AND EVALUATION OF AUDIO-VISUAL AIDS

by

Dr. Dharm Vir

Jointly organised by

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HIS MAJESTY'S GOVERNMENT  
 Department of Cooperatives,  
 Kathmandu, (Nepal).

SELECTION AND EVALUATION OF AUDIO VISUAL MATERIALS

D. Vir, Specialist in Educational Methods

Psychological researches have indicated that more than 80% learning occurs through direct purposeful experience and self-directed activities of learners.

Never the less a modern teacher knows that about 50 per cent of human learning <sup>takes place</sup> through eyes and ears and therefore the learning through these sense-organs is to be made more effective with the help of audio-visual aids. He also knows that only 10% learning is achieved by reading or hearing words.

I. Types of Audio Visual Aids

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

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

Motion pictures or films have the unique advantage of audio, visual in movement. Most of the time, teachers do not have suitable audio-visual aids for their use. However, sometimes there are many aids available on one topic. For example, one can find many posters and charts depicting the advantages or the principles of cooperation. Under such circumstances, a teacher will examine the aids available and choose the best. A comprehensive catalogue of audio-visual aids will go a long way in helping the teacher to choose the most suitable ones for his purpose. There are many aids prepared in advanced countries and distributed in developing countries. For example, some foreign

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missions in a country maintain loan libraries of excellent films and film-strips in different countries. However, it is difficult for us to use many of such aids effectively in cooperative education programmes as they hardly touch on local problems. Of course, these aids have informative and inspirational value, and therefore they can be used by a teacher after making a careful selection.

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

While selecting an audio-visual aid, a teacher should ask the following questions to himself. Answers to these questions will help him to ascertain the value of the aid in relation to the lesson to be given by him.

### i. Are the aids and other facilities to be used readily available?

Suppose a teacher wants to show a film-strip on the functions of a primary cooperative society, then the film-strip on the subject, a projector and other accessories should be in good condition readily available to him. The teacher may also need the assistance of a projectionist. He has to ensure that there is proper supply of current and the room is darkened enough.

### ii. Can the aid serve purpose of the lesson and be adapted to local conditions?

An aid produced in a foreign country must be judiciously used and, if possible, be adapted to local conditions. The teacher should check that the use of such an aid should not create a wrong impression on the mind of learners. He should also see that commentary on the aid is prepared in the local language and suiting to local conditions. For this, a teacher has to know about his learners and the objective of teaching.

### iii. Is the aid worth the time, expense and effort involved in procuring, using and maintaining it?

If the structure of a cooperative society can be shown through a diagram made on the black-board, a teacher does not need to arrange a film-strip show on the topic. It may be noted that mechanical aids especially of projected type have been found much expensive in developing countries.

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iv. Is the material in a satisfactory condition?

Sometimes, the use of old and defective material leaves an unfavourable impression on the learners. This often happens in film-shows. Care should, therefore, be taken in checking the physical conditions of the material and also of the equipment to be used.

v. In the aid suitable for the age, intelligence, tastes and experience of learners?

Children are likely to show keen interest in an aid based on simple stories. The adolescents would like the audio-visual aids involving them actually whereas, adults would show more interest in an aid involving discussions of complex problems of socio-economic importance, viz., house-hold economy & inflation, cooperative societies and private traders, etc.

vi. Is the aid suitable for the size of the group to be taught?

A teacher may have a very good chart on the subject to be taught but the same may be less effective because of the large size of the group. Under such circumstances, slides or a film-strip on the subject will do a better job. If the size of audience is rather large, the teacher would need assistance of a loud speaker.

vii. Does it make learners think critically?

An educational aid should not be propagandistic and therefore it should not present only one side of an issue. The aid should therefore present adequate facts in such a way that learners are encouraged to think critically on the issue. While teaching cooperation it would be worthwhile to tell the learners not only the disadvantages of private enterprise but advantages also.

viii. Does it arouse and sustain genuine interest of learners?

Some aids arouse interest due to their novelty, but they do not arouse genuine interest in the topic under study. The learners may get more interested in the figures shown in a film rather than in the content of the film.

ix. Is the aid realistic and factually accurate?

An unrealistic aid may be misunderstood by the learners. If the Chairman of a cooperative society is always shown dressed in a western style, the learner may then form an impression that a western style man is the most suitable person for the chairmanship of a cooperative society. The aid should also give accurate and upto date information on the topic. If there are unrealistic features in film or ther aid, these should be explained by the teacher.

x. Does it contribute satisfactorily to the topic under study?

A film-strip on the principles of cooperation may be used for the recapitulation of a lesson on the topic introduced by a teacher. The same film-strip may not do justice to a lesson on the "bye-laws of a cooperative society".

xi. Does the aid help to improve the relationship between the teachers and the learners?

Some aids e.g. use of bulletin-board, generate group activity and thus help in improving the social relationship.

xii. Is there a teachers' guide available to help in the proper use of the material?

The guides should contain the points for introducing the aid and also points for discussion on the topics under study. It should also indicate the follow-up activities to be undertaken after the lesson was given.

3. Need to produce special materials

The member organizations, specially cooperative unions, are producing some audio-visual material for local use. However peculiar needs of the region should be assessed and audio-visual aids be prepared accordingly. It may be indicated that there are some topics on which few audio-visual aids have been produced. For example, there is a dearth of aids on the modern methods and techniques of cooperative education. International organisations UNECO, I.L.O. International Conferation of Free Trade Unions and International Cooperative

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and Alliance (CEMAS) others interested in cooperative and adult education have produced some audio-visual materials and guides required for developing countries. The ICA Regional Office and Education Centre for South-East Asia has produced a set of slides on the study circle method and a training package on shop layout and display in consumer cooperative shop.

#### 4. Evaluation

Evaluation requires making of objective judgements about relative effectiveness of some thing in terms of objectives and set criteria. There are several national organisations engaged in the production of audio-visual aids for education, propaganda, publicity and public relations work. The national cooperative unions are among such agencies. Some of the unions have separate audio-visual aids production units. These units are not in close touch with the field; hence their products are sometimes based more on hunches than on facts gathered from the field. It has therefore been felt that most of the material produced at the national level is not found effective in the field. UNESCO and the governments of some of the South-East Asian countries were aware of such deficiencies of audio-visual materials for adults produced in the region. Some agencies such as universities and UNESCO therefore sponsored some projects involving the evaluation of reading materials produced for the new literate adults. The projects for India were implemented by the Research, Training and Production Centre of Jamia Milia Islamia (The National Muslim University), New Delhi. The RTP Centre first conducted a survey of the existing illustrated reading materials and discovered that there was a dearth of suitable material on development themes including Cooperation. On evaluation of the then existing material in Hindi, the Centre found that most of the material were poorly illustrated and therefore could not be understood by the new literate adults. The figures collected were alarming. There were 36.7 per cent books having no illustrations thus were quite poor from the visual point of view. There were more than 70 per cent of books, of which the new literate readers understood less than 40 per cent of the contents. There is no scientific study available on the effectiveness of other types of material viz., posters, charts etc. The time has come when some evaluation of audio-visual aids production programmes should be conducted in the Cooperative movements of South East Asian Region.

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### 5. Steps to be Taken

To begin with, all the audio-visual aids to be produced should be tested in the production process and secondly at a stage when they are being used by the teachers. When funds are available, the audio-visual materials already produced in each country should be evaluated scientifically and workshops held to adapt and produce new materials, by the users with the assistance of specialists.

### 6. Techniques of Evaluation

One of most popular techniques of evaluation used in cooperative education is comments from co-workers and specialists, also reaction of learners. Most of the techniques of evaluation are however based on methods of educational principles and research. Questionnaires, interview schedules, tests and content analysis and experimental techniques are frequently used in assessing the effectiveness of the lessons given and the audio-visual aids used therein.

- I. It is comparatively easy to assess the effectiveness of simple aids produced by a teacher or by an artist directly under his guidance. Non-projected aids like charts, posters, flannelgraphs etc. can be prepared by a trained teacher without much expense and used by him in the desired manner. After gathering the reactions of his learners, he can improve his aids and prepare several copies for his own use and for other teachers as well. A stage may come when the audio visual aids so developed can be produced on a large scale and used widely.
- ii. Some aids are expensive and difficult to prepare. Specialised skills, sufficient time and energy are required to produce aids like film-strips motion pictures etc. It will therefore be wise to ascertain their effectiveness before the final copies are brought out. Suppose a film-strip is to be produced on the organisation and functioning of study circles for the members of cooperative societies. In the production process drawings for the frames can be prepared of such a size that these can be shown beforehand to a group of learners and also to some experts. A

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tentative commentary on these drawings may be prepared and used while the drawings are shown to the learners who should be asked to give comments on the drawing and the commentary thereon. The comments received can be used with advantage for the improvement of the material under preparation.

- iii. The same film-strip after its production can be tested in the field and the reactions of learners noted. For example, a set of slides on the shop lay out and display produced in the ICA Regional Office and Education Centre on an experimental basis, was shown to selected gatherings and their reactions are being noted. After some time, the material will be finalised with the help of comments received from the learners<sup>and</sup>/the experts. Afterwards, a large scale production of this film strip would be undertaken.
- iv. Sometimes, content analysis of the material produced is done by trained analysts with the help of some content analysis sheet. The content analysis method is often used to find out the difference between educational and propagandistic material. To be sure, it would be wise to use both field testing and content analysis in determining the effectiveness of an audio-visual materials.

## 7. Designs for field testing

Some evaluators have evolved standard procedures for assessing the effectiveness of audio-visual aids. In order to collect valid and reliable data, which would help in the evaluation of an audio-visual material, they have evolved designs for field testing of the aid. To collect data some forms have also been developed.

- i. Some extension workers in India took the film-strip to be tested to a village and showed it to a group of villagers. Immediately after the show, the villagers were asked some questions on the content and presentation of the film strip. During the showing of the film-strip, the reactions of the villagers were noted by the observers. It was claimed that sufficient material for the

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improvement of the film-strip could be gathered by following the above method.

ii. A more elaborate technique for the evaluation of a film-strip was used in an UNESCO Training-Camp held in the Mysore State of India. According to the procedure evolved, some villagers were selected from the nearby villages. They were taken in a group to the training camp where a film-strip with commentary on it was shown to them. Immediately after the show, each villager was called separately and shown the same film-strip. This time no commentary was given. The inter viewers were asked set questions on each frame of the film-strip. The answers given by the villagers provided the basis for improvement of the film-strip.

iii. The most modern technique of evaluation is based on the method of experiment. According to this technique, two similar groups of learners are formed. One group which is called the "experimental group" is taught with the help of the audio-visual material to be tested. The other group known as the "control group" is taught the same lesson without its use. The teacher for both the groups is the same person who uses a similar method of teaching. He is then able to assess the differences made by the use of the audio-visual material.

#### 8. Points to Remember

- i. An audio visual aid has a very specific role to play in a lesson. It would be wrong to expect too much from it.
- ii. In order to bring about any significant change in the behaviour of a learner, he needs several lessons aided by selected audio-visual aids and follow-up activities. Any overt change in the learners' attitudes and skills may not therefore be perceptible immediately.
- iii. As teacher's personality and approach to teaching effect the situation so much, it is difficult to isolate the effect of an audio-visual aid on the mind of the learner. However, an effort should be made to analyse the situation and due importance should be assigned to the material.

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9. Some Suggestions For Planners

- i. While developing production plans it may be kept in mind that the cultural background of the people in South-East Asia is different from that of others. Religion and history have influenced the minds of Asians in their own ways. Educational standards are also different. Because of widespread illiteracy and semi-illiteracy, there is a gap between the people of the developed countries and those of the developing countries. Cooperative Movements in the S-E Asian countries are also at different stages of development. Special audio-visual materials are therefore needed to meet the peculiar needs of the region. The effectiveness of all these aids should be tested before they are produced on a large scale.
  - ii. Although a teacher can produce, use and assess the effectiveness of simple aids, yet it would be advisable for him to consult some technicians, educationists, psychologists and experts, on communication and evaluation.
  - iii. Preparation and evaluation of technical aids like film-strip, films etc., are specialised jobs. Therefore experts on production and evaluation should be employed at audio-visual aids centres.
  - iv. Some countries have a large scale audio-visual aids programmes. Evaluation of production, distribution and use of audio-visual aids under such a programme should be carried out by an independent agency specialising in educational evaluation and social research. However, representatives of the bodies running audio-visual programmes may be taken on the evaluation team.
  - v. Both field testing and content analysis approaches should be employed in collecting data for evaluation work.
  - vi. It would be economic to have a central audio-visual centre for the cooperative movement in each country. Such an arrangement would not only facilitate the coordination of the efforts of various organisations, but help in developing an effective programme for proper use<sup>and</sup>/evaluation of audio-visual materials.
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MANUAL ON PRODUCTION OF TRAINING

PACKAGE BASED ON AUDIO-VISUAL AIDS

C E M A S U N I T

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Regional Office & Education Centre  
for South-East Asia  
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New Delhi - 110065 (India)

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(b) Consultation with Visual experts ;  
(c) Preparation of Sequence Sheets; and  
(d) Visualisation.
- CHAPTER - V     Field Testing and Validation:  
(a) Objectives of Field testing;  
(b) Techniques of Field testing;  
(c) Modification and finalisation of the  
Training Package; and  
(d) Specimen of Evaluation Form.
- CHAPTER - VI    How to Use A Training Package;  
(a) Guidelines for the Use of Training Package:  
    i. Preparation before coming to class;  
    ii. Class-room arrangements;  
    iii. Precautions while teaching through  
        Training Package.  
(b) Hand-Outs; and  
(c) Feed-back Information.
- CHAPTER - VII   Summary of Steps to follow in the  
Construction of A Training Package.

CHAPTER -I : COMMUNICATION PROCESS AND THE  
ROLE OF AUDIO-VISUAL AIDS

INTRODUCTION

Communication in teaching is the process of passing of certain message (be it knowledge, know-how, skills) from the teacher to the learner, and learning is the process of understanding the communication and adaptation of the message (knowledge, know-how, skills). Thus, all teaching is a matter of communication - preferably two-way communication in which the learners benefit from the teacher's specific knowledge (of certain topics, skills and know-how) and the teacher benefits from the experience, practice, and general knowledge of the students. The aim of all teaching therefore could be identified as to cover the knowledge/information/skills in such a way that as far as possible it is understandable and applicable by the learner.

From the above it is quite clear that effective communication is an important element in a teaching/learning situation.

From teacher's angle effective communication depends on the following two main factors:

- i) - the teacher has something to teach, has a message, has specific knowledge.
- ii) - the teacher has the knowledge of the techniques, tools and methods to pass on his knowledge (message).

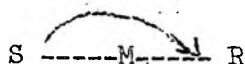
The purpose of teaching therefore could be identified as "to help the student to understand and not merely to instruct", which means that teaching to be effective must have perfect communication.

Elements of Communication Process

It is general view of the experts that message does not contain any meaning but meaning is attributed to the message by the receiver according to his knowledge and understanding. The point could be further clarified if one looks to the basic ingredients in communication process in the teaching system.

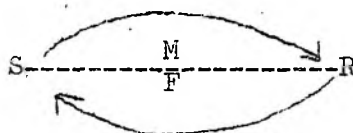
.... /

These are: (a) the sender of the message (teacher), (b) the message (knowledge/know-how/skills), (c) the receiver of the message (the learner).



S = sender  
M = message  
R = receiver

The teacher (S) who has some message sends it to learner (R). As pointed out earlier the messages of the teacher is generally in the coded form such as in the form of words, sign and symbols etc. The learner (R) receives these and tries to understand and adapt them. Hence much depends on how his understanding and adaptation of the message is in conformity with knowledge and understanding of the teacher. If the learner reacts to the teacher about the message, and if the teacher finds that the reaction shows the proper understanding of his message, he could assume that communication is effective and vice-versa. The reaction of the learner communicated to the teacher is called the "feed-back" process in communication which helps in correcting the break-down points in communication. The modern communication process in teaching visualises the two-way process of communication as indicated below:



S= Sender of message  
M= Message in coded form  
R= Receiver of Message  
F= Feed-back

The feed-back received by the teacher helps him in determining the accuracy of the message.

### Role of Visual-Aids

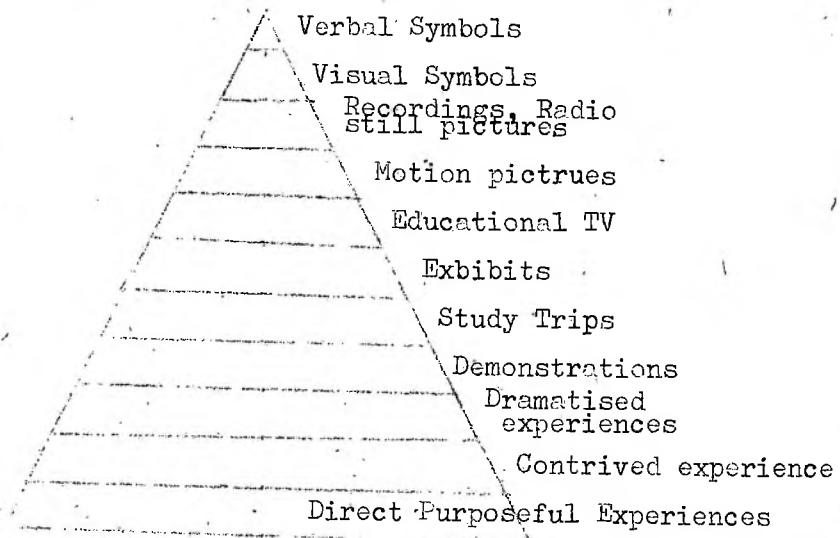
It has been indicated earlier that one of the preconditions of effecting teaching is that the teacher has the knowledge of the techniques, tools and appropriate method of communication. It is in this context that various techniques of teaching and training have been developed to make the teaching and communication more effective. Experience have shown that appropriate use of audio-visual aids as communication tool is one of the most effective technique in modern teaching. A picture or a symbol is worth thousand words. It is in this context that the concept of Training Package based on audio-visual aids has been developed. The assumptions are that a given lesson plan of teacher based on well designed audio-visual aids would enhance the learning



process and save the learning time of both the learner and the teacher. The visual aids help the student to perceive various problems more easily by stimulating their interest, removing monotonous, and involving them mentally.

Audio-visual aids facilitate learning and make it more durable. The cone of learning given below indicates, more empirical or concrete is an experience, better it will be in quality and quantity for learners.

