

Manual for study circle leaders

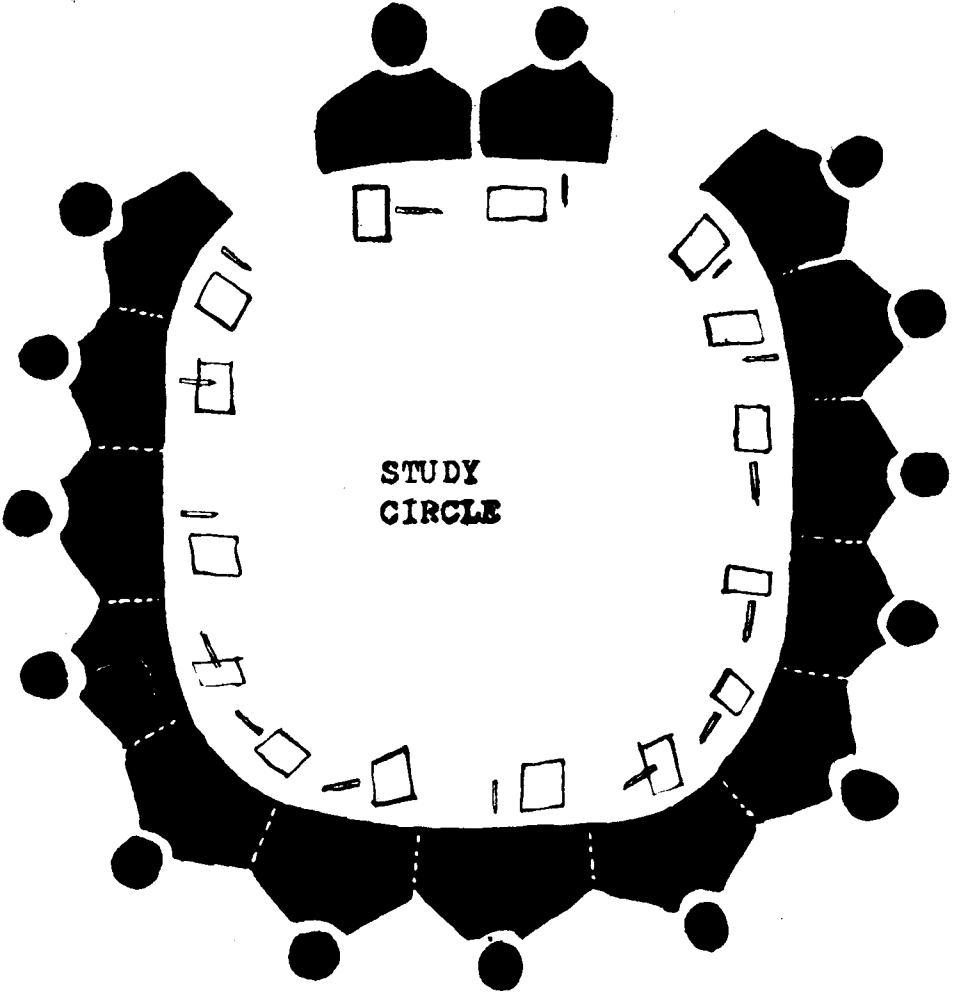
D. VIR PH.D.



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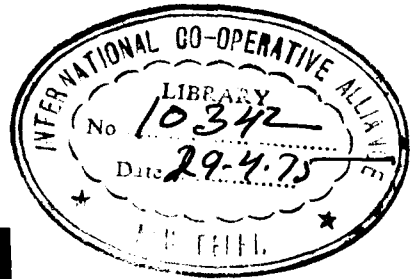
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MANUAL FOR STUDY CIRCLE LEADERS

Author : DHARM VIR, Ph.D.

Cooperative Series No. 19



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INTERNATIONAL COOPERATIVE ALLIANCE

Regional Office & Education Centre for South-East Asia
43 Friends' Colony, New Delhi 110-014. India

First Edition : November 1965

Second Revised Edition : January 1969

Third Revised Edition : February 1975

INTERNATIONAL COOPERATIVE ALLIANCE

Headquarters : 11 UPPER GROSVENOR STREET
LONDON W1X 9PA (ENGLAND)

PRICE : INDIAN RS. 10.00

COPIES : 500

February 1975

PRINTED IN INDIA

AT THE NATIONAL COOPERATIVE PRINTING PRESS

4/2, KIRTI NAGAR INDUSTRIAL AREA, NEW DELHI 110-015

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Foreword

Since its establishment in 1960, the Regional Office & Education Centre of the International Cooperative Alliance, has been devoting considerable time and effort to the problems of cooperative member education in the South-East Asian Region. It has organised several regional and national seminars on the subject. A constantly recurring recommendation of these seminars has been to develop pilot projects in the countries of the Region, through which various methods of member education could be tested.

Pursuing this recommendation, the ICA Regional Centre sought, in 1963, the collaboration of the Delhi State Cooperative Union and the National Cooperative Union of India in undertaking an experimental project on the Study Circle Method in the city of Delhi. The present Manual was prepared by our Specialist in Educational Methods in the same year. It was used initially for the training of Study Circle Leaders who subsequently used it in conducting study circle activities in Delhi and other places. The ICA Regional Office has also assisted in varying degrees the Cooperative Movements in India, Malaysia, Philippines, Bangladesh, Sri Lanka, Nepal, Republic of Korea and Singapore with regard to member education activities.

The first edition of the Manual was published in 1965 and has since been used by the Movements mentioned above. The

Manual has also been translated into various national languages in the Region with necessary adaptations to suit local conditions. We have received encouraging response from the users of the Manual and have also benefited by their comments. We are now bringing out the third revised edition of the Manual incorporating the comments received so far, and the experience gained by us through our association with the study circle programmes in various countries of the Region.

We suggest to the users that they are at liberty to add to or to subtract from the Manual and modify it in other ways to suit their particular requirements. We sincerely hope that this revised version of the Manual will be a useful document for the development of group study activities. We shall also be very happy to receive from the users of the Manual their comments from time to time.

New Delhi,
19th August, 1974

J. M. RANA
Director (Education)

HOW TO USE THE MANUAL

Some Suggestions for Trainers of Study Circle Leaders

1. There are ten chapters in the Manual.
Please study them and answer the questions given at the end of each chapter. In case of any difficulty in understanding the contents, please contact the author.
2. Prepare or select suitable study material and audio-visual aids for use in the study circle meetings. A select list of study material is given at the end of the Manual.
3. Contact different cooperative societies and select a group of about 20 active members for training as study circle leaders.
4. Call the first meeting of all the trainees and explain to them the purpose of organising study circles in cooperative societies.
 - 4.1 Distribute copies of the Manual for Study Circle Leaders, study material and audio-visual aids to be utilised by them later in the field.
 - 4.2 Explain to them how the training programme will be conducted with the help of the material distributed.
 - 4.3 Give reading assignments to the trainees and request them to read all the allotted portions at home and prepare tentative answers to questions given at the end of the lessons allotted.
 - 4.4 Fix the time and place for the next meeting in consultation with the trainees.
5. In the second meeting, act as the chairman and select one of the trainees to work as secretary of the meeting.
 - 5.1 Discuss some of the important problems of their co-operatives. Explain how study circles can help in better understanding and solution of these problems.
6. At the end, request trainees to elect their own chairman and the secretary for the next meeting. Tell them that each of them has to work as a chairman or secretary on a rotation basis during the training programme.

- 6.1 The chairman and the secretary are expected to discharge their own duties as suggested in Chapter III and VI of the Manual. So they should read these chapters in advance.
7. As there are Ten chapters in the Manual, the programme of training for study circle leaders may be conducted for 10-12 days in their spare-time.
 - 7.1 Each day one chapter of the Manual and one lesson of the study material should be introduced and discussed among the trainees.
 - 7.2 In addition, selected problems of local cooperatives and also the problems related to conducting of study circles should be discussed in every meeting.
 - 7.3 The secretary should write immediately the report of the meeting, including the group answers to questions.
 - 7.4 Discuss the performance of group members including those of the chairman and the secretary at the end of the meeting, in an informal way.
8. Check the secretary's report and discuss it in the next meeting.
9. In the third and subsequent meetings work as a resource person and as an active observer.
10. On the last day, suggest the group to continue meeting periodically to exchange experience in organising study circles and for solving common problems.
 - 10.1 Assure them that you will be present in the future meetings of the study circle leaders.
 - 10.2 Also inform them that you will be available to assist the study circle leaders in their field work.
11. Give wide publicity to your training programmes and to the study circle activities so that social incentives may be given to those who work hard.
12. Whenever possible, some refreshments should be served to the participants and interesting programmes such as film shows, group games etc. be arranged for them.

—Author

MEMBER EDUCATION

I

It has been said that “The people get the Government they deserve”. This is equally valid for cooperative societies which are organised and run on democratic lines by members for improving their economic and social conditions. The efficient functioning and development of cooperatives, therefore, mainly depend on the understanding of the members about cooperative matters, their ability to judge economic issues and to elect the right people to the board of directors. A question thus arises, what can be done to equip the membership to perform these tasks? An obvious answer to this question is that there should be educational programmes for members.

According to cooperative educationists, member education should lead to the development of following qualities in the body membership :

- (a) sense of social justice and equality,
- (b) respect for individual freedom, democracy and human values,
- (c) interest in finding out relevant facts and truth in any matter of common concern,
- (d) knowledge of cooperative principles and practices, understanding of cooperative philosophy,
- (e) abilities to grasp the problem involved and to apply cooperative principles in practice,
- (f) skills of effective communication and team work, and
- (g) abilities to work hard and tolerate frustrations.

