

AUDIO-VISUAL AIDS AND TRAINING MATERIAL DEVELOPMENT-II

**Report of the ICA Sub-Regional
Workshop held at the Vaikunth Mehta
National Institute of Cooperative
Management, Pune, India.
December 14—31, 1984.**



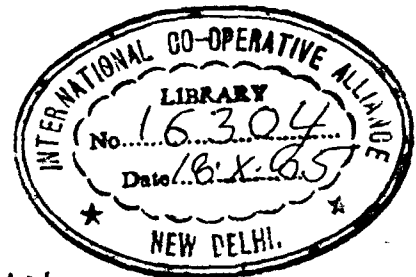
**International
Co-operative
Alliance**

REPORT
of the Sub-Regional
Workshop on

AUDIO-VISUAL AIDS AND
TRAINING MATERIAL
DEVELOPMENT: II

Workshop Director

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International Co-operative Alliance

VAIKUNTH MEHTA NATIONAL INSTITUTE
OF COOPERATIVE MANAGEMENT



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PART-I

This section contains the Main Report of the Sub-Regional Workshop; Recommendations of the Workshop; Programme followed; a List of Participants; a Summary of country papers presented at the Workshop; and a list of background papers distributed at the Sub-Regional Workshop.

ICA-VMNICM SUB-REGIONAL
WORKSHOP ON TECHNIQUES OF
AUDIOVISUAL INSTRUCTION AND
DEVELOPMENT OF COOPERATIVE
TRAINING MATERIAL-II
PUNE, INDIA. DECEMBER 1984

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AUDIOVISUAL INSTRUCTION AND DEVELOPMENT OF
TRAINING MATERIAL-II
PUNE (INDIA). DECEMBER 14-31 1984

W O R K S H O P R E P O R T

Introduction

01 In the recent past greater emphasis is being laid by the National Cooperative Organisations (NCOs) and the National Cooperative Training Centres (NCTCs) in the development of human resources and infra-structure. Efforts are also being made in developing facilities to produce and apply various communication skills, materials and resources. Cooperative trainers, cooperative educators, cooperative extension workers and cooperative educational instructors are being exposed to various methods and techniques of training. These trainers are given brief introductions to various methods and skills in order to enable them to communicate effectively with cooperative members, cooperative employees and members of general public. The whole exercise is directed at making the cooperative institutions more effective and viable.

02 The national cooperative organisations are also engaging themselves in conducting cooperative member education/extension programmes with a view to enhancing member participation in the affairs of their cooperative organisations. The cooperative educators/cooperative instructors, in this case, deal with adults, women and youth. In many cases the literacy level is low. They have, therefore, to make use of simple tools of communication and adopt more direct and persuasive methods of communication. It has been observed that these skills and means need further improvement and support.

03 The NCOs together with the NCTCs also conduct and operate cooperative training structures - for cooperative employees and in many cases for the members of managing committees of cooperative institutions. The cooperative trainers - in this case the faculty members of national cooperative training centres - make use of communication tools, methods and materials.

Since these faculty members often deal with technical aspects and face literate target groups, their methods and techniques have to be somewhat different. Some of the training institutions have been keenly developing their own audiovisual resources and material production units. It has been observed that wherever such facilities exist these have been under-utilised mainly because the faculty members some time are unable to make use of various machines and equipment. In many cases where good hardware are available, the required software production is either difficult or it is expensive. Wherever the faculty members have demonstrated some initiative to produce their own software these have been rather unprofessional which meant waste of resources and efforts. The resources invested in such facilities do not bring the desired results.

04 Keeping the above in view, the ICA Regional Office and Education Centre for South-East Asia (ICA ROEC) has been offering various opportunities and courses in the field of trainers' training, which also included to some extent the fields of audiovisual aids and training material development. Several ICA member-organisations in the Region have taken advantage of such facilities and programmes. Quite a number of their faculty members have undergone these special training programmes. Some of the NCTCs are now gradually becoming conscious of developing audiovisual aids units and material production units of their own.

05 It was in this context that the ICA ROEC decided to provide further initiative and offer further training programmes to cooperative trainers and field educators in the field of audiovisual instruction and material production by holding sub-regional workshops.

06 The first sub-regional workshop was held by the ICA ROEC in the Philippines at Manila in collaboration with its member-organisation, the Cooperative Union of the Philippines Inc., June 4-23 1984. The second sub-regional workshop was held in India at Pune in collaboration with the Vaikunth Mehta National Institute of Cooperative Management, December 14-31 1984. The VMNICM is a national institute operating within the National Council for Cooperative Training of the National Cooperative Union of India.

Main Objective

07 To enhance the effectiveness of cooperative trainers and cooperative field educators by exposing them and training them in the effective use of various training methods, training aids, development of training material, to achieve a better rapport and communication with their respective target groups

Objectives

08 By participating in this Workshop the selected participants were expected to be able to:

- i acquaint themselves with the availability and utilisation of audiovisual aids and methods that are presently available and in use in the Sub-Region,
- ii understand the concept of communication under different conditions e.g., individuals, groups and masses and with varying emphasis,
- iii understand the various participative methods of training and education which could be usefully employed in the training and education of various categories of cooperative personnel,
- iv understand and achieve skills in the use of various audiovisual aids in communicating with the people,
- v develop and practice their own training material (combined with appropriate training methods) e.g., training packages and the techniques of production of training material, and to
- vi achieve sufficient skills in carrying out evaluation of training methods and training material.

Participation

09 The Workshop was attended by 15 regular participants representing Bangladesh, Nepal, Sri Lanka and India. The list of participants is annexed to the Report.