CONE OF EXPERIENCE



CHAPTER - II: CONCEPT OF A TRAINING PACKAGEMeaning of Training Package

The growing realisation of the need of making the training effective has given birth to a new approach in training commonly known as the technique of training package based on audio-visual aids. The dictionary meaning of 'Package' refers to the act, manner or privilege of packing: a case or other receptacle for packing goods, in a pack form. In its crude sense the word training package also refers to a systematic collection and arrangement of training and educational material on a particular subject based on audio-visual aids and placing them in a packet. Thus it could be defined as an instructional device containing training/educational material divided into cohesive modules and facilitating an effective mode of transferring knowledge and skills through the use of audio-visual aids, exercises and evaluation devices.

The concept of Training Package is based on the development of Modular approach in lesson planning for the purpose of imparting training.

What is Modular Approach

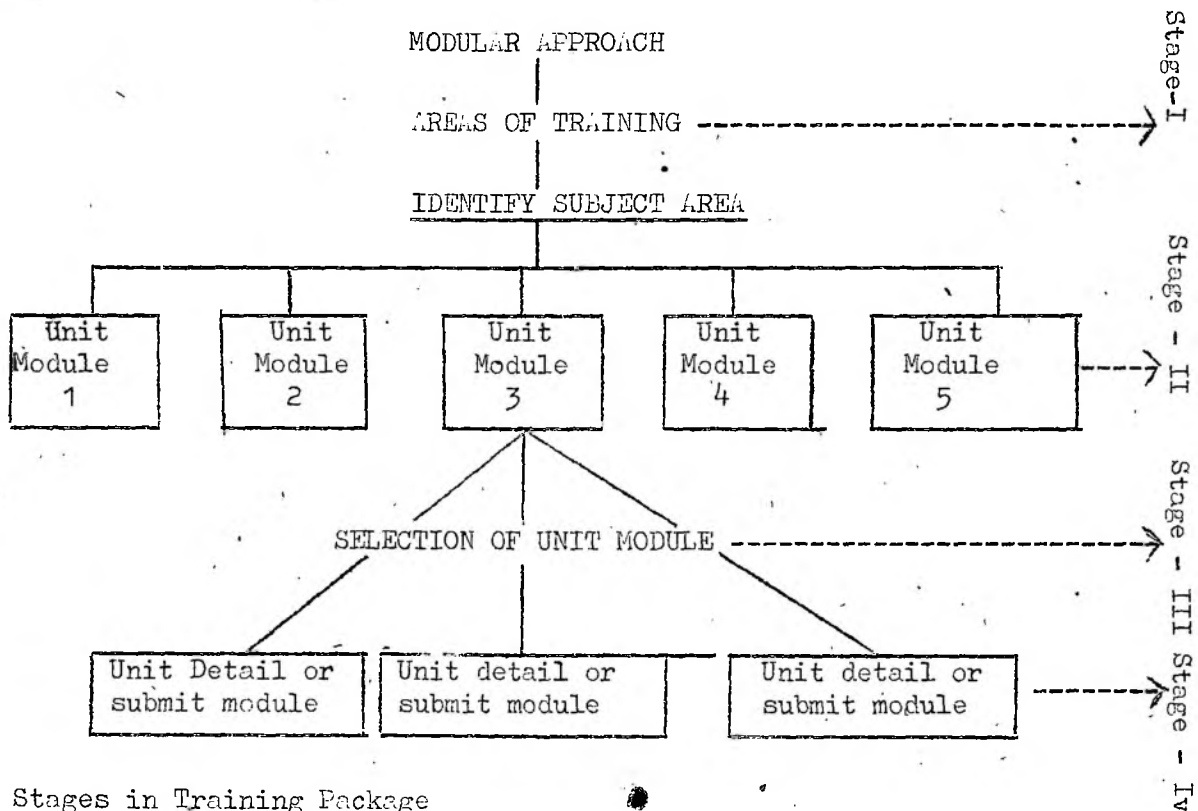
A module is an identifiable part of a curriculum including one of the aims & contents of a course, and activities to achieve that aim. The modular approach in lesson planning aims at firstly, identification of main subject area, secondly breaking of the subject area into specific topics (called unit module) and thirdly dividing the topics (unit module) into sub-topics (called unit detail or sub-unit module). A sub-unit includes specific objectives, knowledge to be imparted, skills to be inculcated & behavioral change to be brought about.

The training materials prepared under the modular approach, each unit module or sub-unit module though consist of independent material they in fact remain inter-related. Each unit could either be used independently or can be put together to meet the total requirement of a given subject matter area of training.

It may be mentioned that curriculum is a well designed course of activities, (both formal and non-formal) which ensure that the aims and objectives of an educational effort are achieved in most economic and

effective manner. In cooperative education the overall aim of trainers is to ensure that learners get relevant knowledge, skills and attitudes and change their behavior in the desired direction. This would result in improved cooperative management member relations & better development of leadership.

FIGURE - I



#### Stages in Training Package

It will appear from figure-1 that the modular approach which is adopted in the preparation of the training package has got four primary stage before the actual work of training package based on audio-visual aids are undertaken.

The first stage refers to identification of the training area and the subject area to meet the requirements. The second stage refers to breaking of the subject area into specific topics which may fall under the subject area. The figure-I shows that there are 5 topics in a given subject area.

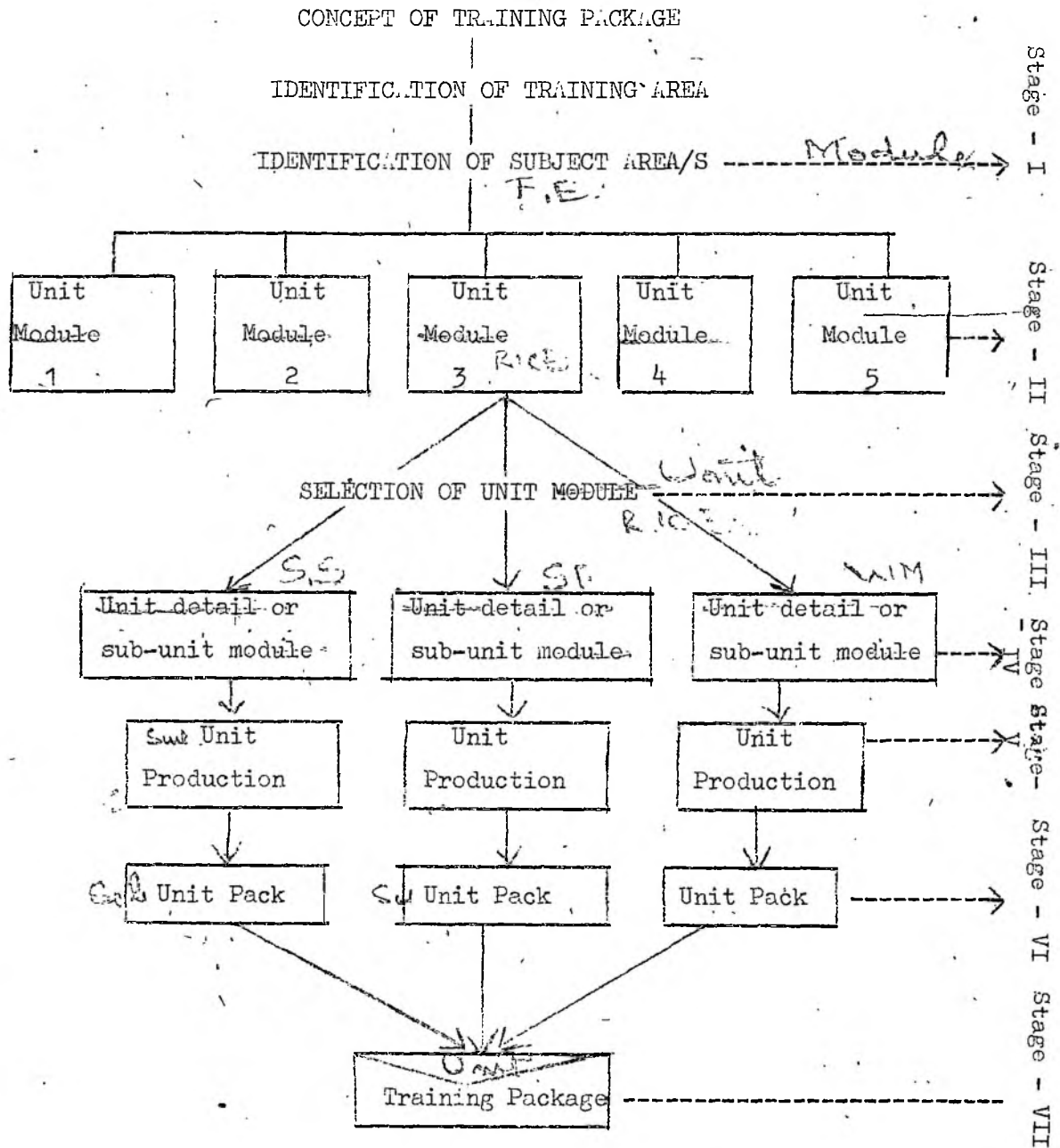
The third stage requires identification of the specific topic to meet the specific training needs in the subject area. For example one may identify

unit module 3 (subject topic) as the specific area of training (figure-I). After the third stage in which the unit module is identified the next task is to break this unit-module (subject topic) into sub-unit module. This means that each topic should further be sub-divided into minute details according to the training needs in the specific area. In figure -I the unit module 3 is selected as the area of training which is again sub-divided into 3 sub-unit modules which will necessitate detail subject matter analysis of the unit module 3 .

To some extent trainers have been adopting the modular approach in the preparation of the lesson plans even before the development of the concept of Training Package as a modern training technique. However, the efforts in this direction has been of casual nature rather than based on scientifically evolved modular system.

The concept of training package has added new dimensions to the modular approach in the sense that it is a step forward to strengthen the modular approach by facilitating the training through the inclusion of audio-visual aids. This illustrated in figure - II.

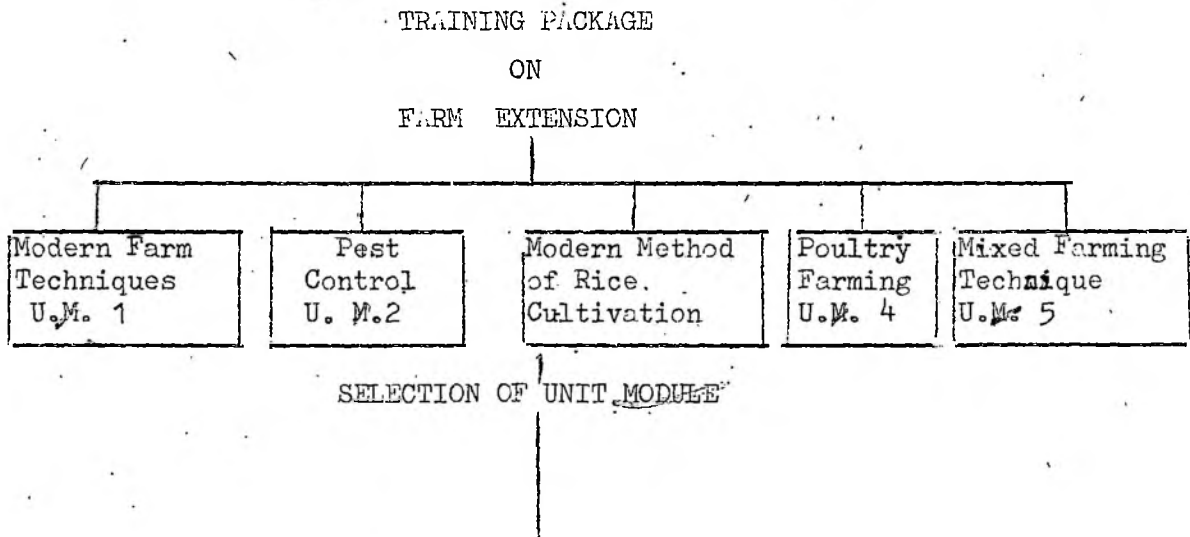
FIGURE - II



It is apparent from Figure-II that after the details of the sub-unit modules are worked out the actual work of preparing a training package starts. According to the approach which is being followed for each sub-unit module there should be a production plan and actual production of training materials including such materials which are based on audio-visual aids. This assumes that the verbal or written training material has to be reinforced by the appropriate audio-visual aids. Thus, each sub-unit module in a given unit module (subject topic) will have written/verbal training material reinforced by audio-visual aids. These materials are though independent but inter-related. When these independent sub-unit materials are put together they form a complete training package on a given subject area (unit module)

A concrete example is given in Figure-III to further illustrate the point.

FIGURE - III



CHAPTER -III : PLANNING A TRAINING PACKAGEChoice of Subject

Preparation of a Training Package requires a lot of planning and efforts on the part of teacher as compared to the use of other teaching techniques.

Once a teacher has decided to teach some of the subjects in a given syllabus of a particular course through a training package, his next task is to identify the suitability of a given technique to deal with the subject to make the learning effective. Some topics may better be covered through case method, some through role plays, some would necessitate working out of practical exercise and some topics may be more effective through the lecture method. Yet a few topics may be much more effectively communicated through the technique of Training Package. Of various techniques opened for choice to the teacher, the teacher should select such technique which evinces the best promise. Since the technique of Training Package gives high weightage to the use of audio-visual aids it becomes all the more important for the teacher to be very careful in selecting the technique of Training Package as training technique. If care is not taken in this regard, he may land himself in difficulties in translating the subject matter into visuals which could have been conveyed to the students more conveniently and at minimum cost through some other technique. Therefore in planning to prepare a training package appropriate choice of the subject or identification of the problem to be discussed is the first task before the teacher.

Target Population

A particular subject area could be matter of training for different levels of learners. However, the treatment of the subject will differ according to the level of the learner. This is also true in respect of the media to be selected to deal with a subject. In the preparation of the training package the teacher must clearly identify his target population. What are the characteristics of the students who would be served by it, their job, age group, qualification experiences and other relevant factors. This is necessary because the training package to be effective should meet the level of intelligence of the participants. For example, the specimen of training

package on shop layout given at the end of the Manual is meant for middle level managers in a departmental store who are graduates, in the age group 25 to 35 years and have had an experience of working in a retail store for at least 3 years. If this training package is to be used for senior level executives and managers of the store, it would have to undergo considerable modifications. Hence, it is pertinent to ensure that the training package is prepared keeping in view the level of the participants.

#### Defining Aim and Terminal Objectives

The training objectives could broadly be classified under two heads i. e. Main Aim and the Terminal Objective.

Main Aim of any training programme is stated in a broader context with reference to the broader management needs of the organisation. For example, if a teacher wants to prepare a training package on shop layout, a subject area which falls under the broad subject head of Retail Management the main objective could be stated as "Increasing Sales" and the training in floor management will lead to better sales. Within this broad aim the terminal objective could be identified in the context of the skills that is expected to be achieved by the participants in order to increase sales. In other words it refers to the specific task which the participant will be able to perform on the completion of the training. Thus the terminal objective of the training package on shop layout could be identified as follows:

On the completion of the training the participants will be able to do the following :

- i) manage the floor area on scientific lines so that the sale will increase,
- ii) manage the floor area in such a way that customers could feel that shopping is a pleasure,
- iii) manage the floor area into self service area and counter sale in such a way that best use of the space is made by placing proper commodity at proper place, etc.

The distinction therefore, between the main aim and terminal objective is that while the former refers to achieve broad management objective, the latter aims at giving specific skills and knowledge in order to achieve the main aim.



In the preparation of the training package a very careful exercise is required to identify terminal objectives. It is mainly on the basis of the terminal objectives that the whole lesson plan is developed on 'Modular' concept.

Given below is another example in respect of Aims and Terminal Objectives.

Subject of Training : Course in Training Methodology and Techniques.

Aims : To improve the training to give participants command on effective training. To enable the teachers to develop and produce their own training materials.

Terminal Objectives : At the conclusion of the programme the participants will be able to do the following:

- a) The participants will be able to understand and use modern teaching techniques such as case study, role play, training package, etc.
- b) The participants could use the various audio-visual equipments to make the training effective.
- c) The participants will be able to produce and use their own training package to make the training effective.

Time factor : Time factor is very important in the preparation of training package. The duration of the programme has its bearing on either enlarging the area of terminal objective or reducing it. Therefore, before the task of preparing the training package is undertaken the teacher should take into consideration the time available for dealing with the subject of topics or a given lesson within a topic. The terminal objectives then have to be adjusted so as it could be covered within the stipulated time as provided in the syllabus.

Project Format : In order to have better planning in the preparation of the training package the teacher could adopt the project format approach. A project format in short is nothing but a written statement of plan of action. An example of the project format is given as Annexe-A.

A careful look at the Project Format will reveal that it requires a lot of imagination and complete advance planning which could serve as a guide to the teacher in preparing the training package.

### Collection of Materials

Collection of materials is an important step for the preparation of an effective training package. Once the terminal objectives are identified, the teacher must attempt to collect the relevant materials which could help in achieving both the Aims and the terminal objectives of the training package.

There is no cut and dried formula to offer to the producers of training package for the best or most suitable way of collecting materials. Much depends on the resources available, the objectives or uses to be made of the training package and the information needs of the producer. A variety of strategies are being employed to secure information by the teachers. These methods may take the form of observation, case study references from libraries, personal interviews with the subject matter specialists etc.

Whatever method or technique the teacher may employ for collection of information, he must consciously apply some tools of systematizing and recording of the data. He may use small cards or note books on which to write key words with photographs, maps, scales etc. as supplementary materials. He may also utilise a note log with a set of sub-headings dealing with different items of the subject. Whether or not the original notes are recorded under sub-headings, they must be reanalysed and placed under the appropriate categories. Such categorisation will facilitate the shifting and sequence of materials for script writing.

TRAINING PACKAGE - PROJECT FORMAT

- 1. Name of the Project \_\_\_\_\_
- 2. Media \_\_\_\_\_
- 3. Language \_\_\_\_\_
- 4. Producers of the Package \_\_\_\_\_ Co-ordinator \_\_\_\_\_
- 5. Target Population \_\_\_\_\_
- 6. Age Group \_\_\_\_\_
- 7. Ability \_\_\_\_\_
- 8. Other relevant factors \_\_\_\_\_
- 9. Main Aim of the Package \_\_\_\_\_
- 10. Terminal Objectives
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
- 11. Attached documents
  - a. script of the lesson
  - b. teacher's notes
  - c. student's notes
- 12. Reasons for choice of the media \_\_\_\_\_

Date:

\_\_\_\_\_  
Name of the Teacher Preparing  
the Training Package

## CHAPTER - IV: CHOICE OF MEDIA AND VISUALISATION

The most critical stage in the production of a training package is the choice of media and visualisation. The teacher has a wealth of information and materials available with him but he faces problems in putting these ideas and knowledge across to his audience. As has been pointed out earlier, the technique of Training Package helps the teacher in communicating his knowledge more effectively with the help of suitable audio-visual aids. However, the major problem in respect of the use of the audio-visual aids is the right choice of media to make the communication effective. Should he communicate his ideas through the flannel graph or via the magnetic board or through the use of slides? If the use of overhead transparencies could be more effective than all other aids? It is in this context that the teacher has to analyse carefully the various factors which should be taken into consideration in making a choice of the communication media.