Keeping in view the above points, we will discuss some characteristics of an effective cooperative member education

programme for a developing country. These are given below :

1. Many members of cooperative societies are illiterate, ignorant and apathetic towards any social change or economic development programme. To overcome their apathy, the contents of an educational programme should be involving and interesting.
2. The members generally do not have much spare time. Programmes should therefore be planned on the basis of their spare time.
3. The members encounter many problems related to their cooperative societies. Therefore a good programme should help in solving such problems. The members' active involvement should also be encouraged in solving problems of their society and consequently of the Cooperative Movement as a whole.
4. The local leaders should help to implement the educational programme. The members should also be given an opportunity to participate actively in the programme formation. This will help in developing leadership qualities.
5. The methods and techniques of member education should be varied and combined with suitable teaching aids, e.g. discussion material, charts etc.
6. The programmes might be organised in small face-to-face groups, preferably under the guidance of leadership originating in the groups themselves.
7. As Cooperative Movements in the developing countries are short of funds, the programmes should be inexpensive.

You may consider the points mentioned above, while developing a member education programme for your society. In the next chapter we will discuss a method of adult education fulfilling most of the requirements enumerated above. This method has been found effective in many countries of the world.

Questions

1. What according to you, should be the outcome of your efforts in the field of member education ?

2. In the light of the points mentioned in Chapter I, examine the following methods of member education. Please check (✓) the methods you find suitable for your society.

 a. Distribution of literature.

 b. Individual canvassing by the cooperative officer.

 c. General body meetings.

 d. Film shows.

 e. Meetings of interested members in small groups.

 f. Any other.

Reasons for your answer

3. Two pictures depicting the general body meeting of a cooperative society are given at the end of this chapter. Please find out weak points of the meeting and suggest remedies.

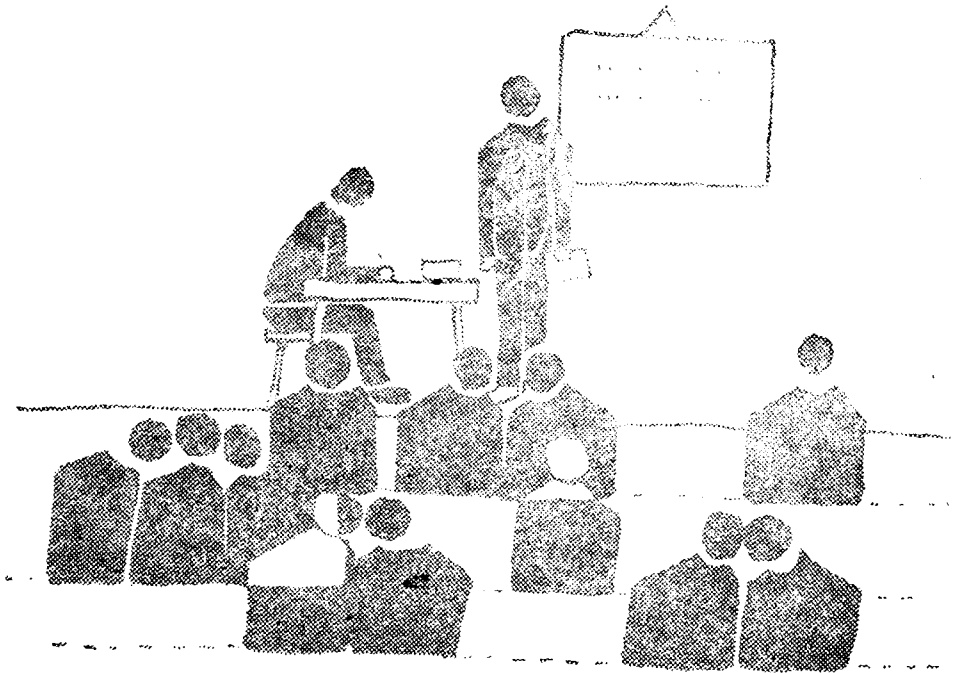
Weak points

Remedies

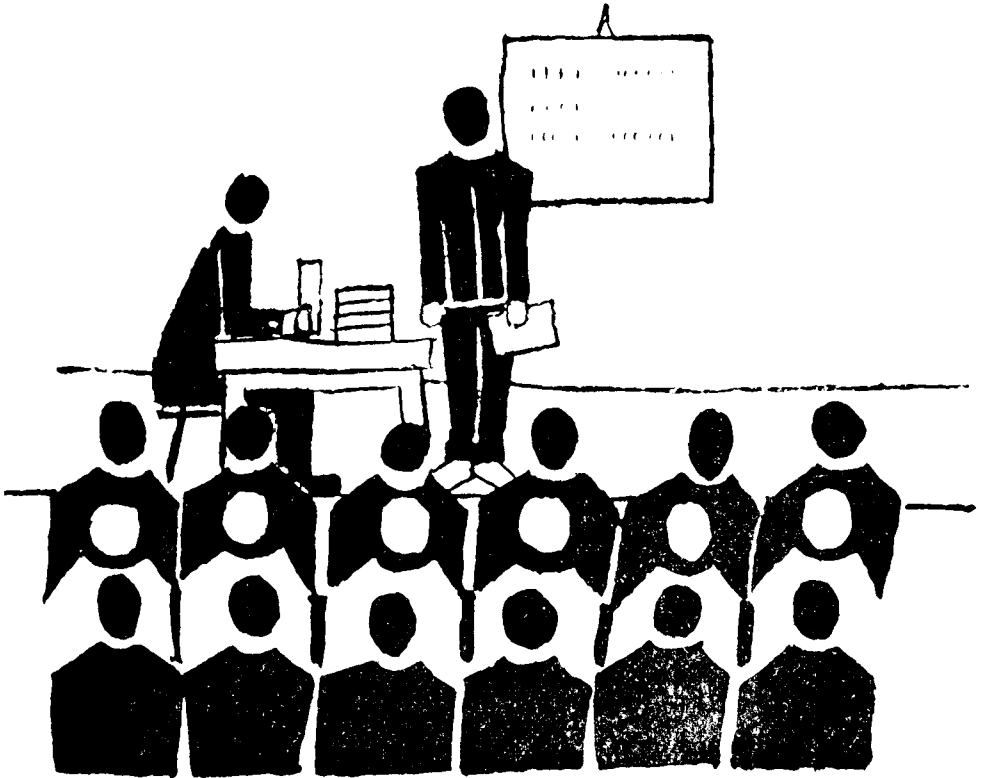
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General Body Meeting (disorderly)



General Body Meeting (Orderly)



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STUDY CIRCLE METHOD

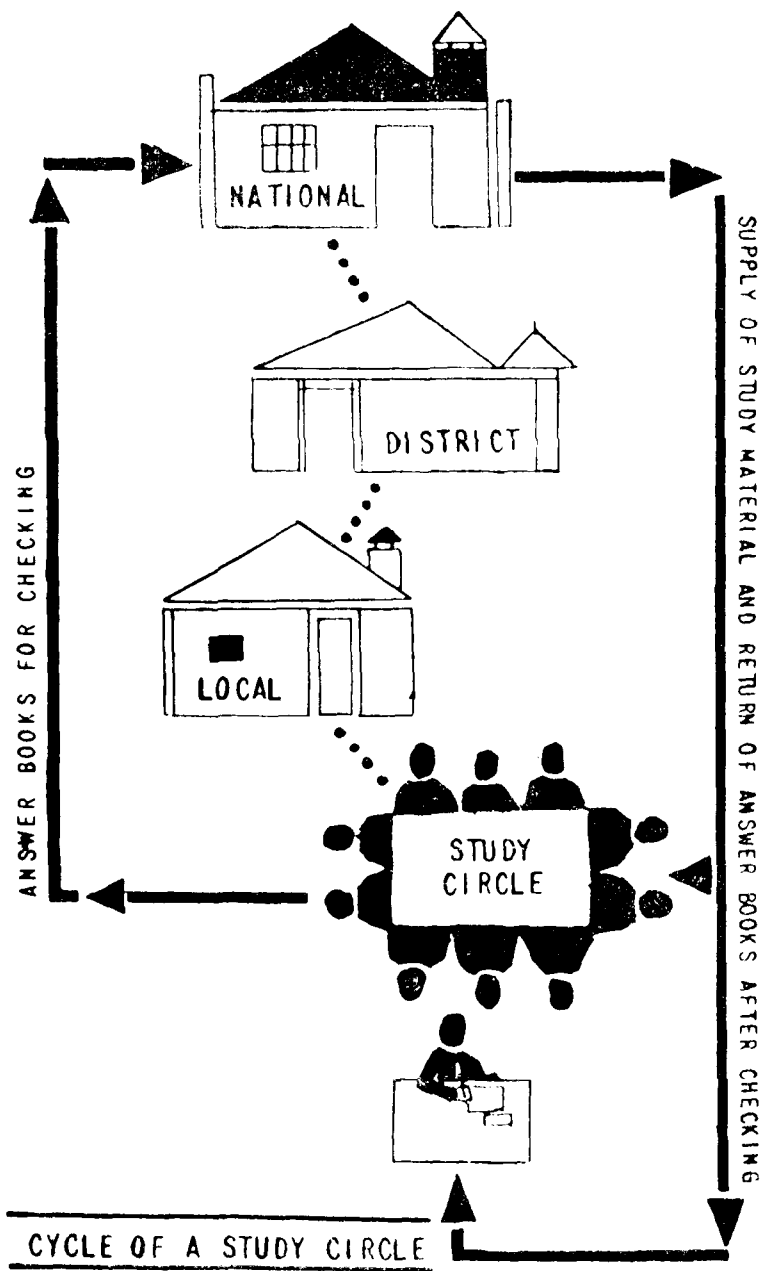
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Some of the main methods of adult education are training courses, individual study, group discussion, seminars and correspondence courses. All these methods, together with audio-visual aids, can be combined in such a way as to give a continuous, satisfactory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

What is a Study Circle ?