10 The qualifications prescribed for the selection of participants were given as under:

- i The participants should have been working with the cooperative member education/extension/guidance programmes of the national cooperative organisations/state/provincial level cooperative organisations, and having an experience of field work for about two or three years. The participants should have undergone some training course in training/educational methods and should have dealt with adult members of a cooperative society. The participant should have some experience of producing some educational and training material including audio-visual aids and used them in the field situation,
- ii The participant should have been working with the national cooperative training institutions as a regular faculty member for at least 2-3 years. Faculty members having experience of handling audiovisual equipment, reprographic and reproduction machines are likely to benefit most from their participation in the Workshop. Persons handling micro-teaching (closed circuit educational television) equipment are most welcome. Preference should be given to those who have already done some work on adaptation of training material and production of training packages.

Background Documentation

11 The participants were requested to prepare comprehensive country papers according to the pre-designed outlines. These country papers were presented by the participants during the course of the Workshop. Later on, towards the end of the Workshop, a summary of the national papers was prepared and presented.

12 The ICA ROEC also produced a set of background papers for the use and benefit of the participants. The participants were requested to make use of these background papers in order to follow the work programme of the Workshop. Two of these background papers were the draft manuscripts of handbooks: one, Manual for the Development of Training Packages, and the other, Handbook for the Development of Material Production Activities. A list of background papers circulated is annexed to the Report.

Work Programme

13 The work programme followed at the Sub-Regional Workshop is annexed to the Report.

Resource Persons

14 In order to cover all the topics included in the Workshop Programme, the ICA ROEC, in collaboration with the Vaikunth Mehta National Institute of Cooperative Management (VMNICM), enlisted the support of various resource persons from within India itself. It was done with the belief and understanding that adequate expertise was available within the host country itself - local universities, technical agencies, cooperative institutions and the VMNICM itself. A list of resource persons who assisted the Workshop is annexed to the Report.

15 Areas covered by the resource persons were as follows:

- Cooperative education and training programmes in India - Use of Training Methods and Aids
- Use of Mass Media - Television, Films and Radio
- Use of Training Aids in Adult Education and Classification of Training Aids
- Photography and Reprographics - Multiplication and development of training material with special reference to the use of photographs
- Art of Simple Writing and Script Writing
- Graphic Aids
- Projected Aids
- Training Management and Member Education - Developments in the Region
- Training of Cooperative Employees in India - An Introduction to TOPIC
- Training Packs
- Using Library, Documentation Services, Media Resource Centre to develop training material

16 In addition to the above, several other topics were covered by the Workshop Director, Programme Coordinator and by other resource persons.

Study Visits

17 In order to provide the participants with further information on methods and aids and production of training material, visits to some of the important institutions were organised. The participants visited the following institutions:

- The Films and Television Institute of India
- The Maharashtra State Institute of Audiovisual Education
- The Maharashtra State Cooperative Union
- The Cooperative Dairy at Katraj

Working Methods of the Workshop

18 Participative method of training and communication was adopted for this Workshop. The participants mostly worked in groups - smaller groups. The advantage of working in smaller groups was realised by the ICA already in advance for such a technical activity. It was in this context that the activity was sub-divided into two sub-regional workshops.

19 A good quality of inter-personal rapport among the participants was achieved which was amply evident from the Workshop Evaluation. The Workshop Director only provided the group with resources, materials and motivation, and rest of the work was done by the sub-groups, often sitting late in the afternoons, producing written reports, training packages and participating in several outdoor assignments.

20 The entire work was presented to the plenary session, a day before the concluding day. The work was commented upon by the participants, Workshop Director and other available resource persons including the faculty members of the VMNICM.

Group Work During the Workshop

21 In order to share various responsibilities among the participants and the Workshop Director, some Working Groups were constituted. These were:

- G-I Working Group on Summarising Country Papers
- G-II Working Group on Manual on Training Packages
- G-III Working Group on Handbook for Material Productic
- G-IV Working Group on Workshop Evaluation, and
- G-V Working Group on Workshop Recommendations.

22 A brief description of the work done by the Working Groups follows:

G.I Working Group on Summarising Country Papers

23 This Working Group consisted of four participants: Mr HB Chandresekera (Sri Lanka), Mr Zulfiqar Azad (Bangladesh), Dr V.O.Varkey (India), and Mr Shree Dhar Prasad Pokhrel (Nepal).

24 A Summary prepared by the Group is annexed to the Report.

G.II Working Group on Manual on Training Packages

25 This group consisted of the following participants: Mr A.R. Sapre (India), Mr Naresh Kumar Regmi (Nepal), and Mr K. Kaneshalingam (Sri Lanka).

26 The manuscript of the training package was distributed among the participants in advance for comments. Some of the important contents of this Manual are:

- Communication Process and the Role of Audiovisual Aids
- Concept of a Training Package
- Planning a Training Package
- Choice of Media and Visualisation
- Field Testing and Validation
- How to Use a Training Package

27 The Working Group suggested some slight modification to the manuscript and suggested that the material be issued by the ICA for the use of trainers in the Region.

G.III Working Group on Handbook for Material Production

28 This group consisted of the following participants: Mr Shree Dhar Prasad Pokhrel (Nepal), Mr V Balasundaram (India), Miss Sharda Raina (India), and Mr K.P. Lekange (Sri Lanka).

29 With a view to consolidate efforts of cooperative organisations and training centres in the field of training material production, the ICA had developed a Handbook on Development of Cooperative Training Material - Methods and Techniques, the draft manuscript of which was distributed among the participants for their comments and suggestions. The Group studied the draft thoroughly and suggested some slight modifications. The Handbook covers the following areas:

- Target groups for education and training
- Sources of Training Material
- What is Training Material
- Concept of a Training Package
- Training Material and Training System
- Production of Training Material
- Methods to Follow in the Production Process
- How to Adapt a Training Material
- Time Planning
- Evaluation and Validation
- Problems generally faced.

30 Some of the suggestions of the Group in this regards are the following:

- The concept of training package is explained on the basis of a modular approach. For this purpose a proforma has been included. It is suggested that an full example of a Module should be included in the Handbook, for an easy understanding.
- This Handbook may be printed not only in English but also in some of the major languages of the Region. The ICA may carry out some programme of motivation for this purpose.