### Choice of Media

The question of selecting a proper media comes at a stage when the teacher has prepared all the material for the different sub-unit modules of a given topic. In the choice of media he should take the following aspects into consideration:

1. The capacity of the teacher in producing audio-visual materials and skills in handling audio-visual equipments. The teacher must look to his own capability in converting the materials into visuals. If he could himself draw simple figures? If not, could he get his ideas converted into visuals through the help of an artist? Can he handle audio-visual equipments? He must be in a position to distinguish the effectiveness of the one equipment media over the other.
2. Receptivity (Level of understanding) of the audience: The choice of media is again greatly affected by the level of understanding of the target population.
3. Subject matter: The subject matter of teaching itself affects the choice of media to a large extent. If it contains more figures, forms, schedules then probably the choice of overhead projector could be appropriate. Similarly, if the subject matter deals with the principles of display in retailing, the best choice could be the use of slides with the help of slide projector.

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Apart from these there are many material and practical factors which should be taken into consideration before the choice of media is made some of these prominent factors are identified below:

i. Facilities available to the teacher to produce audio-visual materials such as, graphic room, equipment, photographic equipments, projection facilities, recording facilities, etc.

ii. Another important material factor is the availability of finance and institutional support for production of material including the support in terms of personnel, transportation, etc.

iii. The teacher must also look to the environment in which he is ultimately going to use the material. If he is going to use the material in class room situation or in open air? If the material is to be used outside the class room as we find in case of member education the choice of media will get confined to few items.

iv. Other important factor for consideration which has a bearing on the choice of media is the availability of production material. A teacher must select only such media for the use of which the material is available. For example, a teacher may decide to use coloured slides with the help of slide projector, but coloured slide films of the required processing facilities may not be available in the country.

v. The physical facility available in the class room must also be considered before making the choice of media. Is the room sufficiently convenient to use the aid that the teacher has in mind? Can the room be easily darkened? Is ventilation good? Is the electric supply available? etc.

vi. One of the important precaution that a teacher must take is to avoid the multiplicity of media for treating a particular subject. Apart from creating operational problem for the teacher, it may reduce the effectiveness of the techniques. Experiences have shown that a teacher at most should use not more than two medias during a session.

#### Consultation with the audio-visual experts

A teacher who decides to use the technique of training package based on audio-visual aids may not necessarily be an expert in the use of audio-visual aids. In such a situation once the material or ideas to be visualised are ready, he should consult an audio-visual expert. The expert can solve many of the problems that a teacher faces in giving concrete shape to his

visual ideas. In order to take the best out of him, the following steps may be taken:

a) The teacher should consult the audio-visual expert with his full script and hold a fairly frank and serious discussion. The best way is to leave the script with him and give him some time to go through the material and then agree on a specific time and duration for holding consultations with him. In order to get the optimum benefit from the expertise available with the expert it is essential that the teacher should give his own view points with regard to the manner in which the teacher wants to present the subject in the visual form the teachers should ensure that the expert has clearly got the point. This will help the audio-visual expert in exactly converting the ideas of the teacher into visuals.

b) Once the visualisation part of the material is ready the teacher should take necessary steps to synchronise the visual materials with the written script.

c) After the first attempt is accomplished, the teacher may request the audio visual expert and his team to review the material and the teacher could undertake the corrections wherever necessary.

#### Preparation of Sequence Sheets

What is a sequence sheet? It is a sheet of paper containing three principal parts (a) subject heading including the page number, (b) one half part on the left side contains black squares for visualisation, and (c) the right half part contains horizontal lines meant for written script of the subject matter. An example of the sequence sheet <sup>is</sup> given as Annexe-B.

As has been pointed out in Chapter-II a training pack deals with one subject, and the subject is divided into various modules (or elements) and each module into various sub-modules. Each sub-module is connected with the other sub-modules and the subject is handled in stages. It is the treatment of the subject step by step and the SEQUENCE SHEET is the basic instrument in breaking down the subject logically and effectively.

The box (or the sequence) contains the rough visual which is synchronised with the narration and the script dealing with the subject. The written narration is the job of the teacher himself. He can visualise his narration in a very rough manner in the squares provided. These squares are used in order to present the visual in proper sequence.

EXAMPLE OF A SEQUENCE SHEET

Subject : Channels of Marketing  
Presentation : 10 minutes  
Discussion : 5 minutes

Page No 7  
Unit No. III

S. No. Suggested Visuals

Verbal/Narration

6. SLIDE  
showing the shop of  
a private trader
7. POSTER  
Exchanging expensive  
farm produce with  
cheap consumer  
commodity  
(plastic bucket)
8. SLIDE  
showing a  
Government  
Collection Centre
- The Teacher has to give the private trader's characteristics as the following
1. buys at lowest price
  2. farmer has to carry goods to him and waste his time and money
  3. private trader does not pay cash price immediately
  4. He only buys best quality goods.
- Secondly, the barter system should be explained.
- points to be stressed :
1. Low price for farm produce
  2. Wastage of time and money for transport.
- Thirdly, the extension worker explains the functioning of the Government Marketing Department and gives its defects.
1. Corruption and indifference
  2. They sometimes buy from middlemen
  3. Farmers have to carry their produce to collection centre
  4. Low and fixed price for farm produce

### Visualisation

In visualisation the following factors may be considered:

- a) The visualisation depends upon the script and the subject under discussion. The teacher should, therefore, first prepare a rough scheme of visualisation.
- b) Always prefer simple figures to complicated and detailed figures.
- c) The pictorial figures and forms of symbols planned to be used should be of national characteristic.
- d) The words and numerical figures are to be of broad and bold type so that they are seen from a distance.
- e) Initially very rough drawing are to be prepared by the teacher himself (preferably in pencil). These are to be suggestive in character.

The final visualisation should be attempted after having consultations with the expert who may suggest modifications. This is particularly necessary in such cases where the teacher does not have the background in the use of audio-visual media.



## CHAPTER-V : FIELD TESTING AND VALIDATION

### Objectives of Field Testing

Field testing is an important instrument for the teacher to judge the reliability and suitability of a given teaching material prepared by him. This is also true in the case of the field testing of Training Package. The objectives of field testing could broadly be classified as follows:

- i. to test the validity of the material with reference to objectives,
- ii. to examine the effectiveness of the material in the sequential order and in terms of the contents concerned,
- iii. to examine the effectiveness of various types of audio-visual aids used in the communication process, and
- iv. to improve the teachers performance in the light of the feedback received.

Field tests provide an opportunity to make suitable improvement (and adaptation of the material) from the point of view of effective teaching.

### Techniques of Field Testing

There are various techniques which could be adopted for field testing. However, the selection of a given technique for field testing will depend on the type of teaching material which is required to be tested.

The field testing techniques could broadly be classified into two types.

- A. Classroom testing
- B. Close door testing

The basic considerations for field testing relate to the target group and target situation.

Before we actually discuss the two techniques, we could briefly discuss the points i. e. the target population for testing and the target situation for testing.

The selection of the target population should be in accordance with the learning objectives. For example, if one wants to test the teaching/training package on shop layout, the target audience for field testing should

of shop floor management. There is no point in testing such material among salesmen/sales supervisors or among the managers of banking or credit organisations the target audience must belong to the specified sector for whom the material is intended to be used subsequently.

Similarly, in the field testing which aims at verifying certain facts the test should be conducted in real life situation.

#### A. Classroom testing technique

The essence of this technique is to expose the training package before a selected target population in a class room situation/ <sup>at</sup> least two to three times. The main requirements for the use of such a technique is :

- i. necessary physical facilities.
- ii. necessary equipment and materials used in the package.
- iii. adequate time.

#### Methods

i. Use Participative Technique : It is often found that the audio-visual technique becomes a one way traffic, if it is not used intelligently by the teacher, as a result of which most of the effectiveness of the audio-visual technique is lost. In a test situation it is absolutely necessary to involve the target population in the learning situation but at the same time avoiding unnecessary discussions leading to wastage of time.

ii. Identify areas of tests : Before the field test is conducted by the teacher it is essential that he should broadly identify the areas which he wants to test. He should make a note of such identified areas and try to focus the discussion on these areas. This does not mean that the areas which the teacher has not identified should not be open for receiving comments. The test areas may cover the following aspects in a training package:-  
(a) testing of subject matter - its coverage - contents and concepts used,  
(b) testing of the script, (c) testing of the sequence order as followed in the package to deal with the topic, (d) testing of the effectiveness of the visuals used, and (e) testing of the effectiveness of media used.

iii. Testing of Visual Aids: While using the visual aids under test situation the following aspects be taken into consideration:  
(a) the suitability of the visuals used in relation to the symbols and subject matter, (b) visibility of the visuals used, (c) utility of the visual used and scope for replacing one visual method by the other, and (d) operational problems in the use of visuals. The teacher should identify the difficulties that he may face in the handling of the visuals.

iv. Recording of Test Results: It has often been observed that even under the participative technique of training the only method of finding out the test results used by the teacher is the "evaluation form" which covers the subject matter very widely. In this process the teacher misses many vital points brought out during discussions.

The system of test notes by the teacher could form an important informative material to improve the product. Some teachers are found using the blackboards to note down the various points emerging during the discussion. But these are erased by the teacher himself with the continuation of the discussion. For this purpose the teacher could profitably use the flip chart board with the help of a marker noting down the main points of discussion and the broader areas of consensus which the teacher could refer subsequently.

v. Use of Evaluation Form: At the end of the course the teacher should give a questionnaire to the target audience in order to know their reaction broadly on the following aspects: (a) Adequacy of contents covered in the Package, (b) Receptivity regarding the knowledge imparted, (c) Presentation of subject matter, (d) Use of visuals in terms of time/clarity of understanding etc., and (e) General suggestions.

After the evaluation forms are received by the teacher he should compile the data and analyse them. The test notes in the form of the flip chart sheets should also be examined and analysed by him after which he could prepare a comprehensive note making use of both 'test notes' and evaluation report.

The observations as received by the teacher should be analysed by him objectively and necessary modification carried out in the package at appropriate places. These suggestions could also be discussed with experts before modification wherever considered appropriate. A specimen of evaluation form on shop layout and display is attached as Annexe-C, at the end of this chapter which should be taken as suggestive. Each teacher may evolve his own evaluation form according to his needs of training.

#### Re-Testing:

In order to ensure qualitative production it may be necessary to expose the revised training package for re-testing before the appropriate target audience to examine the effectiveness of the material. The whole process discussed earlier could be followed for re-testing.

B. Close door Testing

Close door testing refers to a test situation wherein the training package is shown to a selected group of audience. The select group may belong to three categories of personnel i. e. the subject matter specialists and management personnel in the field and the audio-visual expert. The basic difference between the class room testing and close door testing is that in the former case the material is used as a teaching material where as in the second case the material is used as demonstration material. In the second method the material is thrown open for discussion whenever the experts want to comment and discuss. The teacher makes simultaneous noting of the comments. It is not necessary to have further evaluation after the demonstration and discussions are over.

The teacher should incorporate the points emerging from the discussion during the process of modification of the package.

The next step involved in the close door testing is to again expose the material before the selected expert and to see the effect of the changes made. After this the material could be ready for use. However, it would be more benefit from such an exercise. Time permitting it may be appropriate for the appropriate if a combination of the two methods is made to derive further/teacher first to conduct close door testing, carry out the suggestions and then test the same in the class room situation. After this the teacher may take necessary steps to give final shape to the package.

Modification and Finalisation of the Training Package

Planning Modification:

- Identify and classify areas of modification into:
  - i. modification of the script,
  - ii. modification of the contents and concepts,
  - iii. modification of the sequences,
  - iv. modification of the visuals, and
  - v. modification in the use of media.

Time and Cost factor in modification

Modification of the training package not only involves considerable time but it may also involve considerable amount of money. The first three areas under the head planning modification of the training package are exclusively related with teacher's efforts and normal secretarial assistance available to

him. These could be carried out by the teacher by phasing his busy time schedule. The main objective in such modification should be to make the subject matter more effective by its logical presentation.

As for the cost factor in modification is concerned it is suggested that the teacher before carrying out modifications involving costs (particularly in relation to Sr. No. iv & v under the head planning modification) should appreciate the physical and financial constraints under which he is functioning. This is extremely essential if he is planning to modify the media used for visuals. Such changes may involve a lot of cost. It is always advisable to consult audio-visual experts before a modification is attempted in the visual.

Draft Modified Package:

A draft modified package containing all the changes both in the text of the package as well as the visuals be discussed with the experts. The visuals to be modified may be only illustrative in nature providing scope for further refinement. After consultation with the experts the modifications may be given final shape in the package.

A specimen of Evaluation Form on Training Package  
on Shop Layout & Display

(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 ~~shop layout?~~ *subject*

Yes/No

Remarks :

- ii) Can you now study the layout of a store and give suggestions for improvement:

- iii) What is your overall reaction to the subject matter covered in the lesson ~~on Shop Layout?~~

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 media 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

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CHAPTER-VI: HOW TO USE A TRAINING PACKAGE

The training package contains a number of modules (or unit packs) and a complete text of the manuscript of the training package, project format and evaluation sheet. It would be worthwhile at this stage to observe the steps that should be followed in its usage by the teacher in a given teaching situation. This would make the task of the teacher much easier - specially in a situation where the teacher using the training package is not the producer of the training package.

Guidelines for the Use of Training Package

For the convenience of the teacher the guidelines for the use of training package is divided into the following categories :

- a) Preparation before coming to the class room,
- b) Class room arrangements including equipments required for the use of training package;
- c) Precautions while teaching;
- d) Handouts; and
- e) Use of feedback information.

a) Preparations before coming to class

- i) The teacher should be through with the subject matter for which the training package is prepared;
- ii) The teacher must go through the script very carefully and do further reading on the subject matter if necessary;
- iii) The teacher should prepare his own notes (apart from the script that is available) to facilitate him to use the training package.
- iv) If the teacher is using the slides during presentation of the training package, he should see that they are placed in the slide tray/cabit in sequential order in advance. It is also advisable to preview them before using them in the class room. Similarly, if the teacher is using overhead transparencies, he must arrange his transparencies in the sequential order giving them serial numbers.
- v) The teacher should likewise check before hand whether the other relevant teaching materials are arranged in accordance with the script.



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b) Class room arrangement

- i) It has been pointed out at many places that the training package makes intensive use of the audio-visual aids and media. It is, therefore, essential that the teacher should see that the audio-visual equipments which are to be used during the use of training package are not only available but are available in working condition. The placement of the equipments should also be examined by the teacher.
- ii) If the teacher is using the training package in a teaching situation for the first time, it is advisable for him to rehearse it before hand.
- iii) The teacher should ensure the proper sitting arrangement and lighting arrangement to make the use of audio-visual aids more effective.

c) Precautions while teaching through training Package

- i) The first precaution that the teacher should take is in respect of meeting the needs of slow and fast learner. Since the technique of training package heavily depends on the use of audio-visual aids the teacher while handling the audio-visual aids must look to the needs of slow learner also. It is, therefore, advisable that the teacher should not handle the aids fast.
- ii) The teacher should speak less and allow the visuals to speak.
- iii) The teacher should use participative teaching technique. In no way the teacher should be a one way communicator when the lesson is in progress. He should give the opportunity to the participants to raise questions and clarify any matter that arise during the deliberation of the lesson. In a situation where the students are silent observers the teacher should arouse their interest by asking questions and involving them in the subject matter.
- iv) Be a good listner. The participants raising any issue be given sufficient opportunity to clear their mind.
- v) During the progress of the lesson, the teacher should summerise the issues covered from time to time and invite comments. There should be final summarisation of the learning objectives at the end of the lesson.

- vi) The teacher should not be hasty in completing the lesson and provide opportunity to the participants to take down notes wherever they feel necessary.
- vii) When the teacher has to use one or more visual aids simultaneously he should ensure that they are arranged in such a way as to avoid any over lapping.

d) Handouts

After the presentation of the training package if the teacher packs up all his material and leaves the class without leaving any notes or handouts for the students, he is not likely to achieve fully his teaching objectives. It is, therefore, necessary that a teacher should prepare in advance a short synopsis of his lesson in the form of a handout and distribute the same after the lesson is over. This will enable the participants to refresh their memories on the subject.

f) Feed-back information

In the interest of improving the training package the teacher should obtain specific feed back information on the package. This he should do in addition to the feed back that a teacher may receive during the progress of the session. A specimen copy of the feed back information that may be required to improve the effectiveness of the training package is enclosed at the end of Chapter IV.

CHAPTER-VII : SUMMARY OF STEPS TO FOLLOW IN THE  
CONSTRUCTION OF A TRAINING PACKAGE

By making use of a training package in education and training programmes the teacher is going to make his own task as well as the task of the learners easy. Given below are the summary of steps to be followed in the preparation of a Training Package:

1. Select the subject - it can be a broad subject, not necessarily a precise one.
2. Identify the target population for which you are going to design the training package. All training packs cannot be effectively applied to all types of people.
3. Set the MAIN AIM of the training package. This has to be defined as concisely as possible. There should not be too many of ideas and themes in the MAIN AIM.
4. Define the OBJECTIVES that you wish to achieve after the application of the training package. These should be the terminal objectives. Make use of the project format.
5. Be aware of the availability of material.
6. Select the right type of media and take into consideration its availability. The media should be related to the general level of understanding of the target population. Do not make it too sophisticated.
7. Collect suitable information from various sources. It would be necessary for you to make trips to farmers, their fields, meetings with experts, consulting of standard documents and obtaining of information from well-established resource centres.
8. Plan or organise the instructional material. Make use of a lesson plan and prepare your teaching notes. The instructional material should be in a sequence.

TRAINING PACKAGE ON  
FUNCTIONS AND ADVANTAGES OF COOPERATIVE  
FOR  
MANAGEMENT COMMITTEE, EXECUTIVE COMMITTEE  
AND GENERAL ASSEMBLY MEMBERS  
UNDER THE COURSE OF MEMBER EDUCATION  
MOBILE CAMP

by

S. B. Baniya

B. R. Shrestha

J. Mahat

Training Workshop

on

Cooperative Education Methods and Audio-visual Techniques

(May 19 - June 3, 1980)

-----Jointly Organised -----

by

INTERNATIONAL COOPERATIVE ALLIANCE

Regional Office and Education Centre

South-East Asia,

New Delhi.