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

The study guide is divided into a number of lessons, each dealing with a different aspect of the topic under study. Sometimes special study material is prepared to deal with a topic, containing readable and well-illustrated text and also some questions to be answered. The study material may be accompanied by some visual aids. In this connection you might like to examine some study material prepared by the ICA Education Centre. This Manual can, in fact, be considered as an example



of study material. Nevertheless, a list of publications which can be used as study material for study circles is given as Annexe I.

The members of the circle read the study material in their leisure time and assemble at a particular place and time for discussion on one of the lessons, under the guidance of a trained leader. They try to answer the questions given at the end of the lesson. The group answers are written in the answer book by the leader or the secretary of the group, after consultation with all the members. Sometimes individual members correspond with the teachers. The answer book is sent for checking to the teachers working in the central organisation. The teachers check the group answers and return the book. Thus, the study circle work forms a cycle which may be seen in the diagram.

Institutional Framework

Central Organisation

As shown in the diagram, the central organisation for study circles is the national or state cooperative union, in which the study circle section is located. The teachers employed at this section prepare study material and visual aids on various topics, help in training the leaders and guide study circles through correspondence. Sometimes they visit the local societies to acquaint themselves with their problems. Such visits help the teachers in producing more effective material and encourage the local societies in organising study circles.

It is the responsibility of the central organisation to take the help of external agencies such as radio and television stations in conducting the member education programmes. The lessons of the study material may be broadcast on these mass media. The members of the study circles would then listen to the broadcasting programme and a group discussion would follow on the topics under study. After completing a study course, the members may be awarded certificates by the central organisation. The district cooperative unions and the business federations should have their own educational personnel to look after study circle and other educational activities.

District Cooperative Union

As the leader of a study circle is essential for its efficient functioning, he needs training in conducting discussions and keeping the group together. Although the leader does not need to be an expert he should be fairly knowledgeable about the topic to be studied. Therefore, special training programmes may be organised by the district cooperative unions or other corresponding bodies for such leaders, before a study circle course is introduced in the field. These leaders working in a town district should meet frequently and discuss common problems. The Union may also sometimes arrange meetings of members from several study circles at convenient places. Their leaders may be given some honour in these meetings.

Local Cooperative Societies

The local cooperative society should give publicity to the study circle courses and may decide to start one or several circles after consulting the members. The members may suggest leaders for conducting the circles. Such leaders are sent to the district cooperative unions for training.

The societies may pay for the study material and miscellaneous expenses on study circles and supervise the work of the circles at the local level. They should, however, appoint an Education Secretary to coordinate study circle activities and look after other educational activities at the local level. The local society should also follow up some of the common problems and assist the members in getting them solved.

Study Circles

Each study circle consists of a leader, a secretary and a number of members. The leader will organise the study circle on the chosen topic, lead the discussion and encourage active participation by the members. The secretary should assist the leader in his work by arranging the group meetings and writing the groups reports. The secretary should also help in keeping

contact with the teacher of the course. The group may choose its own leader and a secretary.

The study circle meetings take place weekly or fortnightly for group study, discussions and questions-answer work on the lesson under study. If some of the members have not read the lesson, it may be read aloud in the meeting. Reading aloud is particularly required for the illiterate members to whom the contents of the lesson may be further explained.

Members

The members of a study circle study the lessons in their free time and try to answer the given questions on their own. In addition to his individual study, a member may be requested to read out the lessons to an illiterate member of the circle. The members should also be encouraged to discuss their common problems, take necessary decisions and action, and assess the results of the efforts made.

Questions

1. The study circle generally employs the following methods of adult education :
 - (a) Individual study.
 - (b) Group study and discussion.
 - (c) Correspondence course.
2. Indicate how and when the three methods are used.
3. Suggest how you could use the study circle method for education of members in your area.

Answers

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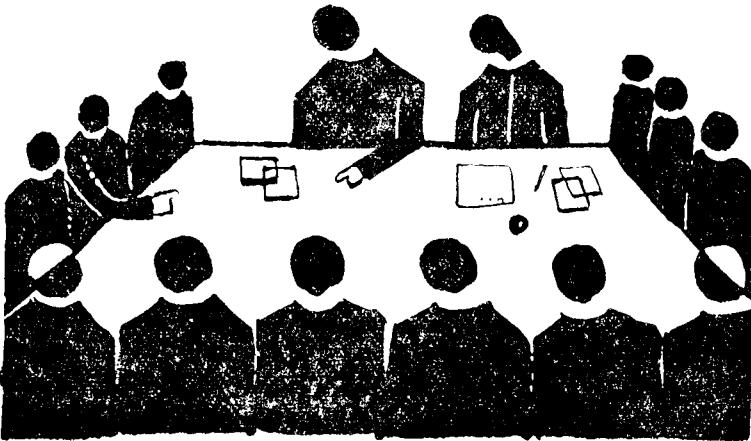
THE STUDY CIRCLE LEADER

III

The leader of a study circle is a guide but he is not a teacher. Therefore, it is not necessary that he has expert knowledge on the subject of study. He is, however, expected to know the topic better than other members of the group.

Duties

1. To organise the study circle and conduct its meetings.



2. To encourage the members to prepare in advance for the lesson to be discussed.
3. To introduce the subject of study to the members.
4. To find out the educational needs and interests of members and pass on this information to the teacher so that suitable material may be developed for use in future.
5. To correspond with the teacher.

6. To assess the study circle activities.
7. To take action on the decisions of his group.
8. To maintain close contact between the members of the study circle and the local cooperative society.

Qualifications

To discharge his duties, it is essential that the leader possesses the following qualifications :

1. Personal enthusiasm and ability to maintain the interest of all the members through active participation.
2. Ability to understand and handle difficult situations arising in his group.
3. Ability to speak concisely and explain the contents of the study material.
4. Ability to clarify the issues involved in the discussions and to draw conclusions.
5. Knowledge of the Three R's—Reading, Writing and Arithmetic.
6. An understanding of the problems facing members, and their interests.
7. Some knowledge of the topic to be discussed.

The leader of a study circle generally needs all the qualities required by a leader in a democratic organisation. His duty will be to run the educational programmes in a democratic way, and also to prepare the members to participate democratically in the activities of their society. The leader must have sufficient spare time for organising and conducting the study circle.

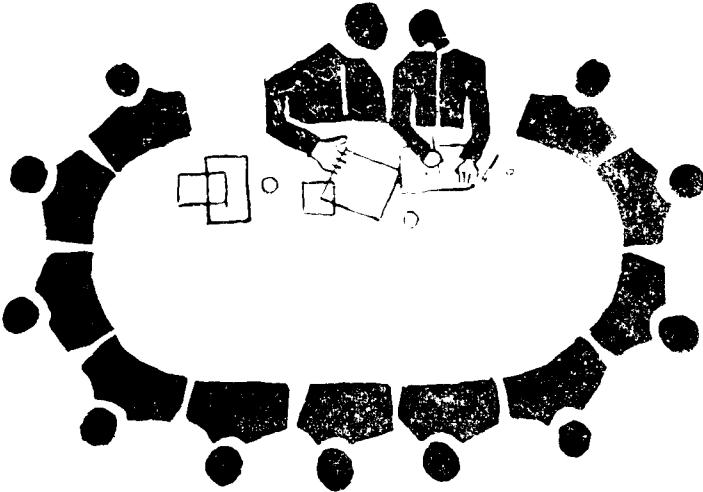
The leader should be prepared to learn from the members' experiences. He should also meet other study circle leaders and discuss common problems.

Group Secretary

The leader should be assisted by a group secretary.

Duties

1. To assist the leader in conducting meetings.
2. To distribute study material among the members.
3. To conduct study circle meetings in the absence of the leader.



4. To draft the report of group discussions.
5. To arrange for some refreshment or recreation for the circle.

Qualifications

1. Ability to read, write and maintain small accounts.
2. Ability to follow group discussions and take notes.
3. Ability to assist the leader and conduct the meetings in his absence.

Training of Leaders

It is ideal if a group elects its own leader and secretary. In the

absence of an organised study group, the leader may be selected by the local cooperative society. The secretary of the group should be selected in consultation with the leader. Both must undergo some training. Both must be approved by the prospective study circle members.

The training should deal with problems likely to arise in study circles. In the first course for the study circle leaders organised by the ICA in Delhi in 1963, a group of 12 prospective leaders was trained. The training followed the contents of the previous edition of this Manual. The participants were encouraged to discuss freely under the guidance of the instructor. The study material to be used in the circles was thoroughly discussed in this training programme. During the course each participant was given the experience of acting as leader, secretary and ordinary members in the discussions which took place. The participants also had an opportunity to discuss the general problems facing their societies.

Questions

1. What qualities do you consider necessary for an effective study circle leader ?
2. How can members of a cooperative society be encouraged to choose the best office-bearers for their study circles ? To answer the question please check (✓) the correct statement and cross (×) the incorrect ones :
 - () 1. The members should be made aware of the duties of the leader and the secretary and then asked to elect them.
 - () 2. Each group meeting should elect its own leader and secretary.
 - () 3. The office-bearers of study circles must be nominated by the cooperative society.
 - () 4. The office-bearers should be paid handsome remunerations for their work.

Reasons for your answers

1.....

2.....

3

4.....