- Selected reference books may also be listed in the Handbook.
- Chapters may be clearly numbered.

G-IV Working Group on Workshop Evaluation

31 A small group consisting of the following members was constituted for this purpose: Mr A.R. Sapre (India), Miss Wimala Masachchi (Sri Lanka), and Mr I.R. Gupta (India). The group was given the task of developing an Evaluation Proforma, conducting the evaluation, tabulating the information and presenting the findings. Some of the main points emerging out of the End-of-the-Workshop evaluation were:

- The objectives of the Workshop were fully realised
- Greater emphasis should be laid on graphic and simple teaching aids,
- More practical assignments should be given,
- Workshop duration was adequate
- Inputs made by the resource persons were relevant and adequate
- Participants were able to have a good exchange of views and experience
- The skills learnt during the workshop would prove to be most effective to them
- Practical arrangements were very good
- There is a need for a follow-up programme of this activity.

32 A copy of the evaluation report is annexed to this Report.

G-V Working Group on Workshop Recommendations

33 This group consisted of the following participants: Mr K. Kaneshalingam (Sri Lanka), Mr K.A. Abdul Kuddus (India), Mr Zulfiqar Azad (Bangladesh), Mr Naresh Kumar Regmi (Nepal), and Mr B.T. Bhagat (India).

34 This Working Group was specifically charged with the task of suggesting the points on which the Workshop should work out some recommendations for member-organisations, training institutions in the Sub-Region and also for the ICA Regional Office.

35 The recommendations made by this Group were placed before the plenary session of the Workshop. The finally adopted recommendations are given elsewhere in this Report.

Practical Work Done by the Participants

36 In addition to the group work done by the participants, they also undertook some practical assignments. These are described hereunder briefly:

i. Development of Training Packages: The following training packages were produced by the participants:

Group Assignments

- Break-Even Analysis
- Personnel Management (Directing)
- Important Functions of Banking
- Duties of Salesman (Consumer Cooperatives)
- Functions of Management (Recruitment/Selection)
- Principles of Cooperation
- Retail Management - Display

Individual Assignments

- The Concept of Line & Functional Relation
- Consumer Protection - Duties of Traders
- Cooperatives and Population Education
- Objectives of Central Cooperative Banks
- Different Sectors of Coops in Bangladesh
- Structure of an MPCs in Sri Lanka
- Structure of National Coop Council of Sri Lanka
- Motivation
- Achievement
- Cooperative Training Programmes in India
- Cooperative Pyramid
- The Cooperative Flag
- Join Cooperatives
- Structure of the Indian Cooperative Movement
- Features of Byelaws of a Cooperative
- Coir in India
- Cooperative Movement in Maharashtra

ii. Development of Simple Literature: The participants were encouraged to produce some simple literature and material e.g., pamphlets, handouts, brochures etc. as part of a practical assignment on layout and designing.

37 By producing the above material, the participants were able to practice some of the skills acquired during the Workshop.

Formal Ceremonies and Other Details

38 The Workshop was inaugurated by Mr M.R. Rade, Director of the Maharashtra State Institute of Audio-visual Education, Pune in the presence of several distinguished Cooperators and faculty members of the Vaikunth Mehta National Institute of Cooperative Management. The inaugural session was presided over by Professor S.B. Rao of the VMNICM. Mr Daman Prakash, Workshop Director conveyed the greetings of the International Cooperative Alliance and explained the main objective of the Workshop. He expressed thanks on behalf of the ICA, the participants and on his own, to Mr M.R. Rade for declaring the Workshop open. He conveyed the grateful thanks of the International Cooperative Alliance to the Director of the VMNICM, Dr V. Venkatesan, IAS, for being a collaborator to this activity and for extending all possible support and assistance in the conduct of the Sub-Regional Workshop. He made a particular mention of the fact that Dr G.Ojha, Registrar of the VMNICM was made available to the Workshop to act as its Programme Coordinator. Mr Daman Prakash also conveyed the thanks of the ICA to the National Council for Cooperative Training for making it possible for the ICA to locate this sub-regional workshop in India, at Pune.

39 The closing function of the Workshop was addressed by Professor S.B. Rao, who, in his remarks, appreciated the fact that the ICA was able to locate this activity at his Institute. Professor Rao also presented the participants with their Workshop Certificates.

40 Mr R.B. Rajaguru, ICA Regional Director for South-East Asia, who had visited the VMNICM in connection with another engagement also addressed the participants and informed them of the various developments that were taking place in the Region in the field of cooperative education and training.

R E C O M M E N D A T I O N S

Based on the background material presented at the Workshop, discussions held among the groups of participants, lectures delivered by the resource persons, observations made during study visits, the Workshop participants made the following recommendations for the use of cooperative organisations, national cooperative training institutions, and the ICA with the hope that all parties together and in collaboration with each other could work in improving training and education activities in the Region for the ultimate benefit of Cooperators at the local level.

The Workshop participants also had the benefit of looking at the recommendations made by the participants who had attended the Part-I Workshop held in the Philippines, June 1984.

General

- 01 The ICA and the International Labour Organisation (ILO) have to their credit the good work done by them for the promotion and development of Cooperative Movement in general and for the education and training in particular in the Region. However, much more needs to be done in order to evolve specific policy on cooperative training and education both at the government level as well as the cooperative organisations level. The personnel working in cooperatives, the non-official leadership at all levels be provided with adequate and satisfactory arrangements and opportunities in the field of cooperative education and training.
- 02 There is a great need for creating national apex organisations to undertake promotional, educational and training activities, wherever they do not yet exist. Further, the NCOs should try to constitute national cooperative education and training committees, and provide them with adequate funds and professionally qualified personnel.
- 03 In order to assess the training and education requirements it is considered essential that manpower surveys and training requirement studies should be conducted on a regular basis at all levels.