HIS MAJESTY'S GOVERNMENT

Department of Cooperatives

Kathmandu, Nepal.

Construction of Training Package

Project Work

Project Format

Name of the Project : Functions and Advantages of Cooperative.

Media : OHP, Flip charts, Fannel Graphs and cholk board.

Producers of the Package: (1) Mr. S. B. Baniya  
(2) Mr. B. R. Shrestha  
(3) Mr. J. Mahat

Target Population : Management Committee, Executive Assembly and  
members  
General Assembly/of Cooperatives.

No. of participants : Below 55

Age : Above 18 years

Qualification : Literate

Language : Nepali

Teaching techniques : Lecture, Role Play, Quation-answer and Discussion.

Venue : Building of local cooperative society.

Duration : 1 hrs.

Facilities : Rs. 20.00 .perdium and refreshment.

Objective : To impart knowledge about the introduction, aims and  
functions and advantages of cooperatives.

Specific objectives : After complition of the training the participants  
will be able :

- i) to practice what they learnt in the training
- ii) to teach other fellow members what they learnt  
during the training,
- iii) to demonstrate what they learnt during the  
training.

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- Attached documents : (1) Script of the lesson  
(2) Transparancies (OHP), Flipcharts, Fannel Graphs,
- Reasons for choice : (i) For motivation and effective Communication system,  
(ii) Mental participation of learners in learning process,  
(iii) It meets the learners goal,  
(iv) It helps to fulfil the aim.
- Contents : The main subject "Functions and advantages of Cooperatives" has been divided into three sub-units  
(1) Introduction of Cooperative, (ii) Aims and Functions of Cooperative and (iii) Advantages of Cooperative.

SEQUENCE SHEET FOR AUDIO-VISUAL MATERIAL

<u>Subject: Functions and Advantages of Cooperative</u>	Page Number
	Unit Number

Unit 1

Sr. No.	Suggested visuals	Background information verbal/Narration
1.	<u>Flip charts</u>	<u>Sub-unit 1</u>
1. 1	In the lack of Unity no one will be success.	<u>Introduction</u> (i) Two are better than one, (ii) Cooperative means joint effort for common objectives, (iii) The economically and socially weak people can be free from exploitation through Cooperative.
1. 2	Unity is strength	(iv) Selfhelp through mutual help,
		<u>Sub-unit II</u>
		<u>Aims and Functions of Cooperatives:</u>
1.	<u>Fannel Graphs</u>	(a) To create a exploitationless society:
1. 1	Advancing loans and agri. inputs	(i) Cooperative provides credit on moderate interest rate.
1. 2	Teaching on agri. (education) SC.	(ii) It provides improved seeds, chemical fertilizer, pesticides and insecticides and agriculture equipments in a fair price, (iii) It provides technical assistance and know-how to the farmers,

1. 4 A Coop. Society is selling consumer goods
- (iv) It provides consumer goods (salt, suger, oil, rice etc.) in a fair and cheap price.
- (b) to uplift the moral character and family welfare.

Sub-unit III

Advantages of Cooperative

1. 4 Coop. helps to uplift the eco. condition of the society members
- (i) Cooperative society advances loan at reasonable rate-keeping in the mind of productive purposes,
- (ii) Rare chance to misutilize the loan,
- (iii) It provides marketing facilities,
- (iv) It looks over the common welfare,
1. 6 Happy family
- (v) It provides education in different aspects of social welfare such as: Family planning and maternity and child health care.

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CTC, KATHMANDU.



TRAINING PACKAGE  
ON  
LEAKAGE AND ITS CONTROL IN AGRICULTURE  
COOPERATIVES  
PROJECT FORMAT

<u>Name of the Project</u>	: Leakage and Its Control in Agriculture Cooperatives.
<u>Methods</u>	: Lecture, Cui/discussion.
<u>Media</u>	: Flip Charts, OHP Transparencies, Chalk board.
<u>Language</u>	: English
<u>Producers of the Package</u>	: Mr. Subas K.C. Mr. Diwakar Adhikari Mrs. Pampha Rai
<u>Target Population</u>	: Managers of Primary Agriculture Cooperative Societies
<u>Age</u>	: 20 to 35 Years
<u>Qualification/Experience</u>	: Intermediate and at least one year experience at a cooperative or S.L.C. and three years experience.
<u>Background Justification</u>	: Cooperatives in agriculture sector are presently undertaking multiple functions including sale and purchase of consumer supplies, agriculture produce of member farmers and agro-inputs. Though no systematic study into the magnitude of leakages and their impact on the cooperative business activities has been carried out, it has been observed that leakages that occur during transactions are considerably high, thereby affecting the profitability of the societies.

Managers are responsible for minimising both the magnitude and impact of leakages in order to increase profit, boost employees' morale and satisfy consumers. However, in our case, they are doing a poor job in this regard mainly because of lack of proper knowledge about the techniques to bring down leakages to a minimum.

Training courses designed in the past for managers did not contain a topic on leakage and its control. In recognition of the need for providing some [redacted] knowledge and techniques about leakage and their control, the syllabus of managers' training has been revised to include the subject.

It is thought that the preparation of this training package would greatly help the trainer conduct the session on leakages and also facilitate trainees to appreciate and act upon the subject more effectively.

Managers of agriculture cooperatives should be exposed to the concept and techniques of leakage control for reasons listed below:

1. to know about the major causes of non-profitability of cooperative business.
2. to understand the linkage between leakages and higher cost of running cooperative business.
3. to identify the causes of leakages in cooperative business transactions.

4. to calculate and measure the extent and cost of leakages.
5. to take steps to minimise the cost/ impact of leakages.
6. to increase the profitability employees morale and consumer satisfaction.

Main Aim of the Package

: To enable trainees to minimise leakages in agriculture cooperatives through the better management of store:

Terminal Objectives

1. To enable trainees to appreciate the impact of leakages on business performance.
2. To enable them to calculate and measure leakages.
3. To enable them to identify and eliminate the various causes of leakages.
4. To enable them to control leakages and increase profitability.

Attached Documents

- a. Script of the lesson
- b. Students notes
- c. Visual media (Flip Charts OHP Transparencies)

Reasons for Choice of the Media

1. For effective communication of the concepts and techniques under question.
2. For convenience to handle and prepare.
3. Lesser time consuming.

Content

: The topic 'Leakage and Its Control' contains the following parts:

1. Background Information
2. Causes and Points of Leakage
3. Methods of Leakage Control

Duration

: 1½ hours

Venue and facilities

:

Date

LEAKAGE AND ITS CONTROL  
IN AGRICULTURE COOPERATIVES

SCRIPT OF THE LESSON

Flip Chart

What is leakage ?

Leakage refers to loss in either the value of physical unit/  
quantity of commodity that occur during the movement/  
handling of goods from receiving to issuing/selling points.

” Leakage is the goods which disappear without being paid for.

” Leakage is an unrecorded and uncontrolled loss.

” Leakage may also be expressed in a simple formula : Book  
Value of the Stock - Actual Value = Leakage

Leakages may be expressed in both physical quantity and/ or  
monetary value.

Examples:

OHP Transparency

Leakage in Value

Sales value of year's purchase: Rs 50,000

Less, Price reductions

50,000

Less, inventory at selling price

11,500

38,500

Actual cash received

37,300

LEAKAGE

1,200

” Leakage in Physical Unit

Purchase of sugar in the year:

270 q.

Less, inventory at the end

35 q.

235

Less, sales in the year

230

LEAKAGE

5 q.

OHP Transparency Cost of Leakage

Leakage is a cost. It is the most unproductive cost. It cuts the profit margin or increases the loss.

The actual cost of leakages may never be known. Its impact on employees' morale or sales position cannot possibly be calculated.

Calculation and Measure of LeakageA. In terms of Units

1. Unit shown by Stock Ledger - Actual Unit in the Store = Leakage in unit
2. Total value of leakage ÷ Cost per unit = Leakage in unit.

B. In terms of Value (Money):

1. Leakage in unit Cost per unit (CPU) = Total leakage
2. Total value of the stock shown by Stock Book - Actual value of the stock = Leakage

It is advisable to express leakage as a percentage of sales. This is done by dividing the amount of leakage by sales and multiplying by 100.

Formula :  $\frac{L}{S} \times 100$

Where, L = leakage

S = Sales

Example : L = 1200, S = 50,000

$$\frac{1200}{50,000} \times 100 = 2.4\%$$

This ratio is useful for :

Comparing the trend of leakage as a whole or per product line between two periods.

Establishing the normal or standard leakage to record and control deviations.

### Leakage and Its Consequences

- Reduction in profit
- Increase in price
- Deterioration in employees' morale
- Bad image of cooperatives.

### Receptitulation

- What is leakage ?
- What is the cost of leakage ?
- How leakages are calculated-in value, in unit ?
- What are the consequences of leakage ?

### Causes and Points of Leakage

How does leakage occur ?

- Natural factors like moisture, heat, driage, etc.
- Receiving wrong quantity
- Receiving wrong quality
- Wrong pricing
- Wastage in weighing
- Damage due to rodents, insects, etc.
- Wrong payment
- Shop-lifting, burglary, pilferage
- Damaged goods
- Price changes not registered
- Perishing of goods
- Dishonesty of shop personnel
- Unregistered discount to customers
- Giving away goods.

Leakages occur at the following points :

During Transport

- Mode of transport
- Damaged/defective packing
- Dishonest transport personnel

Leakage at Godcnw/Shop Level

- Goods received short or wrong quality
- Wrong weighment
- Bad storage
- Mixing of new stock with good already in the store without weighing
- Driage, shrinkage, breakage, spoilage
- Mishandling
- Accident in shop (dropping, spilling)
- Pilferage, shop-lifting
- Wrong price - marking not noticed
- Damage by rats, etc.

In Accounting

- Goods received not entered
- Arithmetical errors
- Returns unaccounted
- Discount unaccounted
- Price variation not accounted
- Wrong stock taking

Recapitulation

- What are the causes of leakage ? Natural factors, loose control or no control and negligency and mistakes.
- What are the points of leakage?

Control of leakage

A mechanism to control leakage is an absolute necessity.

OHP Transparencies

- Start with studying the causes and points of leakages
- Review the systems in operation to control leakages
- Locate the points where improvements are necessary
- Design such system which is practical, efficient and also economic, and review it from time to time
- Always make sure that rules/measures devised are strictly adhered to.

FIXATION OF RESPONSIBILITY IS A MUST TO CONTROL LEAKAGE.

TAKE NECESSARY MEASURE ONCE ONE IS HELD RESPONSIBLE.  
DO NOT CONDONE.

Flip Chart

Some preventive measures are listed below:

- Effective supervision
- Frequent stock taking or stock verification
- Security arrangement
- Price-marking, checking of cash memo and condifical
- Pre-packing of articles
- Streamlining of control
- Sample weighing for large amount of goods.

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CTC, KATHMANDU:



Training Package  
on  
Board-Manager Relationship  
for  
Cooperative Junior Instructors

Presented at

Training Workshop on Cooperative Education methods  
and  
Audio-Visual aids

Prepared by:-

1. Ratna B. Shahi
2. Khusha N. Shrestha
3. Jagadish P. Aryal

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TRAINING PACKAGE

1. Name of the Project : BOARD-MANAGER RELATIONSHIP IN COOPERATIVES
  2. Media : Posters, Charts, O.H.P. Transparency sheets  
etc.
  3. Language : English
  4. Package Producers : P.B. Shahi  
K.W. Shrestha  
J.P. Aryal
  5. Target Group : Junior Instructors
  6. Age Group : 18 years and above
  7. Qualification : Intermediate (I.A., I. Com)
  8. Main aim of the Package : To apprise the Junior Instructors about  
the relationship between the Board and the  
manager of Coop. Society.
  9. Terminal objectives : At the end of the course, the Junior  
Instructors will be able to :
    - a. Convey the Board members and Managers to  
understand and aware of their functions,  
rights, duties and mutual understanding  
in performing their respective, responsi-  
bility in cooperatives effectively.
    - b. help to develop harmonious relationships  
between the Board and managers.
  10. Attached documents : Script of the lesson  
2. Teacher's note  
3. Student's note
- II. Reasons for choice of the  
media : Easier to handle and effective.

Subject : Board-Manager Relationship in Cooperatives

Page No. I

Sr. I.

The instructor presents the organizational chart and gives explanation such as :

Transparency sheet  
organisational structure of the primary coop.

1. General body consists of all the members who have purchased the share of the society.
2. The Board is elected by the general body for a specific period of time.
3. Manager is appointed by the Board of Directors.
4. Planning committee consists of few members from among the Board.
5. Ward sub-committee consists of 3 nominated members by the Registrar of the Coop.
6. District Cooperative union is composed of the representative of all the primary coop. societies including nominated members from allied agencies.

Subject : Board Manager Relationship

Functions & Responsibilities of the Board

Flipchart  
Function and responsibility of the Board

1. It is a formal group elected by the general assembly for a period of four years <sup>with</sup> ~~inter~~ responsibility to conduct the affairs of the coop. society.
2. It is essentially a policy making body.
3. It recruits, supervises, controls and assesses the performance of the manager under the provision of "Financial Administration Law, 035" of the coop. society.

- 2 -

4. It formulates programme planning & budgeting and then get it im-plemented.
5. It evaluates and reviews the progress of the society.
6. It usually meets once in a month & discusses according to the agenda and draws conclusion.
7. Decision taken by the majority of the presented members is considered valid.
8. Board is responsible for all the legal aspects of the society.

#### Responsibilities of the chairman

#### Poster

Portraying the chairman  
presiding a meeting with  
the board and Manager

1. Chairman is elected by the Board members for a period of 4 yrs from among members.
2. He presides over the meeting of the Board as well as general body.
3. He signs the proceedings of the society.
4. He supervises, controls and guides the manager in matters relating to society's activities.
5. He collects information from the manager regarding the progress of the society.
6. He keeps Board members informed about the action taken by him or by the manager.
7. He conducts the meeting of the Board with reference to the agenda.
8. He exercises decision making votes, in case any issue gets equal votes.
9. He can delegate some of his authority to manager.

Rights & duty of the Manager

Flipchart  
Showing the rights &  
duties of the manager

- I. He is a paid employee of the society.
2. He is the chief executive of the organisation and the link between the Board & the members.
3. He acts as a secretary of the Board and General assembly meetings.
4. He supervises and controls the works of the society & run day to day affairs.
5. He helps the Board in making policies & programmes.
6. He looks after the management of the **society** on behalf of the Board.
7. He receives direction from the chairman & reports back the progress of the society.
8. To maintain books of accounts.
9. To scrutinize the loan application forms and recommends to the Board for sanction.
10. To recover loans in time, from the members.
- II. He assumes the responsibilities for execution of the programme as directed by the Board.
12. He must inform the Board about the performance of the society, regularly.

Decision making process

Transparency  
Decision making process.

- I. Understand general, Objective and the specific objectives.
2. Identifying the problems.
3. Collect relevant data, informations etc.
4. Explore each alternative separately.
5. Evaluate each alternatives.

- 6. Adjust, integrate and choose the best alternatives.
- 7. Plan the programme.
- 8. Execute the programme.
- 9. Evaluate the programme and reconsiderate

Reasons for Breaking the relationship between board and Manager  
 (from board side)

Flipchart  
 Board Manager relationship. How it break down?

- 1. Lack of understanding of the organisational objectives.
- 2. Lack of understanding Managers responsibility.
- 3. Failure of authorising delegation.
- 4. Failure of representing all members interest.
- 5. Failure of providing incentives.
- 6. Monopolising over all and operational polices.
- 7. Monopolising employment of the staffs.

From Managers' side

Flipchart  
 How Manager breaks relationship

- 1. By not recognising Boards authority.
- 2. By not understanding the objectives.
- 3. By failing to provide necessary relavant information and <sup>re</sup>comandation to the board.
- 4. By providing undue facilities to the board members.
- 5. Insisting on relatives employment.

How to maintain good relationship

How to maintain good relationship

- 1. Election of the devoted and competent board members.
- 2. Selection of competent Manager.
- 3. By conducting regular meetings.
- 4. Non interference in each others domain

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5. Joint effort by the board and manager.
6. Collective action by board members.
7. Formulation of suitable committees.
8. Understanding each others responsibility.
9. Avoid friction and tension between board and manager as well as among the board members.
10. Manager acts as a link between Board and other employees.

Conclusion of the package

Transparency

Result of the good  
and bad relationship

1. If the relationship between Board and Manager remains good, the society flourishes and moves up.
2. If relationship breaks down the society crumbles and manager and Board member become ineffective and their prestige and social respect get hampered.

Follow-up Assignment  
(Revised)

A  
CASE STUDY  
ON  
MANAGER'S RESPONSIBILITY

by  
Surya Ratna Shakya  
Cooperative Instructor  
(Cooperative Training Centre  
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Presented  
at

FOLLOW-UP PROGRAMME FOR COOPERATIVE TEACHERS  
ACCI, Los Banos, Philippines - 7th Feb. to 6th March,  
1977

jointly organized  
by

International Cooperative Alliance  
Regional office & Education Centre  
for South-East Asia  
"BONOW HOUSE" 43, Friends Colony,  
New Delhi - 110065 (India)

Cooperatives Consulta-  
tive and Coordinating  
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Quezon City Philippines



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Part I

MANAGER'S RESPONSIBILITY - A CASE STUDY

Teacher's Notes (Not to be given to trainees)

The case on the Manager's Responsibility is used for study in the following ways:

1. Issue one copy of the case study material to each participant in advance so that he may study it.
2. Give general introduction of the case.
3. Divide the participants into small groups to work out the advice.
4. Ask each of the groups to elect a chainman and a secretary.
5. Ask them to analyse the situation and the series of events.
6. Get the secretary from each group to ~~wrote~~ write down his group findings.
7. Continue the group meeting until the preparation of the final report.
8. Ask to meet the plenary session.
9. Ask the secretary of each group to present his report.
10. Ask the participants to discuss on the findings.
11. Give opportunity to each and every participant to ask question and comments.

As a teacher you may focus an attention of participants on the following points.

- A.
  1. The manager might have saved the cooperative from the loss if he had looked after the personnel management.  
If he had made the leave report in black and white to the cooperative all the mistakes done by him would have been subsidised.
  2. It has been clear that the general body members were not quite aware of the responsibility and the respon-

sibility of the management committee. So there is a need for education for them to remind them that all the members of both of the organs have their own responsibilities to operate the cooperative smoothly.