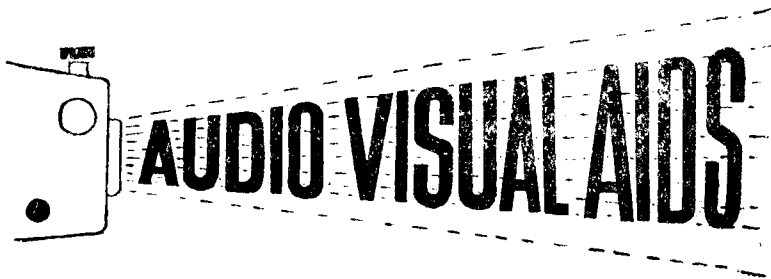
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STUDY MATERIAL & AUDIO-VISUAL AIDS IV



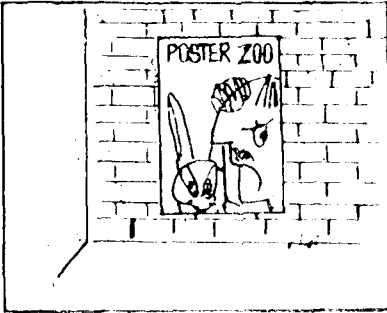
A discussion group needs guidance. Part of the guidance can be given by the leader and part by suitable study material which members will read in advance in their free time. This means that the relevant study material must reach the members at least one week in advance. Study material may be one of the following types :

1. A suitable publication on the topic of discussion, supplemented with a study guide.
2. Special study material prepared by the central organisation consisting of lessons, relevant questions etc.
3. Discussion sheets containing points for discussion and questions on the important problems. Separate discussion sheets should be used for different meetings.

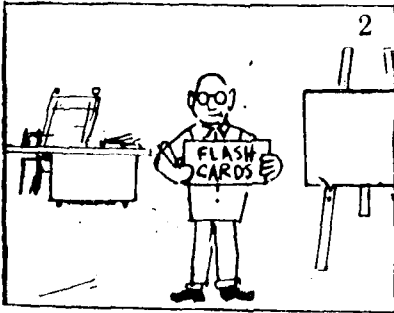


The study material may be accompanied by some visual-aids, for example, posters, charts, etc. Visual-aids should help to clarify and illustrate the study material to be discussed by the study group. A leader may also prepare his own visual-aids. The

blackboard is a very helpful instrument for this purpose. If some part of the study material needs further explanation, the leader can prepare illustrations on the blackboard in advance. It is also possible to use effectively the following audio-visual aids for study circle meetings.

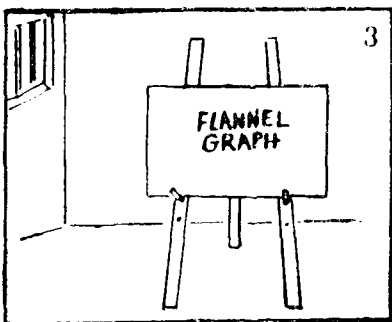


1. **Posters** can convey messages quickly and attractively. They must be prominently displayed. But the poster should be closely related to the topics studied by the group. Some posters may be prepared to publicise study circle activities.



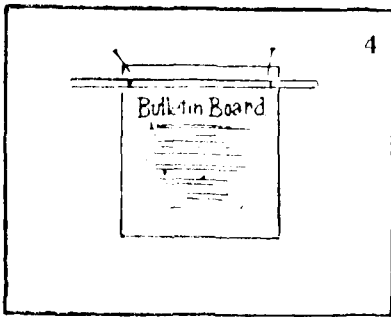
2. **Flash-Cards** are a serial set of pictures telling a story or describing the development of a society. The cards must be large enough to be clearly visible to a group of about 20 people. A commentary is generally written on the

back of each card. The leader, while explaining, can adapt this commentary to local conditions. Sets of interesting flash-cards are available in some countries on general development and cooperative themes, particularly on service cooperatives.



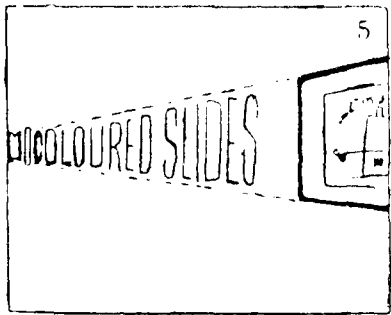
3. **Flannelgraphs** are excellent for visual presentation. The flannel cloth can be permanently mounted on a large board (1x2m) or on smaller panels for easy carrying. Also unmounted flannel cloth can be used to cover a large

board placed so that the audience can readily view it. An important advantage of the flannelgraph is that major points, key words and illustrations can be put on the board as they fit into the discussion. Large lettering is needed. Each item which is to be presented must be backed with sand-paper or some other coarse material. In this way it will readily stick on the board at the appropriate place.



easily accessible to the members. Space may be provided on the board for important news of interest to the members.

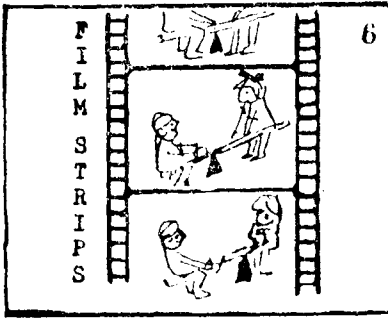
4. The **bulletin board** is the source of everyday information required by cooperative members. Notices, clippings of current interest, committee notices, group answers to questions and relevant information can be placed on the bulletin board, located at a place



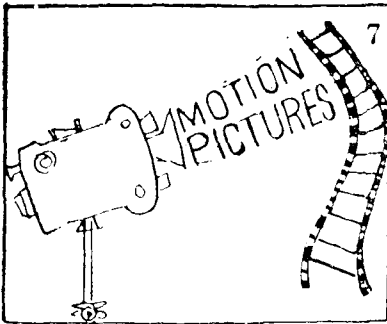
slides must be selected and put in a coherent order. The commentary on the slides should be prepared in advance.

5. **Coloured slides** are easy to assemble and use. They are popular and adaptable to many purposes, for example, presentation of financial reports, activities of cooperative societies or study circles. Proper planning must precede the showing. The

6. Sometimes, **film-strips** are available with recorded commentaries. They are excellent for training and discussions, provided the commentary is good and can be understood by the audience. Sometimes a translation



into the local language may be needed. The show may be followed by questions and answers and discussion.

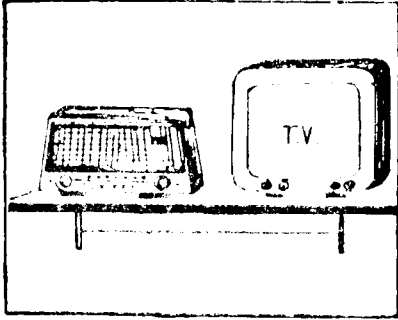


7. 16mm or 8mm films related to the topic under study are useful. However, before showing a film, advance planning and arrangements are required. First of all, the leader should make sure that the film is in good condition and suitable for the purpose. The projector must be in good working order and the operator should know how to handle it. The screen must be correctly

placed. The operator must check the distance so that the maximum use can be made of the screen. The room has to be adequately darkened.

The film usually needs a brief introduction, spelling out the purpose for which it was made and why it is being shown. Many films need to be followed by questions and answers. The reactions of the audience will determine the value of film. If the film has more than mere entertainment value, it will provide new ideas to the viewers. Films have played a very important role in the United States in starting cooperatives, in acquainting prospective members with the achievements of other cooperatives, in training leaders and employees, and in helping the public to understand what cooperatives are trying to do. So far there are very few films available on Cooperation in developing countries. Another difficulty is the scarcity of projectors and trained operators. However, wherever possible a good film should be shown to the participants to increase their interest in the

study circle activities.



The study material on a topic can be supplemented by radio and television broadcasts and vice versa. Such broadcasting programmes on the topics under study have been found helpful in creating interest in the socio-economic problems and developing a better

understanding of these problems among the audience.

Effectiveness of Audio-Visual Aids

Research workers in the U.S.A. have tried to ascertain the effectiveness of different media of communication. The results are indicated below in order of effectiveness :

1. What we do.
2. What we see in picture and illustrations while listening to the commentary at the same time, e.g. sound motion picture, television programme etc.
3. What we see in pictures.
4. What we read in print.
5. What we hear on radio (words transmitted); and
6. What is told by word of mouth.

A message by word of mouth would probably be more effective in this part of the world where the majority of people are illiterate and semi-literate. The word of mouth may be made more effective with the help of suitable visual aids.

Audio-visual aids in cooperative member education work must be used with care. A proper planning should be undertaken before the actual use. In urban areas the tastes of people

have now become more sophisticated. Therefore, audio-visual media which are in any way sub-standard will not be acceptable. Finally, it must be kept in mind that audio-visual aids are essentially a means for improved communication between the teacher and the student.

Questions

1. How can you encourage the members of a study circle to use their free time for studying the lesson to be discussed in the meetings ?
2. On what topics would the members of your society like to have study material ? Please indicate, in order of importance, three topics :

<i>Topics</i>	<i>Remarks, if any</i>
1.
2.
3.

Give the name of an audio-visual aid you would like to prepare and use in your study circle.

<i>Name of the audio-visual aid</i>	<i>Contents</i>
.....
.....

Could you prepare it on your own, or what assistance would you require ?

Reasons for using :

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HOW TO START A STUDY CIRCLE

V

1. The courses and the material available for study circles should be publicised among the members and prospective members of the cooperative society at least one month in advance.

The members should be informed about the course personally or through organised groups like the managing committee of the cooperative society, trade union, etc.

2. A meeting of the members should be called and the purpose and nature of the study circle course explained to them. If a minimum of ten members agree to pursue the course, a leader and a secretary acceptable to them should be chosen.

3. Ideally, to start with, there should be about 15 members in a study circle.



The attendance should preferably not be below ten members including the secretary and the leader. The employees and the office-bearers of the cooperative society should be encouraged to join the study circle. All interested members of the society should be given an opportunity to participate in study circle courses.

4. If practicable, arrange a combined course for male and female members on a topic of common interest. Otherwise, organise a separate course for women with the help of a woman leader.

5. If there are not many applications for attending a study circle on a particular topic, and the society nevertheless decides to organise the study circle, then the leader and secretary may be selected by the society. The leader and secretary might then do some canvassing for the proposed course. A list of persons willing to attend the courses should be prepared. Survey forms (specimen appended hereto) may be used to collect information about the interested members. If the group contains less than seven members, the idea to run a study circle on that topic may be dropped.