National/International Centres for
Training Management

04 The Workshop endorsed the recommendation made by Pat-I Workshop in this regard and recommended that national/international training centres for Training Management be established in order to provide proper training management courses to cooperative training and educational personnel.

Audiovisual Education and Audiovisual Aids

05 For an effective and purposeful training and education there is an urgent need of laying more emphasis on audiovisual techniques. Audiovisual equipments and software should be made available to all training and education units. The NCOs should take up special programmes in this field with the active help and cooperation of the ICA Regional Office so that all faculty members are trained in audiovisual techniques at the earliest.

06 Audiovisual Resource Centres should be established and developed at the levels of NCOs and NCTCs. These centres being equipped with overhead projectors, slide projectors, film projectors, and other materials e.g., graphic aids and material. Assistance for the development of such centres be obtained from technical agencies like the national universities, teachers training institutions, radio and television stations, ICA Regional Office and other concerned organisations.

Material Production Units

07 The Workshop recommended that proper arrangements and appropriate infrastructure be developed to establish cooperative training material production centres at the NCOs and NCTCs. The establishment of such centres would ensure uniformity, quality and a better coordination. In order to undertake such tasks the NCOs and NCTCs could enlist the support of the ICA Regional Office.

08 The Workshop was of the opinion that such units will be: i) able to generate adequate quality training and education materials, and ii) adopt and adapt the material to suit the local conditions.

09 For facilitating the work of training material production, the Workshop recommended that the ICA Regional Office should distribute informatory material on the subject. The work done by the ILO in Indonesia, and the ICA in Sri Lanka in this connection was noted and appreciated.

10 The Workshop supports the Training Package approach being followed by the ILO-MATCOM and the ICA-CEMAS. The Workshop suggested that the Clearing House arrangements of the ICA-CEMAS should be further intensified.

Library and Documentation Services

11 The Workshop was of the opinion that the Library plays an important role in the development of training and education material. The Workshop noted that in some countries of the Region, Library and Documentation Services get somewhat low priority. The Workshop was of the firm opinion that Library and Documentation Services should be encouraged and they be made active units which could provide reference material to the trainers effectively and efficiently.

Miscellaneous

12 The Workshop suggested that a national register or roster of experts and specialists in cooperative education and training should be maintained by NCOs, so that properly qualified trainers and educators be located easily to undertake various assignments.

13 The Participants were of the view that a follow-up Workshop consisting of selected participants of Part-I and Part-II Workshops be organised by the ICA Regional Office in order to evaluate the performance of the participants after attending these courses.

14 The Workshop expressed its deep sense of gratitude to Mr Daman Prakash, Workshop Director, for a professional conduct of the Workshop and to the VMNICM for providing an efficient Programme Coordinator, Dr G. Ojha, and the facilities at the Campus.

(Refer page 7, para 23)

Summary of Country Papers

Methods and Techniques Used in Cooperative Education and Training

Introduction

01 The growing need for meeting the challenges thrown up by the ever-changing environment to achieve the organisational objectives of any enterprise calls for the development of human resources. The human resources development can be achieved through continuous exposure of individuals to well-designed training programmes suited to meet the particular needs of individuals. The Cooperative Sector in this Region realised this need and accordingly developed a training structure to cater to the requirements of cooperative personnel at different levels.

02 The country papers presented at the Workshop revealed the existing arrangements for education and training of cooperative members and employees in this Region.