3. There is a provision that the District Cooperative office is to audit the books of accounts and supervise all the activities of the cooperative. However, it is found that it did not perform its duties in time. Its failure on duty led to create the problem in the cooperative.
- B. The cooperative had no business plan. If it had it the manager should not have required to bother for collecting demands of consumer goods on and on.
- C. As a responsible chief executive officer of the cooperative, the manager should have made necessary arrangement of the personnel so that the smooth operation of the cooperative may be continued. Besides this, he should have given a report about his absence to the cooperative.
- D. The management committee of the cooperative might have taken necessary action for the resumption of its operation and against the manager. But it appears that it did not take care of them.
- E. It appears that the management committee was absolutely inactive and had been failure to exercise its authority in time.
- F. It is noted that the manager had no good relation with the chairman because the verbal message about his illness sent through him was not communicated to the cooperative. Nor did he mention about it before the meeting of the management committee.
- G. The auditor might have discovered the factual state of affairs of the cooperative if he had studied its policy, rules and convention and enquired of its members too about them.

- H. If the negligent and irresponsible acts on the part of the manager would not occur in the cooperative it should not get a heavy loss.
- I. The Department of Cooperative could have sent the fact finding team after it found that the general body and the management committee were determined in their decision on the issue that the manager should compensate for the loss incurred in the cooperative.
- J. Should the cooperative teach the persons directly or indirectly involved in its activities for its smooth and sound operation? Stimulate participants to point out the comprehensive aspect on management.
1. Discuss on responsibility of the general body and the management committee and the manager with reference to functions of the management. Point out responsibility and functions of the auditor, the District Cooperative office and the Department of Cooperatives in the light of the Cooperative law.
  2. Discuss how members of the management committee and the general members might be taught to exercise their rights and duties.
  3. Point out that the control over the manager by the organs of the top management is important if the cooperative is to operate effectively and efficiently (you may point out the controlling devices)

Part II

MANAGER'S RESPONSIBILITY - A CASE STUDY

The Alaun Cooperative Society was registered in 1965. It has more than 200 farmer members. It is rendering services of consume goods and agricultural inputs and credit to its members. It has some formalities to be performed that it must collect demands of goods to be bought before it makes purchases and a sub-committee on sales and purchases is responsible to think over the demands collected, to decide quantity of goods to be purchased and to fix on the price of the goods to be sold.

In 1970 the manager of the Alaun Cooperative Society deputed by the Department of Cooperatives bought a bulk of consumer goods. He started to sell them for some days. After that he did not attend the society for two months. He communicated a verbal message to the chairman of the society that he had been ill. Except the chairman nobody knew his whereabouts. In the society there were three employees. Manager, salesman and peon. Of the total staffs a salesman tendered his resignation on the ground that the manager was shifting his responsibility on the junior staff. After giving his resignation he had been absent from the society but his resignation was still in pending in the society.

After two months the manager attended the society. At the same time an auditor from the District Cooperative Office came to the society for auditing its accounts. When the audit work of the society's accounts was completed it was found that there was a total shortage and damages of the goods worth Rs 7,000. Out of that amount, the shortage was Rs 1,000 and the damage Rs 6,000. The auditor called him for an explanation on this matter. The manager produced his explanation report before him. In his explanation he gave arguments that the goods could not be sold in time; salesman did not attend the society; following his resignation he (manager) could not attend it on account of his illness. There was no arrangement to make the peon involved on sales and purchases. The monsoon rain which was leaked from the roof

of the society building damaged the goods. These were the justification given by the manager for the remissions. The auditor considered them and recommended in his report that the damages and shortages of the goods worth Rs 7,000 were remissive. Rs 7,000 was shown in the society's accounts as a loss. The balance sheet of the society showed that there was a heavy loss amount Rs 10,000 including the amount of Rs 7,000. There was a total business turnover of Rs 20,000. Out of that amount, the society dealt with consumer goods worth Rs 50,000 and the agricultural input supply and credit worth Rs 70,000. The auditor submitted its report to the District Cooperative Office. The DCO sent it to the Department of Cooperatives for its approval. The Department of Cooperatives approved it on the condition that it should take ratification from the general body of the society. The approved audit report was sent back to the society through the DCO.

As the manager received the audit report he called upon a meeting of the management committee for the decision to fix the time for holding the general body meeting. In the meeting of the management committee the audit report was presented.

There was provision in the bye-laws of the society that when the audit report was presented before the general body meeting, the management committee must present it with its remarks or comments. So it decided to present it before the GBM with the following remarks and fixed the date to be held the GBM.

1. Goods were purchased without collecting the demands of the society's members.
2. In order to sell goods, prior approval was not taken from the sub-committee on sales and purchases.
3. Price of goods was not fixed on by the sub-committee.
4. The manager as a responsible person, was absent for two months without giving any notice.
5. Goods were not stored with due care of.
6. No arrangement was made for repairing the society's store.

7. No necessary action was even taken up following the salesman's resignation.
8. Since the manager's irresponsible acts and negligence caused the society had a heavy loss it was bound to claim the compensation from him.

The general body ratified the audit report with the remark made by the management committee, and decided to claim the compensation from the manager.

A copy of the minutes book was sent to the Department of Cooperatives in order to take action against the manager.

The manager was not satisfied with the decision taken by the GB. He appealed to the Department of Cooperatives against the decision and presented the following arguments claiming that he had no fault about the damages of the goods so he was eligible to have remission.

1. Time was not available to collect the demands of the consumer goods due to the paddy sowing season and crowded customers in the store.
2. Since the time was not available to call the meeting of the sub-committee, only salable consumer goods were purchased and their price was the same too.
3. The chairman was communicated a verbal message about his (manager) sickness.
4. The consumer goods which were to be sold were put with due care of in the racks.
5. It was unknown that there was a water leakage from the roof.
6. Since he (manager) had been ill, he could not take necessary action on the resignation of the salesman and replace him by new one.

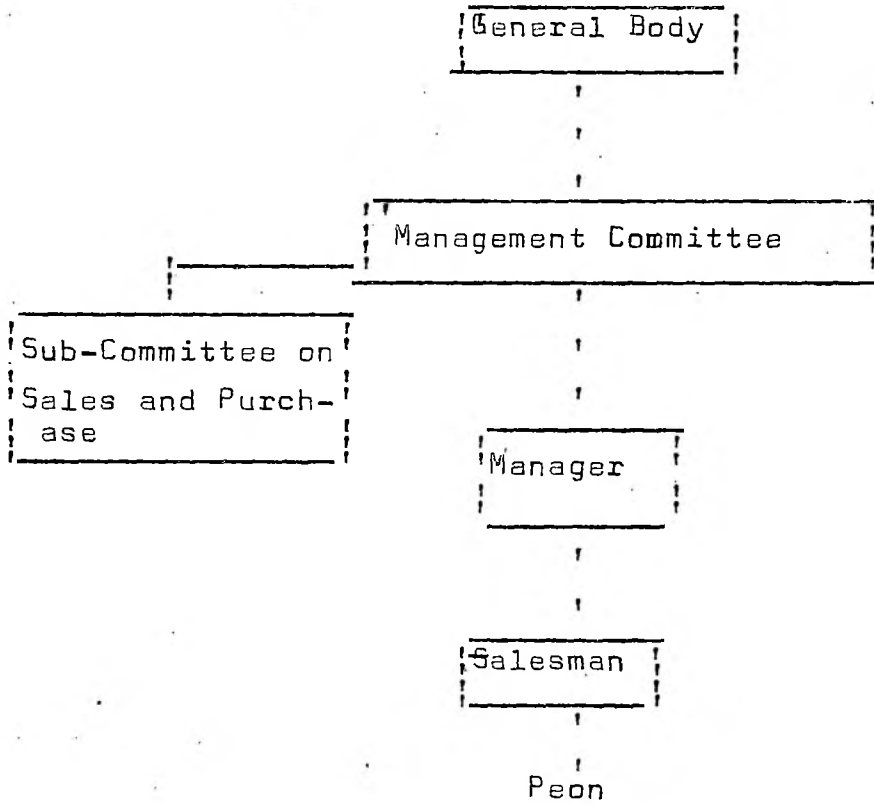
The Department of Cooperative carefully studied the decision of the GB and the appeal of the manager and wrote a letter, suggesting that the GB should consider on this matter. The GB was firm in its decision. Even the Department of Cooperatives did not feel to impose on the society to remit Rs 7,000 as compensation from the manager because the public funds were involved. Again, it suggested that the GB should sympathetically reconsider on the matter.

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Annexure 1

ORGANIZATIONAL CHART  
OF  
THE ALAUN COOPERATIVE SOCIETY





## Annexure 2

PROFILE OF MANAGER  
OF  
THE ALAUN COOPERATIVE SOCIETY

- Possessed a School Leaving Certificate
- Junior Field Officer of the Department of Cooperatives.
- Trained in cooperation and its allied subjects.
- With five years experience on cooperative activities.
- Considered as an active manager of the Alaun Cooprative Society.

JOB DESCRIPTION OF MANAGER

1. To operate the business of cooperative society.
2. To do management of cooperative society.
3. To draft its annual programme and budget.
4. To call the meeting of Management Committee and General Body with the concurrence of the chairman.
5. To administer over the employees.
6. To sign all the checks counter signed by the chairman.
7. To be custody of and be responsible for all the funds and properties.
8. To maintain the books of accounts.
9. To represent the society in accordance with the decision of the Management Committee.
10. To implement the decision and policy made by the Management Committee and its General Body consistent with the bye-laws.
11. To present the financial report from time to time before the Management Committee.

TRAINING WORKSHOP  
ON  
COOPERATIVE EDUCATION METHODS AND AUDIO-VISUAL TECHNIQUES

May 19 - June 3, 1980

COOPERATIVE TRAINING CENTRE  
KATHMANDU, NEPAL.

CASE STUDY  
ON  
MEMBER EDUCATION AND COMMUNICATION ACTIVITIES  
OF  
KISOZAKI AGRICULTURE SOCIETY (JAPAN)

by  
Dr. Dharm Vir

Jointly organised by

INTERNATIONAL COOPERATIVE ALLIANCE  
Regional Office & Education Centre  
for South-East Asia  
"Bonow House" 43, Friends Colony,  
NEW DELHI - 110 005

HIS MAJESTY'S GOVERNMENT  
Department of Cooperatives,  
Kathmandu, (Nepal).

KISOZAKI AGRICULTURAL COOPERATIVE SOCIETY,  
KISOZAKI VILLAGE, MIE PREFECTURE (JAPAN)

Introduction

Kisozaki village is located on the eastern tip of Kuwana county in the north-eastern part of the Mie Prefecture. It faces the Pacific ocean on the east. Most of the area is paddy land below sea level. In September 1959, the devastating typhoon and floods brought a big damage to life and property of farming population of the area. Consequently the local cooperative went into a big loss. In order to turn misfortune into a blessing, the cooperative and its member farmers came to the conclusion that the cooperative could come out of deficit and advance further only if it actively helps in improving farmers' economic and social conditions.

The cooperative decided to do everything possible to meet the members' needs. This concept of mutual self-help, developed among the cooperative leaders, employees and members finally brought a big success in the recovery of the cooperative and its members' economic conditions and consequently advanced the cooperative movement in the area. The society has decided to assist the farmer-members in establishing farming complexes with glass and plastic paper houses for increased production of green vegetables which is in much demand in the country.

Brief history

The society was established in the Kisozaki village 70 years ago and registered under the old Industrial Cooperative Association Law of Japan (1900). Since then it has been rendering very useful service to its farmer-members and others. At present the society has been functioning as a primary multi-purpose cooperative and is registered under the new Agricultural Cooperative Societies Law (1947) of the country. The society has not gone through the process of amalgamation which has been in vogue in the agricultural cooperative movement of Japan. Nevertheless, it has been successfully expanding its area of operation and services by assisting the member-farmers in acquiring newly reclaimed land from the Bay of Japan. Its President-cum-Manager (Managing Director) is representing the farmer-members in the local village committee which will be engaged in distribution of land. The Central

Government of Japan has undertaken the project of land reclamation near the Kisozaki village and its transfer to the farmers for agricultural development.

#### Present situation

At present, the society covers an area of more than 12 sq.km. located on the delta of Kiso River. Major crops grown by the farmers are paddy, tomatoes, green pepper, melons and cucumber. The total paddy land available to them is 526 hectares and upland (non-paddy) 51 ha. only. Most of the land is used for paddy cultivation. Because of the active assistance being given by the cooperative and other agencies the production of vegetables and livestock has been improving.

There are about 20,000 chickens and 50 pigs being raised by the members.

#### Economic-business

The eggs and vegetables are being collected by the local cooperative and sold in the nearby markets of Kyoto, Nagoya and Osaka cities. The average value of the agricultural products marketed by a local farm-family comes to Yen 1,500,000 per year, which means a good income to the farm households.

The business achievements of the cooperative are given in the Table I for the last two financial years. The financial year of the cooperative runs from 1st February to 31st January of the following year.

It may be noted that the society has been making appreciable progress specially in attracting deposits. However, the achievement in supply of productive items (inputs) remains almost stationary. It may also be added that the cooperative distributes patronage dividend to members according to the amount of their respective transactions in supply of inputs, consumer supply, credit and deposits, etc.

#### Membership

The society has the following membership :

(i) Regular Members (farmers)	442 (434 households)
(ii) Associate Members (others)	<u>98 (90 households)</u>
Total	<u>540 (524 households)</u>

All the farm-families and some of the non-farm families of the area are members of the society. It may, however, be noted that most of the regular members are part-time farmers. Only 122 i. e. 28. 1 per cent of the total farm-families are engaged in agriculture on a full-time basis.

The part-time farmers are divided into the following two categories :

- (i) Category-I (207 farm households 47.7%). Those who have 50% or more income from agriculture, including poultry, piggery etc.

TABLE I

## ACHIEVEMENTS OF KISOZAKI AGRICULTURAL COOPERATIVE

(Unit : thousand Yen)

Activities		Fiscal year 1971-72	Fiscal year 1972-73	Per member Household
Deposits, savings of members (Balance)	Demand	183,825	302,239	464
	Time Deposit	782,720	952,301	1,655
	Sub-total	966,545	1,254,540	2,119
Loans (Balance)	Short-Term	73,969	77,095	144
	Medium/Long Term	284,434	363,788	619
	Sub-Total	358,403	440,883	763
Borrowings (Balance)	Operating Fund	31,048	32,586	61
	Facility Fund	33,312	60,934	90
	Sub-Total	64,360	93,520	151
Marketing (Total)	Rice, Wheat	155,167	185,894	325
	Others	286,617	313,186	572
	Sub-Total	441,794	499,098	897
Supply (Total)	Productive Items	180,649	179,434	343
	Consumption Items	72,580	78,369	144
	Sub-Total	253,229	257,803	487
Insurance Contract in force		1,976,810	2,661,260	4,426
Utilization & Processing		3,679	3,921	7

(ii) Category--II (105 farm households 24.2%). Those who have less than 50% income from agriculture.

#### Organisational structure and functions of the society

As per bye-laws of the cooperative society, the general body meeting is held at least once in a year. The members elect a team of 21 Board of Directors and 5 Internal Auditors for every three years. The Board of Directors, which meets frequently, elects other office-bearers including the fulltime Managing Director. (In this case the President of the Society has been elected as its Managing Director as well).

So far the cooperative has not opened any branch office, as its area of operation is very small. It covers only 26 hamlets. The organisational chart I shows democratic as well as internal organisation of the cooperative.

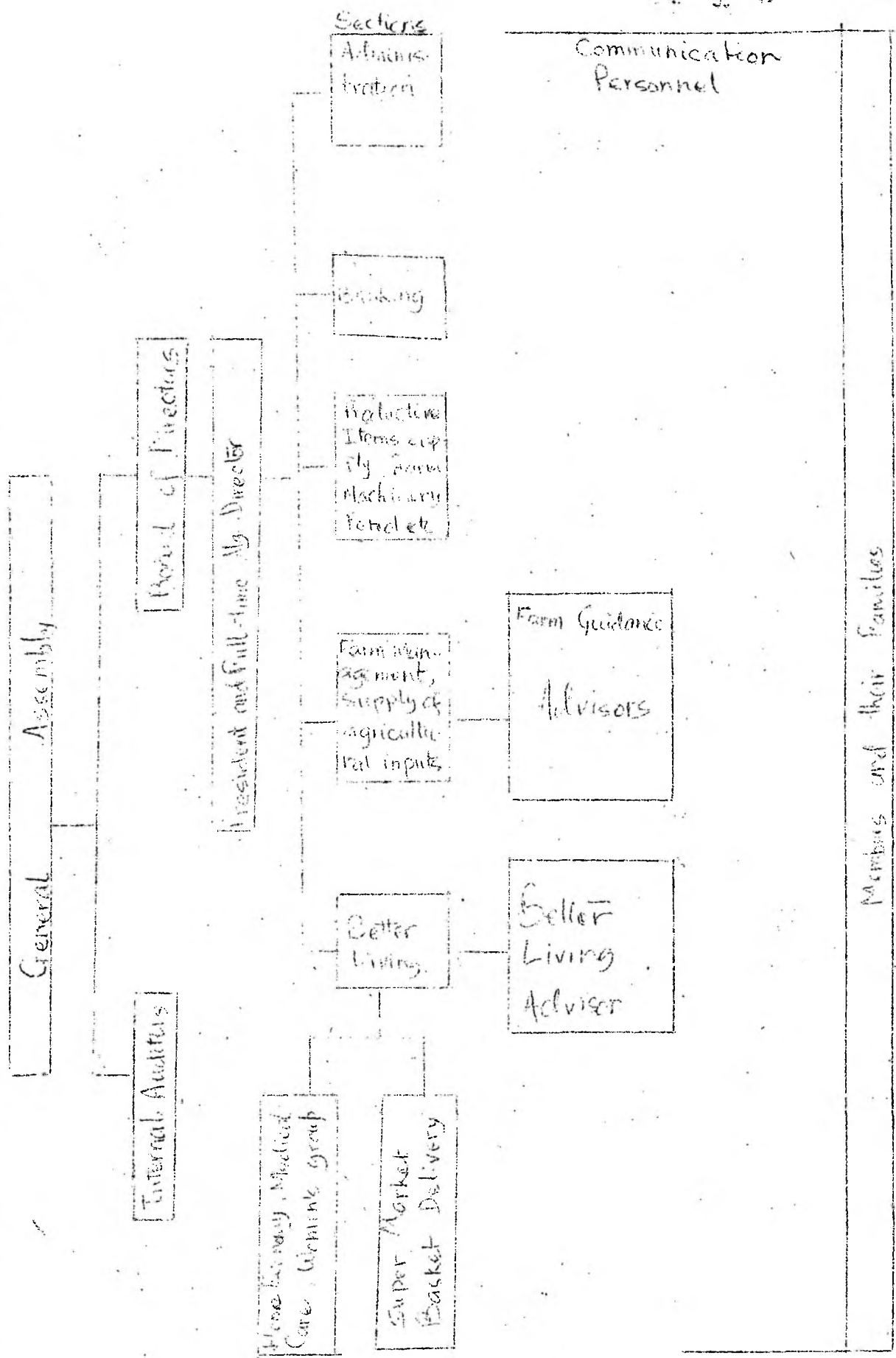
#### Functions

##### Sections

Administration	Accounting, supervision, planning, education, publicity, telephone-broadcasting.
Banking	Deposit, loan, insurance.
Productive Items Supply	Supply of production items, machinery, tools etc.
Farm Management	Technical guidance, marketing, utilization.
Better Living	Supply of daily necessities, cooperative supermarket guidance for better living.
Trucking	Transportation of goods.