6. At least one week in advance the interested members should be informed personally about the place and time of the first meeting. The study material should also be distributed at that time.

7. The programme of meetings will be decided in the first meeting in consultation with all the members.

8. The topic of study should be introduced by the leader to provoke discussions and encourage questions from the members.

9. It should be made clear to the members that they are generally expected to make contributions towards the cost of running a study circle. They should understand that the study circle is their activity, to be organised by them. The leader is there just to assist them. The leader should also explain to the members the usefulness of the study circle course. In his argument he might stress the importance of the studies for a

better understanding of local problems, and development of a sense of responsibility for the cooperative society among those participating in the studies.

Questions

1. Out of the following, check (✓) the statement most acceptable to you :

In order to start a study circle :

- () a. A meeting of interested members should be called.
- () b. A meeting of all the members and general public should be called and a speech made by a well-known leader.
- () c. The members should be invited to witness a film-show.

Give other suitable suggestions on activities to be undertaken before starting a study circle. Give reasons for your suggestions.

2. What type of accommodation will be best for a study circle meeting? Can meetings take place by rotation at the members' residence?

3. Should the group secretary be elected by members or always appointed by the leader? Give reasons for your answer.

SURVEY FORM

STUDY CIRCLE COURSE ON “

(To be filled by the prospective member of a study circle. In case of illiterate members, the leader will interview them individually and fill in the form.)

1. Name of the candidate.....
2. Address.....
3. Year of birth
4. Male or female.....
5. Occupation.....
6. Other activities.....
.....
7. Educational background.....
.....
.....
8. Experience in the field of Cooperation.....
.....
.....
.....
9. Can you attend the weekly/fortnightly meetings of the study circle regularly and punctually for the coming six months ? Yes/No

Remarks.....
.....
.....

SUMMARY OF REQUIREMENTS FOR A STUDY CIRCLE

1. Suitable number of copies of the study material on the topic of discussion and relevant audio-visual aids.
2. Answer books.
3. Scribbling pads and pencils to be used by the group secretary and other members.
4. Envelopes and other stationery to mail the answer books.
5. Postage-stamps etc.
6. A black-board with chalks of different colours and a duster.
7. A world map or a globe.
8. Suitable accommodation for at least twenty persons with comfortable seating and adequate lighting arrangements. Local adult education centres, school buildings, or society buildings, if centrally located in the area, may be used for study circle meetings.
9. About 15 members interested in the programme of the study circle. They should be able to devote about two hours of their free time per week or fortnight to attend meetings.
10. A teacher at the union level who may be able to check answers and return the answer books in time.
11. Arrangements for refreshments, and some compensation to leaders.
12. Conveyance arrangements for the leader and the secretary.

Question for group discussion

Keeping in view the requirements of a study circle, make a budget for your own circle.

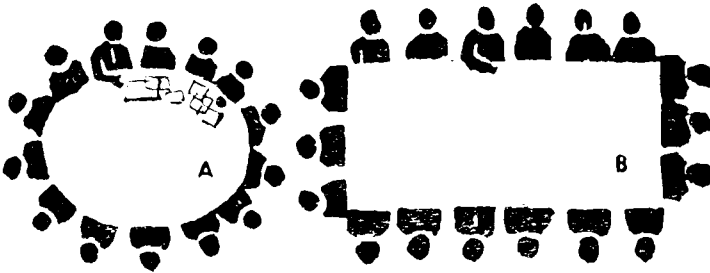
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GROUP DISCUSSION

VI

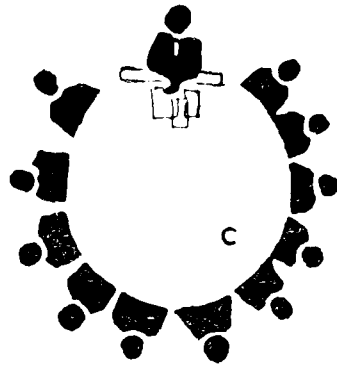
Preparations

1. Arrange the group in a circle so that all those present can see each other.
2. If possible, arrange the group at a table as shown below (Illustrations A & B). In a home meeting the arrangement shown in "C" may be better.



3. Do not start until you are sure that everyone is comfortable.

4. See that all members know each other. If a newcomer joins the group later, introduce yourself to him and him to the group. Learn everyone's name as soon as you can.



5. Put someone in charge of the black-board, which can be used for writing questions and important points.

6. Emphasise in the beginning that everyone has to take an active part. If some members lack opinions on the subject discussed, then the discussion has failed in some measure.

7. Start on time and stop at the pre-arranged time. Keep the members conscious of time and see that the discussion and questions are concluded according to schedule.

8. If there is no worthwhile news or local problem to discuss, take an un-biased newspaper or a cooperative newsletter and read some appropriate news to the members; if necessary, explain the news with the help of a map. 15 minutes may be devoted to this activity at the beginning of each session.

9. Emphasise that there should be no speeches by the leader or members, no taking of the floor. Except for opening or closing statements, limit individual contributions to 2-3 minutes. See that the group secretary takes down points and gives a summary of the discussion before you conclude the meeting.

Conducting the Meetings

1. Prepare ahead for the discussion. Consider the questions thoroughly in advance.

2. Aim to establish connections between the ideas of the study material, and the experience and ideas of the group members. Check with the members if they want any specific clarification on the study material to be discussed.

3. Get members to put sharply defined questions before the group. Write two or three alternate questions on the board if you think this will help. The group may then select any one to start with.

4. In general, do not ask questions to individual members, unless you see that a member is having difficulty in expressing himself. However, the questions may be directed to different sections of the group, e.g. women or cooperative employees.

5. Interrupt the unduly talkative member as tactfully as possible, and ask the opinion of other members on the point.

6. Always try to keep the discussion to the point. It is not necessary that the member should address the chair; they should rather learn to talk to each other directly.

7. Your opinions should not dominate the discussion. Your job is to encourage the members, including the group secretary to express their own ideas.

8. If you see that something is being neglected in the discussions, point it out to the group.

9. Keep spirits high, foster friendly disagreement, stress what is important, but allow everybody to express himself.

10. Summarise the discussion after each point, and close the meeting with a summary, either your own or the secretary's.

Concluding the Meetings

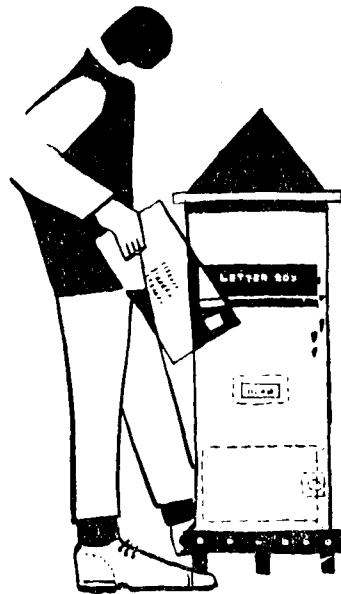
1. Ask the group secretary to write the group answers immediately after the discussion. Try to get a unanimous approval of the group before the answer is sent to the teacher for checking.

2. Encourage the group to frame a question and address it to the teacher for answer.

3. Call attention to unanswered questions for future study.

4. At the end of the meeting, the member should make arrangements for the forthcoming meeting. The time, place, etc. should be decided by common consent and the leader's personal preference should not be enforced.

5. Thank the members for their participation and invite their comments on the meeting.



Problems of a Discussion Group

You may come across some of the following problems, the proper solution of which you will have to find out for yourself. However, some solutions are suggested here.

1. *Late comers* : Do not wait for late-comers. It is best to start the discussion even with a few members who have come in time and close the discussion at the fixed time. It is harmful to drag on the discussion simply to fill up time. Have a personal talk to the late-comers at the end of the meeting.
2. *Apathy* : Members who appear bored should be encouraged to participate. During discussion, one of the inactive members may be asked to summarise the points and the opinions of other may be solicited.
3. *Some members talking too little and others too much* : The persons talking too much should be allowed to express their points in 2-3 minutes. They may be asked to write down the points and discuss them with the leader individually after the general discussion is over. The persons taking too little may be encouraged to give their opinions on appropriate issues. Each member in turn might be asked to give his opinion.

The technique of circular response may be used to encourage participation by all members. According to this technique each member would be given about one minute to express his opinion. The member sitting at the left of the leader may be asked first to say something, then the member sitting next to him, and so on. A good portion of tact is required in handling the different individuals in the group. It is not sufficient just to complain that a particular member does not participate in the discussion. A more constructive approach will have to be adopted.

4. *Talking off the point* : You may point out to the members the important and unimportant aspects of the question. They may be asked to refer to the study material and the issue raised in it. Humorous remarks related to the subject should be allowed within limits.

5. *Lack of understanding* : The members should be free to ask questions if they do not understand. In explaining, you may use the black-board and other visual aids. You may also ask other members to explain. Frequent summaries by you or others will help in creating better understanding.

6. *Obstinate members* : If in spite of your efforts, a member does not understand and therefore does not agree to a point of view, his difference of opinion ought to be included in the group answer.

7. *Offensive personal remarks* : Some members may be short-tempered and make offensive remarks about the leader or other members. This can happen when there is a heated discussion on a controversial issue. Before opening such an issue, you may remind the members that they have assembled to understand each other's points of view and therefore no one should try to impose his view on anybody else. Members need not feel annoyed if other members do not agree with them. Personal offending remarks should be discouraged. The offending members may be approached after the discussion either by the leader or through other members.

At the end of the discussion the members may be asked to suggest ways and means of improving the atmosphere in the group. You may emphasise that tolerance helps to discover effective solutions of common problems.

8. *Lack of group discipline* : Friction in the group may be responsible for lack of discipline. In the beginning the members may not have a sense of responsibility towards the group. The members should feel that they really belong to the group.