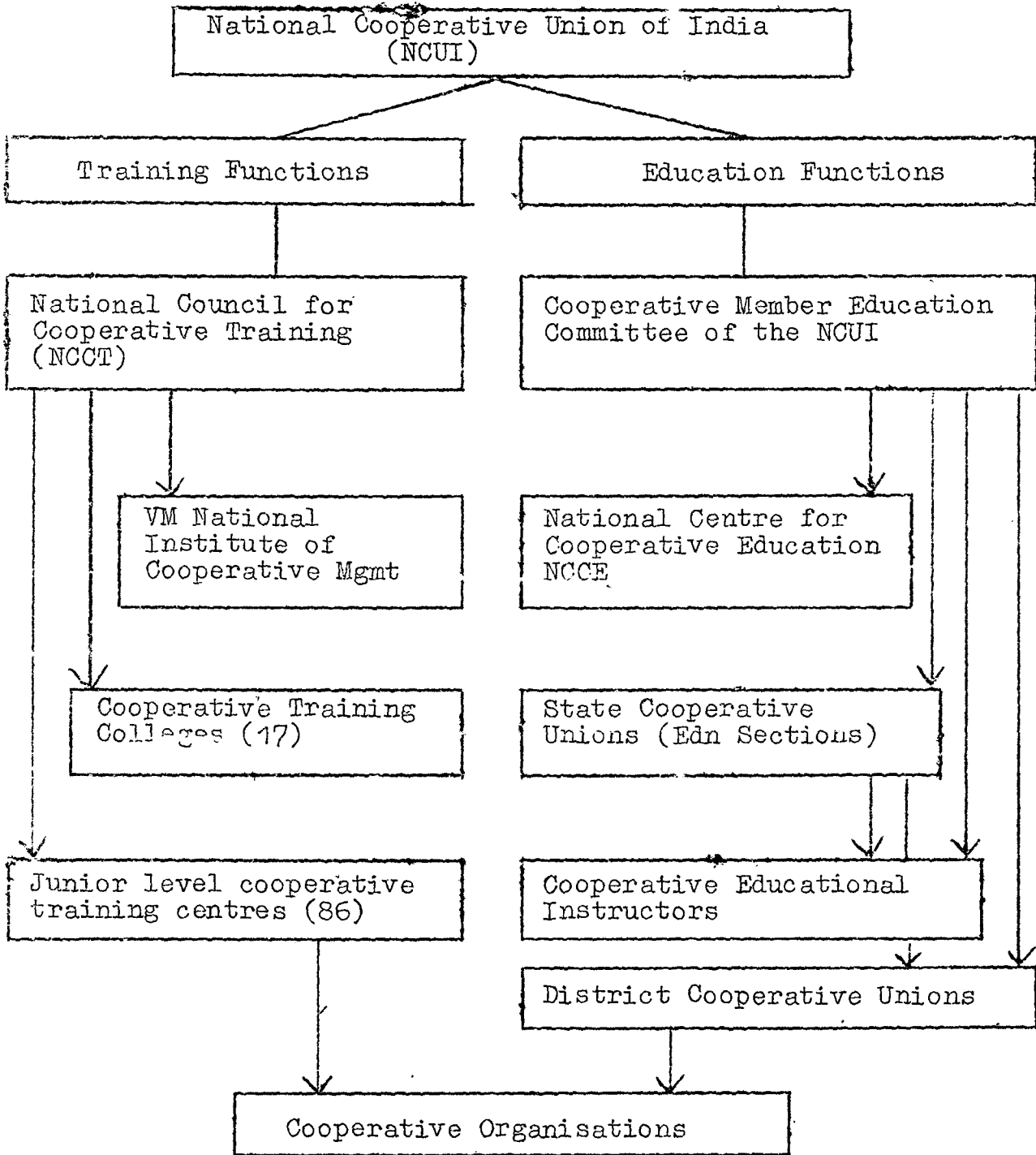
India

03 The requirements of cooperative training and education are met by two channels of agencies in India. The cooperative sector in India, with more than 0.35 million cooperative societies and membership of 100 million covering 97 per cent of the villages in the country, is still in the development stage.

04 As could be seen from FIGURE-I, the National Cooperative Union of India (NCUI), at the national level is entrusted with the task of providing cooperative education and training in India. The training functions are looked after by the NCCT which functions under the auspices of the NCUI. At present there are three levels of cooperative training in India. The NCCT operates through the Vaikunth Mehta National Institute of Cooperative Management (VMNICM) and 17 state level cooperative training colleges in the country. Besides there are 87 cooperative training centres managed by the state cooperative unions to provide training to the junior level personnel of both department and cooperative institutions. While the VMNICM is entrusted with the task of providing training for senior level personnel, the state level cooperative training colleges aim at the middle level conducting training programmes for intermediate personnel.

Organisational Structure depicting the existing cooperative education and training arrangements in India

FIGURE-I



————— Line of control

----- Line of guidance

The National Council for Cooperative
Training of the NCUI (NCCT/NCUI)

05 The NCCT is directly responsible for planning, organising and monitoring training programmes for the senior and middle level cooperative personnel of cooperative institutions and government departments and operates through the VMNICM and the 17 state level cooperative training colleges.

06 The NCCT also assists the development of cooperative training centres, especially in the under-developed states under the Government of India's special scheme for training of junior level personnel.

07 The NCCT, in collaboration with several national and international organisations, arranges special training programmes for foreign scholars and also deputed faculty of the complex for training abroad.

08 The Council also conducts national debate on Cooperation to propagate Cooperation

The Vaikunth Mehta National Institute
of Cooperative Management (VMNICM)

09 The VMNICM, Pune, offers one-year Diploma Course in Cooperative Business Management (DCEM). It also organises a large number of both sectoral and functional courses for senior executives/officers of cooperative institutions and government departments. A large number of officers have passed through the programmes of the Institute now. It also organises seminars, conferences and conducts research, besides providing consultancy to the user-organisations. A number of foreign scholars, especially from South-East Asian Region and other international organisations are utilising the facilities offered by the VMNICM. The Institute is a recognised Research Centre for conducting research in Cooperation.

Cooperative Training Colleges

10 These colleges offer basic and job-oriented training for the intermediate level category of cooperative personnel. The Higher Diploma Course in Cooperation (HDC) of 36 weeks duration is the foundation course which these colleges offer, generally one HDC per college per year. Other specialised diploma courses offered are in the fields of Banking, Credit, Housing, Consumers, Industrial, Handlooms, Audit, Management, Accountancy etc. A variety of short-term programmes are also offered.

11 Seminars and workshops are also organised which are attended by the non-official leaders of the Movement and also by the officers of the Department. These

programmes provide opportunities to non-officials to discuss various working problems of their cooperative institutions face-to-face with the cooperative executives and government officials. The faculty members are also encouraged to conduct research and offer consultancy services to cooperative institutions.

Junior Level Cooperative Training Centres

12 This third-level comprises 87 junior cooperative training centres meant for the training of junior level personnel. These centres function under the financial and administrative control of the respective state cooperative unions.

Other Institutions

13 In addition to the above arrangement there are a few apex level cooperative institutions which have started their own training arrangements. In addition, the National Cooperative Development Corporation (NCDC) has set up a training project known as TOPIC (Training of Personnel in Cooperatives) for imparting job-oriented training programmes to the employees of cooperatives assisted under the World Bank/EEC/NCDC. The Project conducts surveys and assesses the training needs and develops training material to suit each category of personnel in their respective jobs.

Cooperative Member Education Activities

14 To meet the cooperative member education requirements, the National Centre for Cooperative Education NCCE trains Cooperative Educational Instructors who are responsible for member education work at the base level. The Centre also offers various leadership programmes.

15 The NCUI at the national level and the State Cooperative Unions at the state level are responsible for member education activities. These programmes aim at covering general public, members, managing committee members, office-bearers. The education programme is conducted through classes, shibirs (camps), seminars, Bhajan Mandlis (devotional songs and musical entertainment) etc. Films shows, dramas and folk arts are also employed in conducting member education programmes. The NCUI also adopts Project Approach and appoints Instructors to support the project areas. The state unions find funds for carrying out the project programmes. The field level education programmes are carried out by the Field Instructors. Several state unions have started a number of Projects to accelerate the process of education at different places such

dairy project, industrial project, women's project, youth and cooperative education project, handloom project etc.