It may be seen that there are no hierarchy of departments and sections in the cooperative. So, the President-cum-Managing Director remains in touch directly with the employees as well as the members.

CHART I: Organizational Chart -- Kiszaki Agricultural Cooperative Society





### Employees

Besides, the full-time Managing Director, there are 34 employees, most of them are office workers. The society has two Farm Guidance Advisers and one Better Living Adviser who frequently visit the farmers and conduct educational programmes, with the help of voluntary leaders and workers.

The Farm Guidance Advisers of the Farm Management Section and the Better Living Adviser of the Better Living Section are the main educators and communicators with the members. In addition the Managing Director who has long association with the society and other employees, especially section chiefs remain in touch with members and assess their needs and problems. The business and development plans of the society are based on this assessment.

### Physical facilities

The cooperative has its own building providing business accommodation and facilities for holding meetings. It is, therefore, convenient for the members and women committees to meet frequently and exchange experience and ideas.

At the hamlet level, there is usually a community hall furnished with facilities for holding meetings of small groups. The farmers' commodity and cooperative women groups can meet there at regular intervals.

### Media of Communication with Members

The cooperative uses various methods and techniques in communicating with the membership. It has undertaken multifarious activities and provided services for meeting the economic, social, cultural and educational needs. It has even gone in assisting the members' households in getting effective medical service which has been outlined later. In addition to the democratic and formal methods, the main media used by the cooperative for member communication and education are listed below :

1. Informal contacts with members.
2. Business contacts.
3. Farmers' commodity and other special groups.
4. Cooperative women's groups.
5. Incentives for education.

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6. Basket delivery system.
  7. Telephone Broadcasting (Wire-communication) System.
  8. Publications and audio-visual aids.
  9. Educational and cultural services for members and their families.

Informal contacts with members

The President-cum-Manager (the Managing Director) of the society has grown with the society. He has developed close contacts with the member-farmers. In fact he is their elected leader who also works as a full time Manager of the society. According to him these contacts are very valuable for cooperative business.

The society has made an extensive plan, based on the expansion needs and aspiration of its members. The members seem to be confident that the plan will be materialised under the able leadership of the President-cum-Manager.

Business contacts

The employees of the cooperative especially the section chiefs have day-to-day contacts with the members and their farm-households. It is on the basis of their assessment and information regarding the possibilities of local development that business plans are made and presented to the Board of Directors and later on to the members through regional meetings and the General Assembly.

At present, there are special committee to assist and advise the Board in developing and executing business plans. Periodic meetings of members and their representatives are held at the office of the society. The meetings of representatives and cooperative women's groups will be described later.

Farmers' Commodity and Special Groups

According to the types of commodities grown, the farmer-members have been divided into various groups. The main groups are :

Plastic Green House Group	103 Members
Glass Green House Group	23 ,,
Poultry (egg) Group	15 ,,

The Commodity Groups meet at mutually convenient places, e. g. community houses of their village. They generally meet once a month under the leadership of their President who acts as a communicator between the group members and the society. He also represents his group in the representative meetings held at the society every month.

The two farm guidance advisers and the Section Chief of Farm Management Section attend the local and society level meetings of the commodity groups.

The society assists in the deliberation of the group and follows up its suggestions. Specific instructions are prepared by the society and distributed among the members in printed form. Only members meeting the basic requirements of the group and following its instructions are admitted.

At present the Green Glass House has been becoming increasingly popular. The society has made special arrangements for collection and marketing of tomatoes and other vegetable grown in the glass houses. The Central Government of Japan has been given special assistance for such modernisation of agriculture.

#### Cooperative Women's Groups

The society has evolved an elaborate system of communication with women and young housewives. The Lady Chief for the Better Living Section deserves special mention and appreciation as she has succeeded in reaching all the farm households through the hamlet level women groups. There are about 500 active members in these hamlet groups.

A hamlet usually consists of 10-15 farm-households. There are 26 hamlets and there is one group in each which meets frequently, under the guidance of their mutually nominated leader. The group nominates two representatives for communicating between the society and women members. These members are nominated in alphabetical order for a period of one year. The representatives from women's group are voluntary workers who receive some training in handling the groups. Sometimes they are taken out on the on-study or cultural tour. Further five of six hamlet groups each have been grouped into a Zonal Committee. So there are five Zonal Committees in the area of operation of the cooperative. Representatives of hamlet groups meet at zonal level, elect their own leaders, who conduct the meetings in their respective zones and represent the members' households.

At the level of the society, there is cooperative women's committee, consisting of the following members :

Zonal Leaders of Cooperative Women's Groups	5
Representative of the Kisozaki Agricultural Cooperative Society (as Chairman)	1
Better Living Adviser of the Society	1

Other officials of the society also attend these meetings, which are held three times in a month.

The organisational structure of Cooperative Women's Group has been shown in the Chart II.

The committee discusses and approves the plans of education, information and other better living activities prepared by the society. The overall approval of course is given by the general body meeting of members.

The Better Living Adviser and the Chief for better living section actively assists in the conduct and the follow-up of meetings. Besides, acting for business and services of the society these groups also as a channel of communication/undertake educational programmes. Both men and women can come together in the local educational activity if the subject under discussion is of common interest.

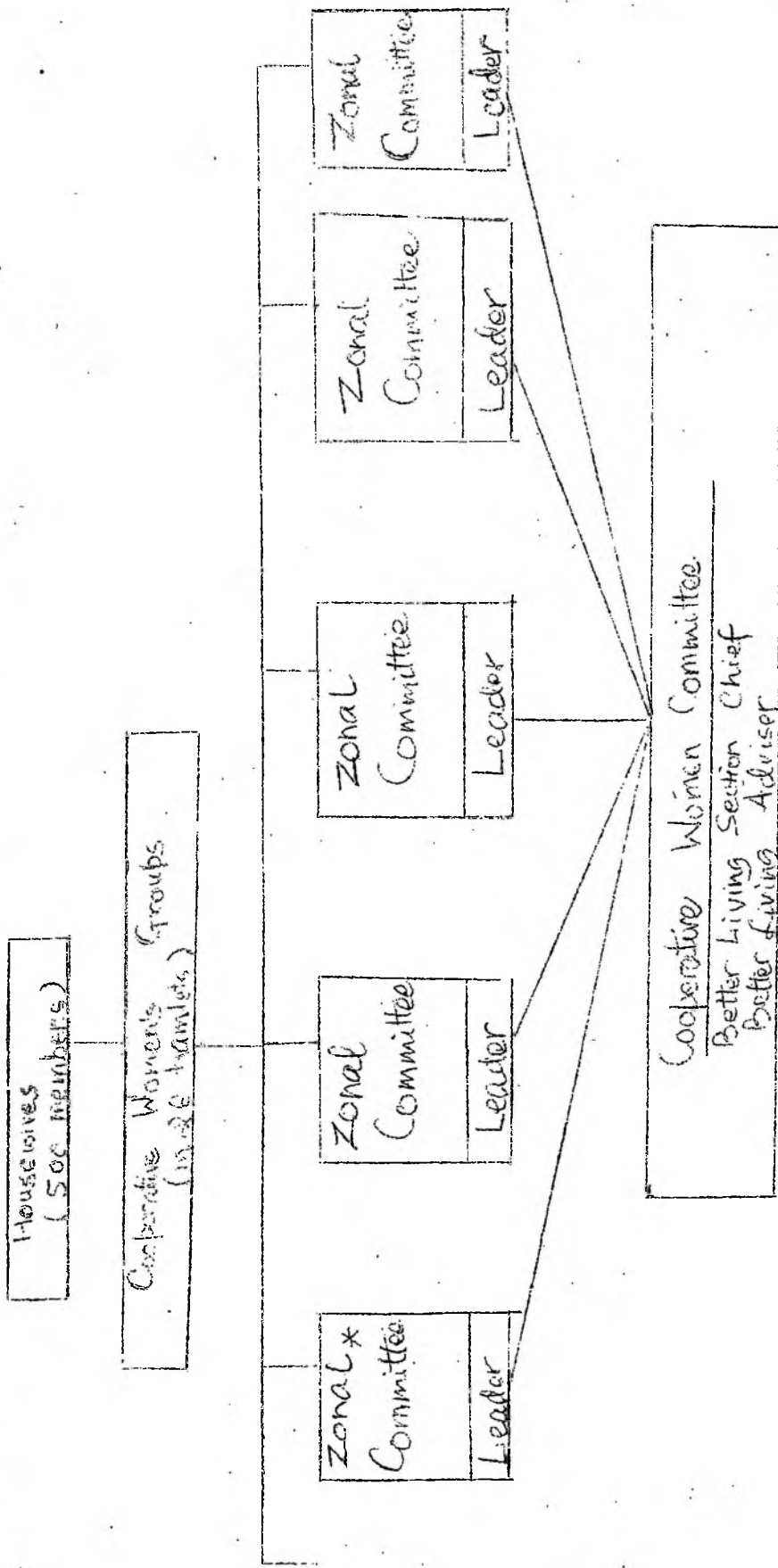
Incentives for education

The participants in the educational programmes are given certificates and prizes for having completed a course. The le-No-Hikari Association helps in holding various kinds of readers' contests. The contenders from the Kisozaki Cooperative Women's Group has recently won one of the national prizes in Readers' competitions.

Basket Delivery System

It may be noted that the Better Living Section also runs the Super Market for the benefit of members. So there is practical coordination between the activities of women's groups and business efforts of the society. The cooperative has evolved an unique system of home delivery of certain consumer items for farmers' families living at a certain distance from the society's

CHART II: Organisational Structure of Women's Groups



\* Zonal Committees consist of 2 representatives from each hamlet.

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office. It is called the basket delivery system, under which baskets containing goods of daily needs such as common salt, soyabean, sauce, medicines, etc. are delivered by the society at the farm-houses of members. The articles consumed by the members are charged for and replaced at regular intervals. The head of the women's group in the hamlet provides help in the efficient running of the basket delivery system.

There are 200 baskets placed at present at different households.

#### Telephone Broadcasting (Wire Communication) System

The society has the special telephone-cum-wire broadcasting facility for use of its members and employees. The telephone exchange and broadcasting system located at the main office of the society provide the most convenient two way channel of communication between.

- (a) Members and the cooperative office
- (b) Members and other colleagues
- (c) Members and leaders.

The members have at their home a special kind of telephone equipment which can be used for telephonic purpose and can also receive the message and programmes broadcasted by the society.

The society broadcasts programmes three times a day for half an hour duration each time. For the rest of the time this facility is used for two-way telephonic communication. The wire-communication facility has proved very useful for day-to-day communication, emergency announcements, education and recreation of members and their families.

#### Publications and Audio-Visual Aids

The cooperative brings out various kinds of publications for better communication with and education of members. Some of these simple publications are :

1. Annual Report including business plans for the coming year.
2. Guides for commodity groups e. g. on Green Housing farming, tomato cultivation, cucumber cultivation.

3. Plan of short-course for women.
4. Illustrated poster on Food for Better Health.
5. Cassette tape-recorders and sophisticated audio-visual aid equipment like Video-tape-T. V. machine to show video-tapes purchased from Ie-No-Hikari Association in the educational meetings.

In addition, the cooperative arranges to distribute different kinds of popular magazines, pamphlets, charts and other information and publicity material. For example, it sells and distributes magazines like Ie-No-Hikari (Lamp), Chiso (Good Earth) etc. It has also procured and distributed among members copies of the Reconstruction Plan for the Agricultural Development Area of Kisozaki Village, published by the Kisozaki Village Council.

The cooperative has helped in the formation of a separate association which looks after the interest and problems of farmers engaged in green house vegetable cultivation. The reports of such associations are published separately and circulated among the members.

#### Educational and Cultural Services for Members and their Families

For promotion of educational and cultural activities among the members, various kinds of programmes are undertaken by the cooperative. For different kinds of projects, special groups are formed. In this way the cooperative tries to meet the educational and other needs of members. However, the needs of members differ according to their economic status, sex, age, types of crops grown and subsidiary occupations followed etc. For example, the needs of full-time farmers will be different from those of the part-time farmers. In spite of the difficulties faced in meeting the varying needs of members and their families, the cooperative has been providing exemplary service to members, notably in the field of education.

#### Planning of education and other services

Whenever the cooperative intends to develop educational programmes or make important changes in them, it is first discussed in the internal meeting attended by the President and Section Chiefs of the Society. Such meetings

and 19th are regularly held on the 9th/of every month. The matters decided at these meetings are discussed again at the meeting of all employees for their better understanding. Then the decisions are brought to the notice of the Cooperative Women Committee of the Cooperative. Meetings of this Committee are held three times in a month. Ultimately the decisions and plans are communicated to the individual members through hamlet groups' meetings. The Better Living Adviser participates in local meetings of house-wives.

The leader of hamlet group -- a voluntary worker -- is responsible for dissemination of ideas and acts as a popular medium of communication on behalf of the members. In this way, the cooperative develops the educational and cultural programmes and takes decisions on policy and related matters.

Examples of some educational and cultural programmes undertaken by the society are given hereinafter.

(1) Guidance and Education Programmes of Kisozaki  
February 1, 1973 - January 31, 1974.

Period	Subject	Particulars	(Thousand Yen) Budget
1	2	3	4
February-April	Farm Management	Measures for conversion of paddy training for poultry farmers. Formation & utilization of vegetables and fruits production groups.	250
	Better Living & Cultural Education	Medical inspection, Cooking, Women's General Assembly, Study on Better Living Techniques.	230
	Education and Information	Observation trip for Women's Group. Study on Agricultural Chemical for women's group. Home life planning, 4H Club Youths Group.	290
May-July	Farm Management	Hamlet group meeting (vegetables & fruits), study meeting on Butterbar.	350



1	2	3	4
	Better Living	Promotion of cultural health and Hygienics activities.	.
	Education	Group activities.	30
	Education and Information	Women's role, observation trip by Women Groups' officials	180
August-October	Farm Management	Development of second crop after paddy, Development of poultry activity, promotion of advance order practice for necessary inputs for paddy.	200
	Better Living Culture	Culture, cooking, role of mother, children education.	30
	Education, Information	Book-keeping, House-hold planning	10
November-January	Farm Management	Green house farming Seminar for vegetable cultivation, observation trip to advanced areas of Green House Farming.	250
	Better Living	Medical check-up by mobile units.	
	Culture	Medical treatment, youth education, Women's Group yearly party.	370
	Education and Information	Home garden living planning for house-wives.	10
Total Budget			2,200

(2) Consolidated Programme for Better Living  
(April 1973-March 1974)

Subject of Study	Target of Study	Classification	Groups to Participate	Time to Convene	Budget
1	2	3	4	5	6
(1) Planning of home consumption	1. Plan making in entire household	Study on plan making	Women's Group	April 73-March 74	Y100,000
	2. Book-keeping for entire household	Study on plan making	Middle aged group		
	3. Wise purchasing of consumers goods	Vitalization of purchasing method	Mother & children group		
	4. Commodity testing & studying committees	Commodity Testing			
	5. Finding of recommendable goods	Finding of most recommendable item			
	6. Information giving	Development of consumers' goods supply of cooperative by giving various information.			

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(2) Health & Medical Services

Y800,000

1. Improvement in eating habit  
Cooking, nutrition, (balanced foods), propagation of Home Garden  
Women's Group
2. Clothing improvement  
Improvement of Working clothes and bedding  
Middle aged Women's Group
3. Housing Improvement  
Consultation on housing  
Wives & children village people
4. Sports & physical training  
Various types of sports for members & family
5. Accident prevention  
Traffic Regulation for members including wives and children
6. Medical consultation  
Physical Inspection
7. Body-building  
Walking habit, Body Testing

(3) Family Environment Improvement

Y50,000

1. Better Environment making  
Happy environment of home life  
Women's Group April 73 March 74
2. Mother Education  
Training by seminar for mothers' group  
Middle-aged Women Group
3. Father Education  
Training by seminar for fathers group  
Father Group.
4. Grand Mother Education  
Discussion, hearing of lecture

5. Children Hearing of Lecture Mothers' Group

Education about education,  
training of children

6. Consulta- Consultation

tion on  
marriage and  
family troubles

7. Farm successor Discussion by farm

Education successors including  
youths (1 or 2 times  
in a year)

(4) Cultural. 1. Study by Ie-No- Study at seminar Women's Group. May, 74 Y400,000

Education

Hikari publica- April 73 of the

tion (Reading cooperative

Circle of Members

family)

2. Promotion of

Prefectural & Middle-aged -do-

Culture

National Congr- group.

ess of Ie-no-

Hikari Association

Creation of Bet- Parents &

ter understand-

ing through Ie-

No-Hikari publi-

cation between parents

22 01

and children. Camping  
and outing of children  
with parents.

April 73-  
March 74.

Women's Group Middle  
aged Group, Parents  
& children group

(5) Vitalization of different  
Women's Group

1. Development &  
vitalization

Consumers Group  
er with better informa-  
tion

2. Development & vita-  
lization of women's Women's Movement.  
Expansion & vitalization

Group.

3. Vitalization of  
group activity.  
Reading, Cooking, Flower  
arrangement etc.

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By provision in the Agricultural Cooperative Law, at least 20% of the final net profit of a cooperative society should be allocated for education and information activities of the following year. The cooperative has allocated Yen 800,000 for the financial year 1974/75. However, this allocation forms only a part of the total expenses incurred on educational and cultural development programmes. Besides, the prefectural government and the Village Council give some subsidy to the cooperative for providing technical assistance in changing their crop pattern.

#### Some Problems

The cooperative has succeeded well in organising women's groups at the hamlet level and coordinating their activities with the cooperative business. In some of the meetings of women's group men can take part. However, it would be useful to attract more men to group meetings. The cooperative may therefore consider the possibility of widening the scope of cooperative women's groups. Such a broad-based approach would benefit both farmers' household and their cooperatives.