When there is lack of discipline, the procedure of a group meeting and discussion should be clearly explained to the members. Check that only one member is speaking at a time. This will avoid unnecessary confusion during the discussion.

9. *Inaccurate information given to the group* : Sometimes members pass on inaccurate information to the group and thus

a wrong conclusion may be drawn. The members may be asked to give the source of their information. The study material and the teacher will, of course, help you in getting authentic information.

Questions for discussion

1. Is it possible to write the group report immediately after the discussion and take the approval of the group? How can it be done effectively?
2. Some problems of group discussions and their solutions are given in the foregoing chapter. Suggest any other solutions to these problems.

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GROUP PROGRESS

VII

TRY to evaluate the functioning of your study circle and assess the effectiveness of your efforts. This will be useful, since awareness of your own weaknesses will help you to improve yourself as well as the members of your group.

Educational programmes have a gradual effect on the behaviour of members. Therefore, a sudden change should not be expected. Whatever change is brought about through education will have a permanent value. The following changes may be expected in the attitudes of members participating in a cooperative member education programme :

1. Members get interested in maintaining and improving their standards of living through the cooperative society.
2. They acquire some knowledge of the principles of their society, or of the specific subject under study.
3. An appreciation of democratic values will be created among them.
4. They will learn to accept differences of opinion.
5. They will better realise the weaknesses in their society and will be induced to take necessary action to overcome them.

You can adopt several methods for evaluating an educational programme. For example, at the end of the course, you can ask the participants to give their opinions about the study circle. The attendance and participation of members in the course programme will be an indicator of your success and the attendance and participation of the members in the affairs of society will be another indicator.

The groups' answer checked by the teacher can be used for the evaluation of group effort. Since you are expected to be a functional member of the study circle, the group achievements will be your achievements. Continuity of membership will indicate that the educational programme can maintain the interest of the members. A study into the reasons for members dropping out will give you further insight into the weakness of your programme.

For your guidance, a check list for evaluating a study course is given at the end of this chapter. The list should be used after a course is over.

Questions for group discussion

Check (✓) the statements acceptable to you.

1. The purpose of assessing the group progress is to :
 - () a. keep a check on the leaders of study circles ;
 - () b. warn the inactive members of the study circles ;
 - () c. help the leader and members in their programme.

Reasons :

2. In the light of your experience, please suggest any changes you think necessary in the check list.
3. For self-evaluation of your leadership type, please try the test given at the end of Chapter IX.

Check List for Evaluating Member Education in a Study Circle Course

(for use of the leader)

(Instructions : Check (✓) either “yes” or “no” and add your score. You may consult your records in order to give an accurate answer).

	Yes	No
1. At least ten members attended each of the group meetings.	—	—
2. Ten members continuously attended all the meetings of the group.	—	—
3. Most of the group meetings started in time.	—	—
4. Most of the members studied the lessons in advance.	—	—
5. The annual general body meeting was attended by the majority of the members of the discussion group.	—	—
6. The majority of the study circle members present at the general body meeting spoke on relevant issues.	—	—
7. Most of the members studied the report of the society in advance.	—	—
8. At least one of the members was a person below 20 years of age.	—	—
9. At least one of the office-bearers of the society was a member of the study circle.	—	—
10. At least one of the employees was a member of the study circle.	—	—

11. If the topic was of a general nature and there was no special study circle for women, at least one woman attended the study circle course.	—	—
12. The members or their society paid the cost of the study circle.	—	—
13. The majority of the members acquired a fair knowledge of cooperative principles.	—	—
14. They agreed on the utility of these principles to help solving their socio-economic problems.	—	—
15. Most of the members wish to continue their education through study circles.	—	—
	-----	-----
Total	—	—
	-----	-----

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SIMPLE TECHNIQUES OF GROUP DEVELOPMENT

VIII

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 of students.

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

Objectives of Group Development

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

- (1) To make the members of a group interact and participate in an educational activity.
- (2) To make the members understand that each of them can be more effective when they belong to a group.

- (3) To develop in them ability to express their ideas and communicate effectively in a small or large group.
- (4) To develop interest in group work, and social outlook.
- (5) To develop democratic values and social attitudes among members and thus promote cooperative leadership.
- (6) To develop ability to think quickly, clearly and critically.

Techniques of Group Development

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

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

I. Problem Census

- (i) A teacher may ask specific questions in order to know the exact problems, e.g. what are your difficulties in getting loans from the local cooperative?
- (ii) For collection of problems, the technique of ‘circular response’ may be used. According to it, the group members are asked to sit in a circle, facing each other. The teacher then asks students one by one to give answer. He may start clockwise or 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 in 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

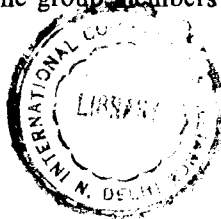
Assessment of educational programme can be either internal or external. It can be a combination of both. By internal evaluation we mean that the participants and organizers in the programme together assess their achievements and failures so that performance of both parties could be improved by gaining 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, intermediatory 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 at page 58.

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ICA



A Group Game for Assessment of 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

1. Approves & helps in correction.
2. Concedes differences
3. Discusses
4. Expedites
5. Extends invitation to participate.
6. Flexibility
7. Grants permission or requests.
8. Helps define the problem
9. Participates
10. Protects status of others
11. Suggests broadly

Disintegrative Behaviour

1. Blames & corrects
2. Accepts no differences
3. Lectures
4. Postpones
5. Warns, threatens
6. Rigidity
7. Refuses requests
8. Insists he is right
9. Withdraws from activity
10. Attacks status of others
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	<i>Versus</i>	Wreckers
Democrats	„	Autocrats
Peacemakers	„	Quarrel makers

Handwritten text, possibly a title or introductory sentence.

Handwritten text, possibly a paragraph or list item.

Handwritten text, possibly a list or detailed notes.

DEVELOPMENT OF COOPERATIVE LEADERSHIP

IX

Eleanor Roosevelt, when asked to mention the leadership qualities of her husband—President Roosevelt, said : “It is very often the *opportunities* which bring out the leadership qualities”. Cooperative movement throws a challenge before the society and provides opportunities to social minded citizens for self-development and social and economic development.

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

A distinction is often made between traditional leadership based on factors like caste, kinship, economic status and modern leadership based on education and functional efficiency. Studies on cooperative leadership in some districts of India show that traditional factors are still predominant in determining the position of leaders. The training and education may encourage modern leadership. However, in the absence of inner transfor-

mation of the society in general, it is very difficult to accelerate this change, through education alone.

Psychology of Leadership

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

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

Characteristics of Successful Leaders

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

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

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

Types of Leadership

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

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

The above leadership types can be identified with the help of the test given at the end of this chapter. Copies of the test may be made, without the correct answers (key) given against each item of the test and distributed among members of the study circle. They may be asked to determine the type of leadership they are having in their study circle.

It is generally said that democratic leadership is the best. But the experience, especially in developing societies, shows that some times autocratic or free-reign leadership may appear to be more suitable under exceptional circumstances. However, for the Cooperative Movement the democratic type of leadership has been found most suitable.

Some of the important *leadership functions* are :

1. Defining and clarifying goals.

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

Techniques of Leadership

Stimulate People to Right Action

by

- (1) Managing the people you direct.
- (2) Making your advice get results.
- (3) Presenting effective *training*.
- (4) Correcting people's mistakes.
- (5) Inducing people to try harder.
- (6) Encouraging people to think.
- (7) Giving instructions and orders.
- (8) Improving confidence and morale.

Strengthen and Increase Your Prestige

by

- (1) Recognizing your responsibilities.
- (2) Adjusting your personal outlook.
- (3) Developing estimates of people.
- (4) Securing active cooperation.
- (5) Getting along with your boss.
- (6) Gaining recognition and credit.
- (7) Creating a favourable reputation.

Leading and Bossing

In order to be a democratic leader, it is important to know the difference between a 'boss' and 'leader'. It can be said that a boss can also have some characteristics of democratic leadership. On the other hand a leader can behave like a boss. However,

there is a distinct difference between behaviour patterns of the two types of persons, which is given below :—

The Boss

The Leader

- | | |
|--------------------------------|-----------------------------|
| + Drives his men | + Coaches his men. |
| + Counts on authority. | + Gets their good will. |
| + Keeps them guessing fearful. | + Arouses their enthusiasm. |
| + Talks about "I" | + Makes it "We" |
| + Says "get here on time". | + Gets there ahead of time. |
| + Finds blame for breakdowns | + Fixes the breakdown. |
| + Knows how it is done. | + Shows how it is done. |
| + Makes work a drudgery. | + Makes work a game. |
| + Says, "Go". | + Says, "Let's go". |

Evaluate Your Leadership

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

The Role of Cooperative Unions in Leadership Development

1. The unions which are promotional leaders should attract talented people towards Cooperative Movement and train them in various tasks.
2. They should study local situations and encourage right type leaders. Especially young leaders should get adequate attention and publicity. The question of specifying some qualifications for leaders of cooperative institutions may be given due consideration.
3. The Unions should conduct educational and training programmes for existing leaders and executives. They should also encourage member societies to have planned educational

and leadership development programmes. Study circle is one of the most effective methods of member education and leadership.

4. The Unions should also have information and consultancy services in cooperative education, management and related matters, for member societies and other educational institutions.

--development at the local level

Questions for discussions

1. What are the qualities needed for holding leadership position in a Cooperative ?

.....
.....

2. How can Study Circle method help develop leadership qualities among member participants?

.....
.....

3. Please examine the items of the Test for Identification of Leadership Types. Try the test on your members after removing the correct answers from the Test Sheet. Ask them to rate your leadership type.

.....
.....

TEST SHEET

A TEST FOR IDENTIFICATION OF LEADERSHIP TYPES

(along with correct answers to be deleted before use)

Instructions for Respondents

1. Place a "D," before each item characteristic of a democratic leader.
2. Place an "A," before each item characteristic of an autocratic leader.
3. Place an "L," before each item characteristic of a laissezfaire (non-intervening type) leader.