Training Methods

16 The Indian training and education structure still mainly depends on lecture method. Several other techniques such as, role plays, group discussions, panel discussions, debates, case method, case study and seminar methods are also being employed increasingly. In all these techniques trainees evince more interest, and especially in non-examination oriented courses.

17 Trainees are also sent on practical study to various states to gain knowledge about the working, constitution and management of cooperative business. In certain diploma courses the trainees are allotted to different societies for in-plant study as well as for case studies. Trainees are also encouraged to adopt certain societies in the local area for learning and helping the societies during their training period. The VMNICM and several of the state level cooperative training colleges also operate their own consumer cooperative stores to use them as demonstration units.

Training Aids

18 Mechanical aids like slide projectors, overhead projectors, and the 16mm projectors, and the graphic aids like the flip charts, flannelgraph, posters, charts, chalkboards and other display boards have been found to be most effective. These aids are now easily available. Overhead Transparencies, flip charts, posters, etc. are now being prepared by the trainers themselves.

Conclusion (India)

19 The training and education programmes in India are the outcome of the government efforts. Unfortunately there is very little response to new methods and techniques at the local level due to various factors e.g., shortage of funds, distances, too tight work schedules and non-provision of any education funds at the society level to meet such small costs. In spite of all the encouragement and facilities provided at the training institutions, the training facilities are still under-utilised. Lack of incentives to trainees and lack of understanding among the cooperative leadership are the main reasons.

20 The primary cooperatives should involve themselves more actively in cooperative member education programmes. They should make their own provisions for educational activities e.g., education budget, education plan and education secretary etc.

Sri Lanka

27 The cooperative education and training work in Sri Lanka is done by: i) the National Cooperative Council of Sri Lanka, ii) the Sri Lanka School of Cooperation, and iii) the Sri Lanka Cooperative Management Centre.

Society Level Activities

28 A Committee on Cooperative Education and Training is set up to draw a training programme to suit the needs of the employees, members and the general public. The committee is assisted by the education officer from the Cooperative Department to draw a detailed plan. The funds are allocated by the society itself. In every multi-purpose cooperative this task is assigned to an employee. This employee makes use of the services extended by the NCC-District Secretary, and the Cooperative Department, to carry out the programme in the area of operation of the MPCCS.

District Level Activities

29 A committee at the district level is set up to draw up an education plan to suit the district requirements. This committee consists of the district secretary of the NCC, district education officer of the Department, and the Assistant Commissioner for Cooperative Development. The responsibility for implementation is vested with the District Secretary of the NCC and the Departmental cooperative education officer. They organise district level programmes with the assistance of the Sri Lanka School of Cooperation.

National Level Programmes

30 A committee is also set up at the national level to draw up and implement education and training programmes for the Movement. This committee consists of the General Secretary of the NCC, President of the NCC, and the Principal of the Sri Lanka School of Cooperation. The task of this committee is to demarcate the training and education areas to be conducted in collaboration with other training institutions.

31 A committee is also set up at the ministerial level to review the progress and conduct of training programmes of cooperative education in the country. The main task of this committee is to evaluate and monitor the programmes and suggest improvements, wherever found necessary.

32 The Extension Division of the Department of Cooperative Development also supports member education activities.

Education and Training Functions
of the Sri Lanka School of Cooperation

33 The Sri Lanka School of Cooperation, a government staff training institute, conducts diploma courses in management and accountancy of one year duration and also offers short-term programmes in functional areas of management for top-level personnel of both cooperative institutions and government. It is also responsible for preparing curriculum and also for conducting examinations in cooperative education and training in the country.

Education and Training Functions
of the National Cooperative Council of Sri Lanka

34 The NCC has 26 district level cooperative education centres. It operates three regional cooperative training centres. Four of the district cooperative education centres offer higher level education courses in Cooperation. It conducts correspondence courses for ordinary level cooperative employees. The member education is carried out in the country through its 26 district centres.

35 A significant contribution of the NCC has been its two technical projects i) Cooperative Teachers Training Project (formerly supported by the ICA and the SCC), and ii) Women Cooperative Education and Information Project (also formerly supported by the ICA and the SCC). These two projects are now integrated within the NCC and are the two wings of the NCC structure at present.

Training Methods

36 Some of the training methods usefully employed include: lectures, group discussions, role plays, case studies, ranking exercises, in-tray exercises etc.

Training Aids

37 Following are some of the training aids which are increasingly employed in Sri Lanka: chalkboard, white board, flip charts, flannelgraphs, posters, graphs and charts, overhead projectors, film projectors, public address system, slide projectors, cameras and audio-tape equipment.

Conclusion (Sri Lanka)

38 Committee system which operates at the base level, district level and national level is a good feature of the cooperative education and training system. A proper evaluation and monitoring system further helps the programme. The inputs made at the former cooperative teachers training project and the Women's Project have

certainly improved the performance of cooperative teachers in Sri Lanka.

Nepal

39 The Cooperative Movement in the Kingdom of Nepal is about three decades old. The cooperative structure is a two-tier system i.e., the primary cooperatives at the base level and the district cooperative unions at the district level. There is no national union at the moment in the country. There are around 700 primary cooperatives and 33 district level cooperative unions in the country. The Department of Cooperative Development works within the Ministry of Land Reforms. The Department has five regional offices in five regions and district offices at district level.

40 The Centre for Cooperative Development Training (CCDT) (formerly Cooperative Training Centre), is a government staff training institution, which also provides training and education programmes for cooperatives in the country. This is the only institution which carries out training and education programmes for the Nepali Cooperative Movement. This Centre was established in 1963. The Centre is also responsible for conducting population education activities as well.