#### Conclusion

The Kisozaki Village Agricultural Cooperative Society is a small-size farmers' organisation which undertakes multipurpose activities for its 540 members. It has not gone through the process of amalgamation, and is still progressing well mainly because of expansion programmes and effective member communication and educational activities. The cooperative women group activities successfully combined with the supply of consumer goods and other services are noteworthy. Similarly farm guidance activities have been combined with the work of Farm Management and Marketing Section. The society seems to have a judicious combination of individual and group approaches for member communication and education. However, mass approach is being used by the cooperative mainly through its telephone-broadcasting facility meant for the members.

The cooperative assesses the needs of its members through various communication channels and responds to these needs by providing effective services. The combination of the positions of President and the full-time

Managing Director in one person seems to have worked well for effective communication with members living more or less in a compact geographical area.

The Kisozaki Agricultural Cooperative has recently won a national award in the readership competition organised by the Ie-No-Hikari Association with the help of agricultural cooperatives.

The popular reading and audio-visual material brought out by the Ie-No-Hikari-the National Publishing Association of Agricultural Cooperatives are making important contribution in the field of member education and communication.

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CTC/KATHMANDU.

SUPERSTORE

- Dharm Vir, Ph. D.

- ICA ROEC, New Delhi

The Consumer Cooperative Store (Super Store) was run by Sitapur Consumer Cooperative Society in the heart of a large size city Sitapur. The store has 250 employees and a daily turnover is of Rs. 94,000/- per day. About 5,000 customers visit the Super Store daily. There are 2,000 members of the society, many of them women. The store ran into a serious problem of shortages of goods, mostly because of pilferage by employees and shoplifting by customers. During 1978-79 the turnover of Super Store was over Rs. 24 million. However, the shortages amounted to Rs. 460,000/- which were about 2% of the turnover.

One day a middle aged woman visited the Super Store and bought a piece of dress material from a salesman in the cloth section, which was operating on the counter sales system. She took away the cloth piece after getting it packed but without obtaining a receipt from the salesman for the payment made. When she reached the exit point of the Super Store, the doorman asked the lady to show the receipt for the cloth purchased. On her failure to do so, she was taken to the manager by the doorman, without the knowledge of other employees. The lady informed the manager that she had paid the price to the salesman, but he did not give any receipt for the payment which was Rs. 145/- When asked why she did not insist for the receipt, the woman customer said that she was new and did not know the procedure in the store.

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

The Manager found out that the woman customer was a teacher in the local school of repute and it was difficult to suspect her. He also found that the lady customer had recently enrolled herself as a member of the Super Store.

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CEMAS UNIT

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Case Method In Management Training

There is marked difference between the knowledge of a management technique and the ability as a management skill. The upgrading of theoretical knowledge of a management techniques does not represent major problem. It is the skills of effective practical application of management techniques to live situations which are really a major problem. In other words, apart from the knowledge of management techniques, one of the fundamental tasks of a manager is to make decisions and implement decisions. In the real life situation, the decisions taken by a manager is generally based on various facts and other information as may be available to him. However, in most cases, a manager does not have access to unlimited information and he has to use his sense to make decision on incomplete information and under conditions of uncertainty. One of the major objective of Management training and education therefore is to improve the ability of manager to take wise decisions and make plan for their successful implementation. This is precisely what the case method in management education aims to do. The prime purpose of the case method is to help students develop their skill in discovering and defining the vital questions that need to be answered and then to learn how to set about finally the answers. The assumption is that the trainee can best attain managerial understanding and competence through the study, contemplation and discussion of actual situations. The case method could thus be defined as a problem solving exercise in a written form of an actual management situation where it is necessary for trainees to identify the problem to state the alternative solutions and to decide what actually should be done by the manager in the situation described.

As different from a research case study or success story of a cooperative or other organisation management case study is a written description of an actual management situation where it is necessary for trainees to identify the problem, to state alternative solutions and to decide what actually should be done by the manager in the situation described.

The case study may again be either a true or fictional account of a situation depending on the purposes of the exercise. Usually a teacher will prefer to use a fictional study based on actual situations in order to offer a complete description including all the elements he wants to present.

Historic Development: The classic experts in the field of business administration believed that it was impossible to teach management since it was an art which could only be learnt on the job as opposed to a science which could be learned in the class room or laboratory. However, during the early part of the twentieth century the pioneers of management education at the Harvard Business School in the U. S. A. studied in detail the method of learning adopted in other disciplines, particularly of teaching methods in medicine and Law.

In the teaching of medicine it was observed that much of medicine is taught by studying cases; in teaching hospital, medical students examine actual patients or 'cases' and decide what is the diagnosis and what should be the cure.

The patient is protected from what may be their mistakes by the teacher/doctor who comments upon and corrects their diagnosis and remedies and recommends what he believes to be the correct diagnosis and remedy.

In the teaching of Law they found that much legal teaching centres around the study of 'cases'; in legal terms these are descriptions of previous legal decisions; by studying these, students can build up a knowledge of precedent so that they can apply the principles of a previous decision to a hypothetical decision in the class room and then to an actual legal arguments in real life when they are qualified.

The pioneers of management teaching also observed that scientists are taught laws; these laws differ from legal 'laws' since they describe what will happen when certain physical conditions are fulfilled; much scientific training consists of learning to recognise situations as being example to which previously developed laws apply.

In the early years the case study method was started in a perhaps mistaken attempt to provide business students with sufficient examples of past decisions so that they would be able to recognise situations when they occurred again and apply similar solutions.

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• Extract from PARTICIPATIVE TEACHING METHODS

p. 19-21, produced by CEMAS LONDON

## 2.7 ROLE PLAYING

In a case study exercise, students are asked to say what they would do or recommend on the basis of the information provided. In a role play exercise they are asked to imagine that they are actually participating in a real life situation, and to work out their responses to the situation as it develops.

Role playing can be fun, but is not a game. It is a serious and useful training technique which, if well conducted, has great learning potential, for teaching empathy, or the ability to sympathize with and understand the emotions of another person.

As in the use of case studies, the situations depicted in role play exercises should be closely related to the working experience and needs of the participants. The students should be able to readily perceive the relevance of the exercise to their own circumstances.

### Advantages

- (1) Role playing is a valuable training method because it develops the capacity to analyse information, to make judgements, to describe and explain, to argue and to persuade.
- (2) Since the effects of making mistakes are not the same as in real life, the participants can feel sufficiently secure to experiment and to try out new ideas.

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- (3) By playing roles opposite to those played in real life, people have the opportunity of experience of the other side of the issue being discussed. For instance, those whose working responsibilities include interviewing other people can play the part of a person being interviewed, a manager can play the part of a discontented employee or of a trade union leader, or a salesman can play the part of a difficult customer. In the process, the participants gain insight into the other man's point of view and the attitudes that shape it. For supervisors and managers in particular, this is an extremely important attribute.

Limitations

- (1) Role plays require considerable class time, and space for acting out the situation.
- (2) Inexperienced teachers often cannot keep the students in the serious mood required.
- (3) The value of the exercise is lost if the teacher does not know enough about the dynamics of human behavior to help the students draw out the lessons from the experiences.
- (4) Feelings can be hurt by inept management of role plays.

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When to Use a Role Play

Use a role play when you need to teach the human relations aspect of cooperative operation.

For example:

- (1) Relations between the managing committee or board of directors and the co-operative manager;
- (2) Personnel relations;
- (3) Member relations;
- (4) Public relations;
- (5) Relations between salesmen and customers.

When Not to Use a Role Play

Do not use a role play to teach a process in which the emphasis is on:

- (1) Technical skill;
- (2) Order of step-by-step procedure;
- (3) Presenting factual material; or
- (4) Doing computations.

Note that Role Play is primarily designed to teach those who act in it. It is quite different from using a play as a demonstration in which the actors show something they already know to the audience.

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How a Role Play Operates

- (1) The number of players in a role play exercise should be limited to about five, as above this number it becomes difficult to keep the discussion focussed on the points of main interest.
- (2) Each person taking part in the role play receives a description of a situation, with additional information about the character he is to play. This additional information is not made available to the other people taking part in the exercise.
- (3) Using the information provided, the participants then proceed to act out the part, as they believe the person would in real life. They try hard to portray the emotions of that person, even if they are not attractive or likeable. The details of the action and, in particular, the dialogue are made up by the actors as they go along, in response to the situation that develops. No costumes or scenery are used.
- (4) The teacher stops the action before the problem situation is resolved, as soon as the factors that created the problem and the emotional factors are revealed. (This is done to focus attention on the learning experience, rather than on the "plot").
- (5) Students not participating in the exercise act as observers. They are expected to offer an analysis of what they saw in the drama, and of the human problems and motivations involved.

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- (6) The situation can be re-played, reversing the roles, with the observers taking the parts and the first players as observers.
- (7) Group discussion follows on what was learned from the exercise.

Preparation

- (1) It is necessary to prepare well-thought-out descriptions of the general situation, and the particular role each participant is to play. Specimen Role Play No. I 'Leading A Cooperative' is an example of how this might be done. There are four players: the president, the Vice-President, the Secretary, the Treasurer, and a managing committee member.
- (2) Each player is given a copy of the "description of the situation".
- (3) Each is also given a copy of the paper describing his own personality and role, but is not given details of the other characters. This arrangement makes for spontaneity, and calls for the exercise of imagination and quick thinking on the part of all players.
- (4) Players should not be rehearsed in their roles, but teachers should ensure that each fully understand what is expected of him.
- (5) It is useful to "brief" players separately, and to emphasize particular points which the teacher wishes to bring out.
- (6) Make sure you do not assign a person to a role which involves humiliating him by showing that he is incompetent at the job he does in real life. Be very cautious about giving anyone a role or a personality type which is very close to his own real one. It would

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usually be safe to let a good salesman play the role of a salesman so that he can practice the relevant skill. It would be very dangerous to let a domineering or insecure Manager play the role of a domineering or insecure Manager, especially if any of his real subordinates are present.

Before undertaking a role play for the first time, the teacher should read about them.

Exercise

Test your recall of the section on Role Play by completing the following sentences:

- (a) Role play can teach empathy which is the ability to \_\_\_\_\_ with and \_\_\_\_\_ the emotions of another person.
- (b) Role play is primarily designed to teach those who \_\_\_\_\_ in it. It is quite different from using a play as a demonstration in which actors show something they already \_\_\_\_\_ to the audience.
- (c) Make sure you do not assign a person to a role which involves \_\_\_\_\_ him by showing that he is \_\_\_\_\_ in the job he does in real life.
- (d) In a role play the details of the action and, in particular, the \_\_\_\_\_ are made up by the \_\_\_\_\_ as they go along.

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LEADING A COOPERATIVE

(GROUP ROLE PLAY)

- by Dharm Vir, Ph.D.

ICA ROEC, New Delhi

Teachers Notes on Role Play

(not to be distributed among students)

PART -I

1. Objectives: A. To introduce role play and demonstrate the group role play technique.  
B. To give participants some experience in role playing and conducting managing committee meetings.  
C. To discuss the use of role playing in management training and cooperative education.
2. Target Population: Teachers under training from Cooperative Training Institutions.
3. Group Size: 8 - 10
4. Material Needed: i) Name Cards for role players,  
(For conducting Role Play) ii) Role play briefs,  
iii) Observation Sheet,  
iv) Description of general situation.

Handout Material: (a) Chapter on Role Play from Participative Teaching Methods published by CEMAS, ICA, London.  
 (to be given to all participants at the time of summing up as reference materials)

- i) Voluntary Work in a Cooperative (Annexe-A)  
 (Group Role-Play Exercises)
- ii) Selling Cooperation (Individual Role Play by Prof. S. Khandwala and Dr. D. Vir)

Background Material: (a) "Role Playing" - pp I to I8 of chapter I4 from An Introductory Course and Training Methods for Management Development, by I.L.O.  
 (Participants to obtain and read)

- (b) Manual for Study Circle Leaders, by Dr. D. Vir, ICA ROEC, New Delhi

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

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

5. Participants to Play Role:

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

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

7. Application in the Class: (I) Introduce role play and mention that in a role play exercise the participants are asked to imagine that they are participating in a real life situation, and to work out their responses. It is quite different from demonstration of a dramatic play in which the actors show something to the audience, they already know. Also mention that a role play is not a game but can be fun. There can be various types of role play, viz. groups role plays and individual role-plays. Both types can be used as effective training technique in some management situations. In group role plays there are more than two role players and in individual role plays there are only two.

- (2) The main purpose of role playing is to let the participants understand, experience and appreciate the thinking and feelings of others whose role they are taking and playing. It will help them in objectively perceiving in improving inter-personal relationship.
- (3) Give general instructions to all the role players that they should accept facts as given and assume the attitude implied in their roles. When facts and events occur that are not covered by their respective role, the role players should make up things that are consistent with the way it might be. The feeling and the mode of behaviour should be in accordance with events that transpire in the role playing process. After the role is over, they should not continue to feel offended, if their feelings have been hurt during the process.
- (4) Give the general description of the situation. Select five participants for playing different roles, on a voluntary basis.

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- (5) Fifteen minutes before the role play demonstration give each participant his respective role play brief and ask him to read it alone
- (6) The role players should be sent out of the class room with the instructions that they do not talk to each other. If necessary, each role player is briefed about his role individually.
- (7) Give the rest of the trainees copies of Observation Sheet (Annexe-B) and ask them to observe the behaviour of role players during the process of the role.
- (8) The process of role playing may continue for about 15 minutes. To make role playing effective the instructor can use devices, such as doubling, role repetition, role reversal, etc.
- (9) Stop the role play before the problem situation is resolved. Soon after the role play is over ask each role player about the

way they felt during the role play. Whether, they feel any change in their attitudes.

(IO) Then ask the observers to give their observations according to their assignments. They should use the given names and not the actual names of role players.

(II) After the experts have given their opinions the role players may be given an opportunity to give their impressions as to what transpired during the role play.

8. Time Allocation: 90 minutes (30 minutes for role playing and 60 minutes for discussions and summing up).

PART - II

Description of General Situation

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

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

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

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

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

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

(For distribution among respective role players)

I. The Role Play Brief for President (Mr. Thomas): You are an active and educated cooperator with a desire to serve the members and also to motive others for cooperative work. Being the Vice-Principal of the college, you do not have enough time to look into the routine management of the society and complaints of individual members. Moreover, you are usually out of station on official work. You try to persuade the Secretary and the Treasurer to do their work properly and appeal to others to assist them in the discharging of their heavy duties. You, however fail to understand the difficulties of your colleagues in the cooperatives, and expect them to be as and apathy/enthusiastic as you are in cooperative work.

2. Role Play Brief for Vice-President (Mr. Abdullah): You work as a Personal Assistant to the Principal of the College and is not interested in cooperative work. You are elected as the Vice-President with the hope that you will get interested in the cooperative in due course, but your heavy official duties keep you away from the routine management of the cooperative.

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

4. Role Play Brief for Treasurer (Miss Murthy): You are a new person in the cooperative. You do not know, how to maintain accounts of the cooperative. However, on receiving assurance for assistance from Mr. Pramun (Secretary) you had agreed to work as a Treasurer. Your office duties do not allow you to devote much time to do the cooperative work. You are given an opportunity to attend a training course organised by the local District Cooperative Union. But you did not avail of the opportunity because of your other pre-occupations and lack of interest. Your main complaint is that no body helps you in maintaining accounts not even the Secretary who had assured you earlier, of all the assistance. You also say that the honorarium given to you by the cooperative is not enough. Moreover, you demand some facilities from training centre, so that you can do the Treasurer's work conveniently, during office hours.

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

Observation Sheet

(To be given only to observers)

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

- I. How did the leader present the problem?
  - a. In presenting the problem did the leader have the attitude of asking for help?
  - b. Did the leader present all the facts?
  - c. Was the leader's presentation of the problem brief and to the point?
  - d. Did the leader scrupulously avoid suggesting a solution?
2. What things occurred in the discussion?
  - a. Did all group member participate?
  - b. Was there free exchange of feelings between group members?
  - c. Did the group use social pressure to influence any of its members?
  - d. On which member of the team was social pressure used?
  - e. Was the leader permissive?
  - f. Did the leader avoid taking sides or favouring any person?
  - g. What were the points of disagreement in the group?

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3. What did the leader do to help problem solving?
  - a. Did the leader ask questions to hold the group explore ideas?
  - b. Were all ideas accepted equally by the leader?
  - c. Did the leader avoid hurrying the group to develop a solution?
  - d. Did the leader avoid favouring any solution?
  - e. Who supplied the final solution?
  - f. What did the leader do, if any thing, to get unanimous agreement on the final solution?

PART - III

Conclusion: (not to be distributed among participants)

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

Follow-Up Assignment  
(Revised)

ROLE PLAY  
(The Jana Mukhi Cooperative Society)

by

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## - ROLE PLAY

(The Jana Mukhi Cooperative Society)

- by Surya Ratna Shakya

Part I:

Background Material for Teachers (not to be given to students):

1. Objectives:
  1. To emphasize the role a good effective manager should play in a cooperative society.
  2. To demonstrate how to conduct its managing committee meeting in an effective manner.

2. Target Population:

1. Manager
2. Members of the managing committee

3. Group Size: 15 -20 participants in the class.4. Material Needed:

1. Role play brief
2. Observation guidelines
3. Description of general situation
4. Name card for the role players.
5. Chalk board
6. Chalk sticks

5. Participants to play the role:

1. Chairman Mr. Ravi
2. Member Mr. Hari
3. Member Mr. Prem



4. Cooperative Officer Mr. Shiva
5. Branch Manager of ADB Mr. Shyam
6. Manager of the Society Mr. Badri

6. Application:

In order to play the role specified, selection of the participants should be made on a voluntary basis. Each participant should be briefed of his role with the use of a brief at least 10 to 15 minutes before the start of the role play. The rest of the members of the class should be kept as silent observers while the role play is in progress. They should be given an opportunity to constructively comment the conduct of the role play on the basis of guidelines provided to them.

7. Time Allocation: 30 minutes.

8. Class-room arrangements:

- a. Six chairs and a table for the role players.
- b. seating arrangement in front of the role players
- c. Sitting accommodations for the observers.

PART II

General Situation:

The Jana Mukhi Cooperative Society deals with activities agricultural credit, agricultural inputs, consumer goods, marketing of the agricultural produce etc. so as to facilitate these services to its farmer members. It has an advisory committee to advise its manager who is appointed by the Agricultural Development Bank. The members of the advisory committee are actively involved in its major issues and activities. So the society is smoothly running in accordance with their advices. The ADB is acting as a management committee of the society send a notice to the manager ordering that since the potato sowing season has already started, the potato seeds should immediately be bought from the Kathmandu District Cooperative Union and sell them to the farmer members and non-members as soon as possible.