(Correct) Answers	Items	(Correct) Answers	Items
D	Gives credit for achievements	A	Lectures the group
L	Allows complete freedom	D	Gives an example
A	Asks for indefinite postponement.	L	Offers no materials
L	Offers to advice	D	Offers suggestions
A	Defends self	A	Demands cooperation
D	Offers his service	D	Impartial but not uninterested
D	Admits his error	A	Discourages
D	Confirms views of another	L	Takes no part in discussion
L	Maintains a hands-off policy	L	Passive
A	Talks about "I," "me," and "mine,"	A	Threatens
L	Gives no praise	L	Takes no part in decision
D	Accepts obligations	A	Rations materials
A	Gives credit for attributes	L	Neither guides nor directs
D	Invites participation	L	Offers no criticism
A	Seeks praise	D	Encourages
L	Assigns no work	A	Partial to group
L	Maintains no pressure to achieve	A	Directly refuses requests
A	Determines details	D	Seeks and uses advice
L	Assumes an "it's up to you" attitude	A	Demands approval for acts

Scores

D.....

A.....

L.....

Name.....

Group.....

NOTES

STUDY GROUP ACTIVITIES IN SOME OF THE ADVANCED COUNTRIES

X

The author had opportunities of visiting four Scandinavian countries viz., Sweden, Norway, Finland and Denmark and observing the study circle programmes there. A short review of the large amount of activities going on in these countries is given below :

SWEDEN

The Swedish Cooperative Union & Wholesale Society (KF) has the study group department situated at its headquarters in Stockholm. It is called Viskolan (The We School). It has one Principal, several women and men teachers.

The women teachers concentrate their attention on the housewives as students. Household problems including child welfare are often dealt with in these courses. The other teachers mainly prepare material for courses dealing with cooperative subjects. Both serious topics such as cooperative theory and practices economics etc., and topics of more general interest are dealt with. For example "How to Arrange One's Own Home." "The Young Consumer" etc., are discussed. Viskolan has so far published study guides in more than 100 different subjects. Besides, KF publishes a periodical Vi Vill (Our Will) mainly for cooperative study circles, women's groups, etc.

The study group type of educational activity in Sweden dates back to 1920 when the first group was formed. Since this it has reached considerable proportions. Usually a study group will consist of some seven to fifteen people who have chosen one of the subjects available. For each course material is prepared and takes the form of a single book, which poses questions but does

not provide answers. As a rule the course is divided into four or more sections each dealing with a different aspect of the subject being studied. Each section terminates with a list of two or five questions which are aimed at inspiring discussion. These questions are answered in writing by the individual members or the group and sent by the leader of the group to *Viskolan*. The teacher at the school in turn examines the answer book and returns them with his comments.

The study circle leaders may be elected by the members of the proposed groups in advance. The local cooperative societies organise such groups with outside help and usually pay for the study material, services of the leader, etc. The leaders are sent for training before courses are started. The members of a study circle as a rule, meet weekly in their spare-time at a convenient place.

Viskolan collaborates with the *Brevskolan* (Correspondence Institute) at Stockholm. *Brevskolan* is an autonomous body administered by a board consisting of representatives from the cooperative and the trade union movements. The *Brevskolan* prepares special material to be used in study circles. The material is well-illustrated with an attractive literature for the courses and is sold to cooperatives or directly to members. The cost of the sets is always modest and covers all the fees for services given by the Institute in connection with the course.

In addition, the *Brevskolan* prepares material for a one year basic course for cooperative employees. This course is prepared in close collaboration with *Var Gard*, the Cooperative College, run by KF. *Brevskolan* also prepares other study material for the College. The Cooperative College organises from time to time training courses for the leaders of study circles.

The fact that the cooperative movement is widely dealt with by the study circles makes this a forum which provide a dynamic force within the educational system of the Swedish Consumer Cooperative Movement. This force not only serves to clarify the Movement's aims and secure its basic principles, it is also invaluable as a means of communication with the membership especially

when the conditions under which the Movement must carry on its activities compel it to introduce structural or other important changes within its organisation. For many years Viskolan has always dealt widely with Co-operative problems in its study programme. For example, the report of the Structural Committee which proposed the 1970 changes to KF's organisation was studied and discussed by over 900 groups with a total of 8,000 participants.

During 1973, over 19,000 participants were enrolled in about 2700 study circles, organised by the consumer cooperative movement. In addition, almost, 1500 elected members participated in the cooperative evening classes.

The Correspondence School of the Agricultural Cooperative Movement—LTK

The Federation of Swedish Farmers' Associations founded the school in order to supplement the education given in professional agricultural schools of Sweden. *LTK* also gives instructions to housewives in home economics and allied subjects. The educational programmes are run through individual correspondence or study circles. There were about 34,000 students in the School in the year 1955.

The *Brevskolan* and the *LTK* cooperate with each other in running some courses for the farmers. Together they have started a general educational course for those adults who could not complete their secondary education during their school days.

Swedish Workers' Education Association—ABF

The most important educational activity within the Swedish Labour Movement is organised through study circles. The *ABF* is responsible for conducting 30,000 to 40,000 study circles on various topics every year. Study material for these circles is prepared by the *Brevskolan* with the help of *ABF*.

Study Circles for Youth

Viskolan, *LTK* and *ABF* are keen to spread the study circle activity among the young Swedes. Youth groups are therefore assisted to organise study circles on topics of interest to them. At present, about 8 per cent of the persons taking part in the

study circles organised by the Swedish Consumers' Cooperative Movement are under the age of 25 years.

It may be noted that a large number of women join study circle courses in Sweden. These days 75 per cent of those taking part in study groups are women. In addition to the organisations mentioned above, several other popular institutions conduct adult education programmes through study circles.

The Evening School

A form of study which has found popularity and developed in importance in Sweden during recent years is the Cooperative Evening School. This school, which is intended to provide training for lay officials and personnel newly appointed to positions of responsibility, covers a one-year course based on specially prepared material. The course ends with a so-called 'repetition week' held at the Movement's central residential college Var Gard.

Cooperative evening schools are organised by the local retail societies and are to be found in many parts of Sweden. Their programme, which is made up of study material prepared by Viskolan, offers the student the choice of three main subjects. These have been called: The new leaders; the creation of a cooperative public opinion and the influence of the members; and the control of our own business. This latter is intended for committee members and lay auditors, etc.

The evening school course requires that the student gives a generous amount of time to his studies. As a rule the course consists of 20 classes spread over two terms. During 1969 some 216 Cooperative evening schools were in operation.

NORWAY

The first body to take up the study circle method in Norway was the International Order of Good Templars, IOGT, which in 1911 appointed a special leader for all the work with study circles within its organisation. The Norwegian Union of Total Abstiners is also running some study circle activities.

The Norwegian League of Youth started study circles in 1922.

The Workers' Educational Association founded in 1932 is also using the study circle method. About 400 approved circles are being conducted under its auspices.

There are other organisations running study circles as well, viz., the Norwegian Housewives' Association, the Villagers' Education Council, the Christian Study Council, the People's Correspondence School, the Agriculture Correspondence School, and the Norwegian Correspondence School. In all, there were about 2,600 study circles approved by the State in 1955.

In 1932, a joint committee for group study activity was formed. The member-organisation of the committee could receive State subsidies for their study circles. The committee has the following functions:

1. Publication of syllabi and bibliographies on courses of general interest.
2. International cooperation in the field of adult education.
3. Publication of a periodical *Studienyt* (Study News).
4. Arrangements for State subsidies and other facilities for the study circles of member-organisations.

People's Correspondence School (Folkets Brevskole)

Situated at Oslo is a joint concern owned by a large number of bodies, the biggest of them being the Cooperative Union and Wholesale Society of Norway, NKL. It has published very useful study material on various subjects including Cooperation.

Norway is a land of long distances with scattered population. The means of transportation are not highly developed in the mountainous areas. Therefore, listeners' study groups have been started with the help of the Norwegian Broadcasting Corporation.

Correspondence Circles are run for members of the armed forces and mercantile marine. The sailors of Norway are specially interested in learning English and other foreign languages.

It may be noted that the Government of Norway subsidises study circles quite generously. The Government also subsidises the training of the study circle leaders and the purchase of study material including audio-visual aids. The Government Film Centre collaborates with the joint committee for group study actively and supplies film and film-strips for study circles.

FINLAND

Finland's progressive Cooperative Movement and its Cooperative Union (KK) has a correspondence school at its headquarters in Helsinki. The school runs various types of courses through individual study and study circles. For example, three courses introduced in the year 1960 were: the Principles of Consumer Cooperation, the Changes in Social Structure and Revolution of Distribution and Cooperation.

In the year 1961 there was a special course for shop committee members. The course was entitled "An Active Shop Committee Member". There were 335 circles with 2,723 students in the year 1961.

Cooperative employees take special interest in the courses. They are awarded certificates for their work and are later on admitted to the cooperative school for advanced studies.

DENMARK

AOF (Workers' Education Association of Denmark) has a correspondence school which runs courses on different subjects including Cooperation. The school has published many useful books including some dealing with Cooperation. *AOF* also arranges for the training of study circle leaders. As the tradition of folk high schools and residential courses is strongly developed in this country, there are not many study circles of the Swedish type.

In this direction, the most important effort was made by the Danish Radio. The State Radio text-books, for instance, "Citizens of Denmark", "Law and Justice in Denmark", "Danish Social Novels", "Everyday Psychology" and many others greatly

facilitated the starting of study circles. Very large number of copies were sold mainly because they were well-written and cheaply priced. The State Radio also arranged instruction courses for study circle leaders.

Folkeuniversitetet (The People's University), the Liberal Educational Association and the Danish Public Libraries, especially the State Library at Aarhus, are associated with the study circle movement. It may be noted that study circles can use the facilities and financial help offered through the Evening School Act of Denmark.