Education Programmes

41 Some of the educational activities conducted by the CCDT include: cooperative education mobile camps, population education mobile camps, women programmes and study circle activities. In Nepal, population education is integrated with the cooperative member education.

Training Methods

42 Some of the training methods currently being used in Nepal are: lecture method, group discussion, role plays, study circles.

Training Aids

43 These include: slide projectors, overhead projectors, flip charts, posters, pamphlets, chalk boards, 16mm films etc. Folk-media is also being used.

Conclusion (Nepal)

44 Lack of adequate resources, training material, and aids are some of the problems faced by the cooperative education and training programmes. At present there is no arrangement for the production of training material and training aids in the country. Expertise is being developed in this field by undertaking some human resources development programmes. The CCDT is currently being supported by the ILO-DANIDA

Cooperative Training Project which is expected to supplement the activities of the CCDT in cooperative education and training fields.

Bangladesh

45 The Bangladesh Jatiya Samabaya Union is the national apex organisation of the cooperative movement. The Cooperative Department and the BJSU work together in the field of cooperative education and training.

46 The BJSU is responsible for organising the membership education courses through district cooperative unions to promote awareness among the members of the cooperatives. It also organises short-term training programmes for chairmen/secretaries/management committee members and prospective leaders of primary cooperatives. Training courses for MC members are organised by the Union in collaboration with the Bangladesh Cooperative College, a government training institution. The Central Cooperative Banks are also associated with cooperative education and training activities.

47 Under the Cooperative Department there exists one Cooperative College, and 8 Cooperative Zonal Institutes. In addition, 62 perapatetic units of 3-4 members each are also operating to carry out member education programmes.

Bangladesh Cooperative College and the Cooperative Zonal Institutes

48 The Cooperative College conducts training courses for new officials of the government cooperative department. The College also organises refresher courses. Some short-term functional courses for executives of apex and secondary cooperatives are also offered by the College.

49 The zonal institutes conduct training courses for office-bearers of primary cooperatives, members of the perapatetic units and other selected cooperative leaders. The zonal institutes also support the activities of the perapatetic units

50 The Bangladesh Rural Development Board, working under the Ministry of Rural Development and Cooperatives, deals with agriculture, women and resourceless farmer-members. The Board has established a training institute of its own. The training structure of the Board also provides some training and education for cooperative members and leaders.

Training Material & Training Methods

51 Lecture notes, lesson sheets, manuals, byelaws, cooperative Acts and Rules, guidebooks, charts, posters are some of the basic materials used in member education and training programmes. There are no audiovisual aids which could be used in education and training programmes. Facilities for production of training and education materials are very limited.

52 The education/training courses are conducted by classroom lectures, group discussions, small workshops etc. The College makes use of some evaluation instruments.

Conclusion (Bangladesh)

53 There is an acute shortage of relevant education and training material and aids. There is a great need for reorganisation of cooperative education and training programmes. A lot of work has to be done in the field of human resources development which could effectively lead the education and training activities. There is the problem of funds. There is no system of providing any financial assistance to the cooperative unions from the government.

Broad Conclusions (General)

54 From the above it is evident that though institutional arrangements are in good shape in the participating countries, yet the effectiveness of their operation in the training and education fields is grossly inadequate. For proper conduct of training and education programmes, the following points may be considered:

- There is a need for providing training material to the trainer. There is therefore the need for developing training material production centres.
 - There is a need for intensifying human resources development programmes e.g., training of trainers in methodology, techniques and audiovisual aids.
 - Institutions dealing with education and training programmes should equip themselves with all necessary training equipment.
 - Proper financial support should be extended to national cooperative organisations in order to make them more effective.
 - Regular contacts between the trainers should be developed so that they learn from each other.
-

W O R K S H O P P R O G R A M M E

-25-

Thursday, December 13 1984

Arrival of Participants,
Stay at the VMNICM Hostel, Pune,
Workshop venue at VMNICM, Pune

Friday, December 14

- 1000 - 1200 01 Registration and Inauguration
Inauguration by:
- Mr MR Rade, Director, Maharashtra State
 Institute of Audiovisual Education, Pune
- Presided over by: Prof S.B. Rao of
 VMNICM, Pune
- Greetings from Daman Prakash,
 ICA ROEC, New Delhi
- Vote of Thanks by: Dr G. Ojha,
 Registrar of VMNICM.
- 1200 - 1400 Lunch
- 1400 - 1700 02 General Introduction
Working Methods
Practical Arrangements
- Mr Daman Prakash, Workshop Director
- Dr G. Ojha, Programme Coordinator
- 1830 onwards Film Show. Room 116
"Manthan" Hindi feature film

Saturday, December 15

- 0900 - 1000 03 Workshop Objectives.
Introduction to Workshop Background
papers and other material.
- Mr Daman Prakash
- Dr G Ojha
- 1000 - 1200 04 Presentation of country paper/Bangladesh
- Mr AKM Awal, and
- Mr Zulfiqar Azad

- 1400 - 1700 05 Cooperative Education and Training Programmes in India - Use of Training Methods and Aids. a Panel Discussion
- Prof S.B. Rao, VMNICM
 - Representative of MSCU
 - Representative of CTC
 - Mr Daman Prakash
 - Dr G. Ojha

Sunday, December 16

Holiday

Monday, December 17

- 1000 - 1200 06 Use of Mass Media - Television, Films and Radio
- Prof C Gurunath, Professor of TV Production, Films and TV Institute of India, Pune
- 1200 - 1230 Discussion on the above
- 1400 - 1700 07 Use of Training Aids in Adult Education and Classification of Training Aids.
- Mr BD Kulkarni, Deputy Director (Graphics) Maharashtra State Institute of Audio-visual Education, Pune
- 1700 - 1900 08 Presentation of country paper/India

Tuesday, December 18

- 0900 - 1030 09 Presentation of country paper/Sri Lanka
- 1030 - 1230 10 Photography and Reprographics - Multiplication and Development of Training Material (with special reference to the use of Photographs)
- Prof Samar Nakhate, Films and TV Institute of India, Pune
- 1400 - 1700 11 Study Visit
- The Films and Television Institute of India

Wednesday, December 19

- 0900 - 1000 12 Presentation of country paper/Nepal
- 1000 - 1200 13 Art of Simple Writing and Script Writing
- Prof C. Gurunath
- 1200 - 1300 Discussion on the above.