The manager of the society calls a meeting of the advisory committee. The meeting takes place in the office of the society. A number of decisions have unanimously been made on purchase of potato seeds. The decisions are to buy one kilogram of the potato seeds as sample and to immediately confirm the rate of commission. The last decision is that if the sample is proved as an improved variety, the society will buy potato seeds as much as farmers need. But the manager follows the instruction made by the ADB and buys 5 tons of potato seeds on credit contrary to the decision of the advisory committee. The price of the potato seeds is fixed on one rupee per kilogram. The rate of commission in the sales is 10 percent.

The potato seeds are kept in the society's store for sale. Only 5 kilogram potato seeds are sold within a period of two weeks. Out of 5 tons of potato seeds more than 50 percent is rotten. Farmers feel that the price of the potato seeds is about 40 percent costly comparing with the local market. Even their quality is not better. The members of the advisory committee do not cooperate in their sale. In such a situation the manager calls a meeting of the advisory committee. The manager of the local branch of the ADB and the District Cooperative Officer are invited to attend the meeting.

Role of the Chairman Mr. Ravi.

You are the chairman of the Jana Mukhi Cooperative Society before the Department of Cooperatives authorizes to use the power of the management committee to the ADB in accordance with the decision of His Majesty's Government of Nepal so as to strengthen the management of the cooperative societies. Following the take over of the power of the management committee, you being honest, dedicated, active and enthusiastic have been nominated as a chairman of the advisory committee of the society by the Cooperative Consolidation Committee at the district level. The society also has done well in its activities on account of your good advices and contributions. But you have a complaint that the manager of the society could not do well as much as you expect.

You have a conception that the society can be run and developed in well manner under the people's management and it is only possible to create more consciousness and positive feeling on cooperation.

As a chairman you feel that you impartially discharge your duties in the meeting of the advisory committee and the manager in the activities of the society.

Role for Member Mr. Hari

Since you are active and sensitive you have been the member of the advisory committee for the past three years. You have a close relation with the manager and a support in each and every action taken by him. You always say that any allegation or charge which is brought against him is unfounded and baseless. You flatly dismiss it. This is because you have a deep rooted impression on manager that the work he (manager) does, is in the interest of the society.

Role for Member Mr. Prem

For the last five years you have been working as a member of the advisory committee. As you believe that people's management is hadly influenced by the local interference on each and every activity of the society and that you are in favour of the manager by the external agency to the society. But in your opinion the management by the external agency must pay attention for the prime interest of the society and must be able to inspire the people's representatives by means of using the various methods and techniques concerning to the business management.

Role for Cooperative Officer Mr. Shiva

You are a person with a long experience on cooperative activities. Since a long time you have been working as a District Cooperative Officer. You have known all the affairs of the Society. You have to make to bring the manager, the ADB and the advisory committee together for the development of the society and its management. You believe that the society's management can be improved with cooperation and coordination between the advisory committee on the one hand and the manager and the ADB on the other hand. When you inspect the society and its activities you have found the facts which are as follows:

1. No attention is paid for the interest of the society.
2. It seems that there is a lack of commercial approach in the society's business.
3. Coordinated approach towards the society's activities is neglected.

Role for Branch Manager of the ADB Mr. Shyam

You have been working in the local branch of the ADB since a long time. You are fully acquainted with all the affairs of the society and its activities because you are responsible for its management. You feel that the ADB is only responsible for the management of the society and its improvement; it can give instruction to the society which is bound to follow it.



Role for Manager Mr, Badri

• You are a trained person. You have been working as a manager for the last three years in the society. As you have a dual responsibility you must be loyal not only to the ADB but also to the society..You also have known that the society belongs to its members and is for them.

You feel that you should be given advice by the advisory committee as and when required; you are not bound to follow its advice; if you are satisfied with its advice, you follow it; if not satisfied, you discard it; and it is up to you to decide.

You have a full confidence that you have discharged your duties according to the instruction given by the parent organization.

What the observers are to do?

(This is used by the teachers if the objective of the Role Play is to emphasize its "Role of a Good effective Manager".)

1. Was the manager fully aware of his responsibility?
2. In presenting the problem did the manager present all the facts?
3. What do you think about the decision of purchase of the potato seeds?
4. Was the manager's presentation of problem brief and to the point?
5. Did the manager try to persuade the members of the advisory committee?
6. How was the relationship between the manager and the members?
7. How was the relationship between the manager and the Branch Manager of the ADB?

What the observers are to do?

(This is used by the teacher if the objective of the Role Play is "to demonstrate how to conduct the managing committee meeting".)

1. How did the chairman perform his role? his
2. Did the chairman give opportunities to speak to all its participants?
3. Did the chairman try to control the tense situation in the discussion?

4. How did the chairman make effort to maintain the procedures of the meeting?
5. How did the chairman control its members of the group who wanted to dominate the discussion?
6. What did the chairman do to its members who contradicted his ideas?
7. How did the chairman inspire the silent members for speaking?
8. Did the chairman sum-up the discussion?
9. How many members do you think to be dissatisfied with the meeting?
10. What do you think the result of the meeting?

Part III

Summing up of the Role play with an objective - "To demonstrate how to conduct the Meeting"

Objectives

1. The meeting should be conducted to meet the minds of the participants.
2. The meeting should be over within a limited time.

Process

1. There should be pre-determined agenda and it should be distributed in advance.
2. Systematic procedure should be followed.
3. Procedures of the meeting should effectively be maintained.
4. Corrective measures should be taken up to avoid the short-comings.

Approaches

1. There should be free and frank mindedness.
2. There should be feeling of trust and confidence among the participants.
3. There should be impartial judgement among the participants.

Communication Skills

1. When meeting is started, there should be introduction among themselves.
2. There should be an exchange of ideas between participants.
3. Everyone should listen and see to each others.
4. When the meeting is closed. There should be satisfaction among the participants.

Summing Up of the Role Play with an Objective  
"To Emphasize Its Role of a Good Effective Manager"

HELPING FACTOR:

1. Objectives should be very clear.
2. There should be free and frank mindedness.
3. There should be a presentation of facts and findings.
4. There should be trust and confidence, between the manager and the participants.
5. The approach should be very positive.
6. The manager should be aware of his responsibilities.
7. The reporting should be very clear.
8. The manager and the participants should be open in mind.
9. The manager should be attentive and should have listening patience.
10. There should be a positive feeling when the expression is made.
11. If the suggestion is acceptable, it should be accepted.

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Hindering Factor:

1. Advising and telling should not be done all the time.
2. There should not be prejudice in judgement.
3. The manager should not judge himself.
4. " I Win - you lose " principle should be discarded.
5. There should not be always negative approach.
6. "I am always right" should not be always followed.
7. When there is an ill feeling the insecurity feeling will prevail.
8. Opinion should be given frankly.
9. There should not be a strained relation between the manager and the participants.
10. Irrational approach should be avoided.
11. Action flow should not be enforced hapahzardly.

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BHARTIYA KRISHI SANGH

- Dharm Vir, Ph.D.  
ICA ROEC, New Delhi

PART - I

Background Material for teachers : (not to be given to participants)

1. Objective: "To demonstrate to the group, the inter-personal and communication skills required in selling ideas to Senior Managers".
2. Target Population: Salesman, Sales Supervisor, Sales Officer and Sales Manager of Marketing Cooperative.
3. Group Size: 15 to 20 including the Role Players.
4. Material Needed:
  - (i) Role briefs
  - (ii) Description of the Situation
  - (iii) Observation guidelines
  - (iv) Name cards for the Role Players.
  - (v) Chalkboard, chalksticks & duster
5. Participants to Play the Role:
  - (i) Mr. Ramashanker, Field Representative of Bhartiya Krishi Sangh
  - (ii) Mr. Dina Nath, General Manager of Indore District Cooperative Bank.
6. Application:
  - a) In order to play the roles, players should be selected from among the participants on voluntary basis. The Role Players should be supplied with the role briefs according to respective role assignment just 15 minutes before Role Play starts.



-: 2 :-

- b) The observers should be given observation guidelines a few minutes before the Role Play starts. The observers should keep quiet during Role Play. After Role Play is over the observers will make comments constructively.
- c) The Role Players may give their own views about the roles played by them.
- d) The teacher will carefully collect points from Role Play and also from views and comments of the observers.
- e) The teacher will ask questions regarding learning of the participants they received and thereby evaluate the whole exercise.
- f) The teacher at last will sum up everything systematically.

7. Time Allocation:

Role Play : 25 - 30 minutes

8. Class-room Arrangements:

- a) 2 chairs and one small table for the Role Players - Name-cards of the Role-Players should be put on the table in such a way that the observers can see the names.
- b) Sitting arrangement with table for the observers, preferably in semi-circle way.

PART - II

1. Description of Situation:

Mr. Rama Shankar is employed as a Field Representative of Bhartiya Krishi Sangh (BKS) Ltd. He is required to convene a meeting of Secretaries of local service cooperatives in an interior area of Indore District.

The purpose of one day meeting is to provide some training to the Secretaries and their supervisors in the preservation and use of various kinds of fertilizers supplied by BKS. The Secretaries are required to receive fertilizers and distribute them among farmer members of their respective cooperatives. They also help members in making production plans. Farmers often ask questions about the prices and proper application of fertilizers but the Secretaries are not skilled enough to satisfy farmers. There are more than 500 members in each cooperative covered by a Secretary.

The Secretaries of cooperatives are full-time employees of the district level cadre controlled by the Indore District Cooperative Bank. They have too much work to do, especially before a crop is sown. They are required to attend several business meetings at their respective branches or at the Head Office of the Bank. Mr. Shanker wants to hold the Secretaries meeting at one of the Branch Offices of the Bank and Branch Manager has tentatively agreed to the proposal made by him. However, the permission of the General Manager of the bank is needed.

Mr. Rama Shanker goes to the Headquarters Indore District Jilla Cooperative Bank and meets the General Manager.

2. Role brief for Mr. Rama Shanker - Field Representative

You are one of the Field Representatives of BKS for the last three years. Your job is to promote the scientific storage and use of fertilizers produced by cooperative and distribute through local service cooperatives. Your area of work is one of remotest part of Indore District. You are asked by your Area Manager whose Head Office is in Indore City to train all the Secretaries of the Service Cooperatives in your area in the scientific preservation and use of BKS fertilizer and promote its sales.

You are a chain smoker and like to talk to people, especially senior officers.

You have decided to convene a one-day meeting of all the Secretaries and their supervisors of your area, at the Branch Office of Indore Cooperative Bank, which is centrally located and considered most convenient place in the area. The Branch Manager of the Bank has agreed to provide facilities for the meeting. However, he has advised you to seek permission from the General Manager of his bank for holding the meeting.

You go to Indore District Cooperative Bank and meet the General Manager.

3. Role brief for Mr. Dina Nath

You are the General Manager of Indore District Cooperative Bank which is very popular among the farmers of the area. You are very busy in finalising the loan applications of the service cooperatives for the next crop. However, you decide to meet Mr. Rama Shanker, Field Representative of the BKS. You are well acquainted with BKS and its Area Manager. However, you feel that not enough is being done by BKS to keep you informed and involve you in its promotional and other activities. You are hurt because you were not kept informed so far and therefore, you raise fake objections to the proposal of Mr. Rama Shanker.

You are an able administrator, but you get annoyed with people who interrupt you while you are speaking. You do not like to smoke but like to take 'pan' (betle leaves).

4. Guidelines for Observers:

1. Observer, Mr. Rama Shanker only and not Mr. Dina Nath, as our objective is to learn about "Salesmanship Skills".
2. (a) Was Rama Shanker well prepared?  
(b) Did he establish the rapport?  
(c) Was he sensitive enough to see the annoyance of Dina Nath at his smoking?  
(d) Did he notice that Dina Nath liked to be informed about the activities of BKS?  
(e) Did he apologise to Dina Nath for the past lapses in not informing Dina Nath?  
(f) Did he notice that Dina Nath was keen on getting involved in promotional activities and that objections raised were superfluous objections?  
(g) Did he answer the objections raised by Dina Nath in an even tone?  
(h) Did he maintain his calmness throughout the interview?  
(i) Did he lessen the objections of Dina Nath by listening to him and not entering into arguments with Dina Nath?  
(j) Did he achieve his objectives?

PART - III

(For the use of teachers only, not to be given to participants)

Analysis, Implications and summing-up:

Like any Salesman, the Salesmen of Ideas are required to know an essence of selling. Every Salesman should know that heart of selling is the Sales Interview. The Sales Interview consists of 4 steps:

- (a) Approach the customer.
- (b) Present his product or idea.
- (c) Answer his objections.
- (d) Close his sale in such a way that he achieves his objectives.

If the Sales Interview is to be successful, the Salesman -

- (i) is to plan out for the Sales Interview.
- (ii) should have thorough knowledge of the product or the idea he wants to sell.
- (iii) should have the understanding of the human behaviour, the client's psychology and his own personality.
- (iv) should be thoroughly familiar with the sales communication principles and practise them. The PEOPLE formula given in Role Play No.8 can be useful to the teacher.
- (v) ask questions to get their view-points and feelings. Open-ended questions like what, when, where, why are useful to collect data and get to the heart of the objections.

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A specimen of Evaluation Form on Training Package  
on Shop Layout & Display

(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 shop layout?

Yes/No

Remarks :

- ii) Can you now study the layout of a store and give  
suggestions for improvement:

- iii) What is your overall reaction to the subject  
matter covered in the lesson on Shop Layout?

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 media 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

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TRAINING WORKSHOP ON COOPERATIVE EDUCATION METHODS  
AND AUDIO-VISUAL TECHNIQUES

May 19 - June 3, 1980

(Jointly organised by Department of Cooperatives, HMG of Nepal and International Cooperative Alliance, Regional Office and Education Centre, New Delhi, INDIA).

EVALUATION FORM

A. 1 Coverage :- (strike out which is not applicable and do not sign or write your name)

a) Your opinion on the coverage of the subject matter in the syllabi. Adequate/Inadequate/Excess.

b) If you consider the coverage of the subject matter in the syllabi as to be inadequate what new topics you would like to be added :

a)

b)

c)

c) If you consider the coverage of the subject matter excessive in relation to your requirements which topics you would like to be dropped

a)

b)

c)

A. 2 What is your opinion about the allocation of sessions to the following topics :

a) Adult psychology Adequate/inadequate/excessive

.../..



- If inadequate, suggest number of sessions :  
to be increased No. of sessions \_\_\_\_\_
- If excessive, suggest number of sessions  
to be dropped No. of sessions \_\_\_\_\_
- b) Communication system Adequate/inadequate/excessive
- If inadequate - number of sessions to be increased No. \_\_\_\_\_
- If excessive - number of sessions to be dropped No. \_\_\_\_\_
- c) Methods of Cooperative Education Adequate/inadequate/excessive
- If inadequate suggest No. of sessions to be increased : No. \_\_\_\_\_
- If excessive suggest No. of sessions to be dropped No. \_\_\_\_\_
- d) Use and effectiveness of audio visual aids : Adequate/inadequate/excessive
- If inadequate, No. of sessions to be increased No. \_\_\_\_\_
- If excessive, No. of sessions to be dropped No. \_\_\_\_\_
- e) Practical training in the operation and maintenance of  
Projected Aids : Adequate/inadequate/excessive
- If inadequate, No. of sessions to be increased No. \_\_\_\_\_  
(with name of the Project Aid)
- If excessive, No. of sessions to be dropped No. \_\_\_\_\_  
(with name of the project aid)
- f) Technique and demonstration of preparing Adequate/inadequate/excessive  
training package
- If inadequate, No. of sessions to be added No. \_\_\_\_\_
- If excessive, No. of sessions to be dropped No. \_\_\_\_\_
- B. Treatment and handling of subject (tick mark) including circulation  
and use of background material:

Subjects

- 1) Psychology of adult learning : Excellent/very good/satisfactory  
poor

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- |   |  |
|---|--|
| 2) Human Communication Process  | Excellent/very good/Satisfactory/<br>poor  |
| 3) Methods of Cooperative<br>Education  | Excellent/very good/Satisfactory/<br>poor. |
| 4) Salient features of projected<br>aids:   | Excellent/very good/satisfactory/<br>poor  |
| 5) Salient features of non-<br>projected aids                                       | Excellent/very good/satisfactory/<br>poor  |
| 6) Role of audio visual aids in<br>modern teaching                                  | Excellent/very good/satisfactory/<br>poor  |
| 7) Concept of training package  | Excellent/very good/satisfactory/<br>poor  |
| 8) Demonstration of training<br>package   | Excellent/very good/satisfactory/<br>poor  |
| 9) Practical sessions on<br>operation and maintenance of<br>audio-visual equipments | Excellent/very good/satisfactory/<br>poor  |
| 10) Session on Photography  | Excellent/very good/satisfactory/<br>poor  |
| 11) Session <sup>on</sup> case studies  | Excellent/very good/satisfactory/<br>poor  |
| 12) Session on Role plays   | Excellent/ very good/satisfactory,<br>poor |

C-1 Skills acquired

Have you acquired the skills in  
the operation and maintenance of  
the following machines:

- |                                  |                           |
|----------------------------------|---------------------------|
| 1) Bell & Howell 16 mm projector | Fully/partly/not acquired |
|----------------------------------|---------------------------|

- 3) Overhead Projector Fully/partly/not acquired
- 4) Slide Projector Fully/partly/not acquired
- 5) Still cameras Fully/partly/not acquired

C-2. Have you acquired the skills in the preparation and handling of the following non-projected aids:

- 1) Flip over chart Fully/partly/not acquired
- 2) Overhead transparencies Fully/partly/not acquired
- 3) Flannel cut outs/magnetic cut out Fully/partly/not acquired

C-3. Have you learnt the technique of preparing a training package Fully/partly/not acquired  
(If not, give reasons for the same)

C-4. Have you acquired the skills (visuals) of preparing the training package Fully/partly/not acquired  
(If not, give reasons for the same)

D. Effectiveness of Training package

i) What is your opinion about the effectiveness of the technique of training package in teaching (delete which is not applicable) Highly effective/very effective/moderately effective/not effective

ii) Do you feel that you could use the technique in your training situation Yes/No

iii) If 'No' what are the problems that you visualise in its use:  
a)  
b)  
c)

E-1. General

1) Do you feel that the objectives of the workshop has been Fully achieved/partly achieved/not achieved