CANADA

The study circle method in a slightly modified form has been used effectively for member education work in Canada. Study plus action was the formula that created constructive cooperative development in the Maritime Provinces of Eastern Canada. Through their studies, the fishermen recognised the advantages of jointly owning and controlling a fish packing plant, marketing their fish and of running retail and wholesale stores. The study circles became discussion groups dealing with the members' own problems of everyday life. The conclusions of the discussions inspired further action among the fishermen. This programme also led to the initiation of a very successful cooperative, the oldest fishermen's cooperative of Canada. Thus the study group technique brought a new way of life to these fishermen. The external proof lies in the existence of the fish packing and processing plants and the fishermen's control over the fish marketing operations. The study-cum-action groups mentioned above were initiated by the Extension Department of the St. Xavier University, Antigonish, Nova Scotia, Canada.

The study group technique was also tried by the cooperators of Quebec Province of Canada. The democratic structure of cooperatives in Quebec could function more smoothly due to this member education programme.

The Canadian Broadcasting Corporation, the Canadian Association for Adult Education and the Canadian Federation of

Agriculture have been organising "forum" programmes on the radio. Each group or forum is supplied in advance with broadcasting material of interest to the members. The groups study the topic of each broadcast and meet once a week in a discussion group which listens to the broadcast. The speaker on the radio poses different facets of a problem. The group then continues the discussion with the help of material provided prior to the broadcast.

UNITED STATES OF AMERICA

More than 1,500 advisory councils in the State of Ohio are among the most remarkable neighbourhood discussion groups in the USA. They are assisted by the state and district educational staff members who prepare excellent discussion guides. The members of the advisory councils know that their recommendations help to shape the policy of the Ohio Farm Bureau Federation and the Farm Bureau Cooperative Association. Recently, the silver jubilee of this programme was celebrated. The Cooperative League of the USA played an active role in the development of the councils by organising study visits to St. Francis Xavier University of Antigonish, Nova Scotia, Canada, where these ideas had been developed originally. The discussion groups contribute significantly to the strength of the Cooperative Movement in the Ohio State.

JAPAN

The Japanese cooperative movement has laid great emphasis on member activities including study groups and members' active involvement in the day-to-day affairs of their society. This is the main reason for the success of the movement. The consumer cooperatives have adopted the above activities based on 'Han Group' (a small group of about 10 members), while bigger consumer cooperative societies have adopted the activities under the so-called "Women's Guilds". In the Tokyo Consumers' Cooperative Society alone there were 172 'Han' groups during 1970-71.

A 'Han' is a small group of housewives who live in close proximity, say in the same building and meet frequently to study

common consumer problems and take suitable action on them. The 'Han' groups have their own elected chairmen and secretaries. The main functions of 'Han' groups are :

- (a) to make joint purchases,
- (b) to discuss problems of members in dealing with the local cooperative shop and send suggestions to the shop managers concerned,
- (c) to study questions of common concern to consumers and take joint action on them with the assistance of local cooperatives and their unions.

The agricultural cooperatives have undertaken similar activities under the name of "Women's Associations". The names under which these activities are undertaken are of less importance, but what is more important is the active role played by members through these activities in the operation of the society, and how, through these activities, the decision-making of the management is influenced in the interest of the members. These member activities act as monitor for the management of societies. The activities are also practically oriented in as much as joint purchasing, testing of goods, house-hold budgeting and other allied activities from the main part of member-activities. Such activities foster good relationship among women members staying in the same vicinity as opportunities are also given to avail of various types of cultural facilities such as gymnastics, dances, etc. Various publications and pamphlets dealing with matters related to consumers' lives and the operations of the society are published by the society in consultation with the representatives of the members and discussed in various member-groups. It was further noted that in Japan these types of member activities are mostly built around house-wives who do most of the shopping in the family and thus have a great say and interest in these matters. In Japan these *member-groups* have great impact on authorities at regional and national levels. At times petitions have been presented to State and Central Governments stressing upon the various short-comings affecting consumers' lives, e.g. nation-wide campaigns against environmental pollution, rising prices, etc., with successful results.

It has been noticed that the management put great emphasis on these member-activities and executives in the societies are assigned these important tasks as their main responsibility and are asked to devote themselves fully to these aspects. Through these member-activities dedicated leaders have been groomed and thus has emerged devoted and experienced leadership which has contributed to the success of the cooperative movement in Japan.

Questions for discussions

1. Study circles are organised in various ways for the education of members in developed countries. What steps should be taken to introduce this method successfully in a developing country like yours?
2. Please make a plan for starting a study circle in your cooperative society.

NOTES

NOTES

ANNEXE-I

A SELECT LIST OF STUDY MATERIAL

- D. Cruz M (Mrs) : *Key to Household Economy*, New Delhi, ICA RO & EC, 1972, pp. 28 Rs. 3.00
- I.C.A. *Balanced Diet*, New Delhi, ICA RO & EC. 1972, pp. 152 Rs. 12/-
- I.L.O. : *Cooperation—A Workers' Education Manual*, Geneva, International Labour Office, 1971, pp. 156
- I.L.O. *Cooperative Management and Administration*, Geneva, International Labour Office, 1971, pp. 222
- Lather, H.S. : *Sahakarita Ki Paribhasha* (Hindi) (with a study guide) Delhi, Delhi State Co-operative Union, pp. 28
- Vir, D. : *Cooperative Principles* (in Brief), Indore (India), ICA/NCUI Field Project in Co-operative Education (Mimeographed in Hindi) n.a. pp. 2

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- C.U.N.A. : *A Teacher's Guide to Credit Unions*, Madison (U.S.A) Credit Union National Association, Inc. 1967, pp. 24.
- I.C.A. : *Cooperative Education in India—An Approach*; ICA Regional Office & Education Centre for S. E. Asia, New Delhi.
- I.C.A. : *Cooperative Leadership in South-East Asia*; ICA RO & EC, New Delhi. pp. 112
- I.C.A. : *Education and Voluntary Movements*, ICA RO & EC, New Delhi, 1965, pp. 112
- K.F. : *Cooperative Study Groups and Evening Schools in Sweden*; Stockholm, Swedish Wholesale Society and Cooperative Union (K.F.)
- Institute of Adult Education, University of Dar-es-Salaam : *Group Work Leadership*, Stockholm, Brevskolan, 1971 pp. 57

- Institute of Adult Education, University of Dar-es-Salaam : *Handbook for Study Circle Leaders : Extension Branch, School of Cooperation, Polgolla, Sri Lanka.*
- Hutchinson, Car R. : *Teacher's Manual for Study Circle Leaders*, New Delhi, National Cooperative Union of India, 1966, pp. 388
- Laidlaw, A.F. : *Training and Extension in the Cooperative Movement : Rome, F.A.O., 1962, pp. 78.*
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- MacDonald, A.B. : *Canadian Experience in Cooperative Education : Reprinted from American Cooperation 1956 by the American Institute of Cooperation, Washington.*
- : *Manual on Study Circles (in Hindi) Jabalpur, M.P. State Cooperative Union n. d. pp. 45*
- : *Methods and Techniques of Workers' Education (Report of the Workshop on Workers' Education held in New Delhi April 11-17, 1971), New Delhi, Indian Adult Education Association, 1960, pp. 87*
- Newport, C.A. : *The Conduct of Meetings*, London, English Universities Press Ltd., 1954, pp. 128
- Novrup Johannes : *Adult Education in Denmark : Det Danske Forlag, Copenhagen.*
- Schlenius, Halter : *Cooperative Night Schools*, Stockholm, K.F.

- Taylor, H.F. :** *Balance in Small Groups*, New York, Van Nostrand Reinhold Company, 1970, pp. 321
- :** *Teaching Outline on Cooperatives* (second edition); Chicago, the Cooperative League of the USA.
- Wiksell, Wesley :** *How to Conduct Meetings*, New Delhi, Harper and Row, Publishers, 1966, pp. 212

ANNEXE-III

Some of the organisations in the Region producing educational material and Audio-Visual Aids of interest to Cooperative Educators & Study Circle leaders.

Australia	The New South Wales Cooperative Credit Union League, Sydney, N.S.W.
Bangladesh	Bangladesh Jatiya Samabaya Union, Dacca.
India	ICA/NCUI Field Project in Cooperative Education, Indore (M.P.)
India	Literacy House, Kanpur Road, Lucknow (U.P.)
India	National Cooperative Consumers' Federation Ltd. New Delhi.
India	National Cooperative Union of India, New Delhi and several State Cooperative Unions in the country.
Iran	Central Cooperative Organisation of Iran, Teheran.
Japan	Ie-No-Hikari Association, Tokyo,
Japan	No-San-Gyoson Bunka Kyokai, Central Union of Agricultural Cooperatives, Nogyo Building, Tokyo.
Korea Rep. of	National Agricultural Cooperative Federation, Seoul.
Sri Lanka	National Cooperative Council of Sri Lanka, Colombo.
Pakistan	West Pakistan Cooperative Union, Lahore.
Philippines	Department of Community Development and Cooperation, Manila.
Thailand	Cooperative League of Thailand, Bangkok.

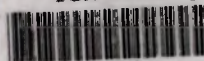
The International Cooperative Alliance

is one of the oldest of non-governmental international organisations. It is a world-wide confederation of cooperative organisations of all types. Founded by the International Cooperative Congress held in London in 1895, it now has affiliates in 64 countries, serving over 300 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 two regional offices, viz., the Regional Office & Education Centre for South-East Asia, New Delhi, India, and the Regional Office for East and Central Africa, Moshi, Tanzania. The Regional Office in New Delhi was started in 1960 and the office in Moshi in 1968.

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 educational activities for the movements in the Region and to bring out publications relating to cooperative development.

ICA Library



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