1400 - 1600 14 Layout of Publications, Publicity
Material and Techniques of Printing

- Mr Daman Prakash

1600 - 1800 15 Practice Session on Session 14.

Thursday, December 20

0900 - 1200 16 Working Visit

State Institute of Audiovisual Education

- Graphic Aids : Simple visual aids with
special reference to low cost training
material development (Flannelgraphs,
Charts and Posters)

- Mr L.R. Kamte/Mr R.J. Kale

1200 - 1400 Lunch at VMNICM

1400 - 1700 17 Working Visit

State Institute of Audiovisual Education

- Introduction to the Use of Overhead
Projector, Production of Transparencies
and Care of the Projector.

- Application of Puppets and other
locally produced training aids.

- Mr L.R. Kamte/Mr R.J. Kale

Friday, December 21

0900 - 1200 18 Training Management and Member
Education - Developments in the Region.

- Mr R.B.Rajaguru, ICA Regional Director
for South-East Asia

19 Training of Cooperative Personnel in
India - An Introduction to TOPIC Project

- Mr KK Taimni, Reader, VMNICM, Pune

1400 - 1700 20 Training Material Development - The
Concept of Training Package

- Mr Daman Prakash

- Dr G Ojha

Saturday, December 22

0900 - 1100 21 Examples and Experiments in Cooperative
Training Material Production in the
Region (Examples from India, Indonesia
and Sri Lanka)

- Mr Daman Prakash

1100 - 1200 Discussion on the above.

1400 - 1700 22 Study visit
- The Katraj Cooperative Dairy Plant

Sunday, December 23

0900 - 1400 Holiday

Monday, December 24

Holiday/General Elections

0900 - 1200 23 Using Library, Documentation Services
Media Resource Centre to develop
Training Material

- Prof GS Mahajan, University Librarian
University of Poona

1200 - 1300 Discussion on the above.

1400 onwards Free

Tuesday, December 25

Christmas

0900 - 1700 Visits to places of interest around Pune.

Wednesday, December 26

0900 - 1200 24 Group discussions
- Various groups to finalise their
reports/assignments
- Evaluation Group to produce the
Evaluation Proforma

1400 - 1500 Group discussions (contd)

1500 - 1700 25 Group reporting

1700 - 1800 26 Assignment of tasks for groups.

Thursday, December 27

0900 - 1200 27 Practical assignments

1400 - 1700 28 Study visit

- Maharashtra State Cooperative Union

Friday, December 28

0900 - 1200 29 Practical assignments

1400 - 1700 30 Practical assignments

Saturday, December 29

- | | | |
|-------------|----|--|
| 0900 - 1200 | 31 | Practical assignments |
| 1400 - 1600 | 32 | Practical assignments (final stage) |
| 1600 - 1900 | 33 | Review of work done on practical assignments by the participants.
Presentation of assignments.
- Mr MA Deshmukh, Reader, VMNICM
- Mr Daman Prakash
- Dr G Ojha |

Sunday, December 30

Holiday

Monday, December 31

- | | | |
|-------------|----|--|
| 0900 - 1000 | 34 | Presentation of Evaluation Report.
Discussions on National Programmes.
Discussion on Workshop Performance.
- Mr Daman Prakash
- Dr G Ojha |
| 1000 - 1200 | 35 | Concluding session
- General reporting on the work done by the Workshop
- Mr Daman Prakash
- Statements made by selected participants
- Concluding Address and distribution of Workshop Certificates
- Prof SB Rao, VMNICM
- Vote of Thanks
- Dr G. Ojha. |

Afternoon Free

Tuesday, January 1 1985

Departure of participants

P A R T I C I P A N T S

I. Participants

- 1 Bangladesh
 1. Mr AKM Awal, General Secretary
Bangladesh Jatiya Samabaya Union
9.D. Motijheel Commercial Area
Dhaka-2. Bangladesh
 2. Mr Zulfiqar Azad, Deputy Executive
Bangladesh Jatiya Samabaya Union
9.D Motijheel Commercial Area
Dhaka-2. Bangladesh
2. Nepal
 3. Mr Naresh Kumar Regmi
Cooperative Instructor
Centre for Cooperative Development Training
Arniko Highway, Baneshwor
Kathmandu, Nepal
 4. Mr Shree Dhar Prasad Pokhrel
Cooperative Instructor
Centre for Cooperative Development
Training
Arniko Highway, Baneshwor
Kathmandu. Nepal
3. India
 5. Miss Sharda Raina
Lecturer
Cooperative Training Centre
5 Canal Road, Jammu. J&K State. India
 6. Mr Inder Raj Gupta
Lecturer
National Centre for Cooperative
Education-NCUI
3 Siri Institutional Area
Panchsheel Marg, New Delhi 110016. India
 7. Mr V Balasundaram
Industrial Instructor
Tamil Nadu Cooperative Union
865 Anna Salai
Madras 600009. India
 8. Mr BT Bhagat
Asstt Chief Executive Officer
Maharashtra State Cooperative Union
5 BJ Road, Pune.1 Maharashtra. India

- 06 Mr LR Kamte, State Institute of Audio-Visual Education, Pune
- 07 Mr RJ Kale, State Institute of Audio-visual Education, Pune
- 08 Mr KK Taimni, Reader, VMNICM
- 09 Mr MA Deshmukh, VMNICM, Pune
- 10 Dr GS Mahajan, University Librarian University of Poona

III. Workshop Direction and Coordination

- Workshop Director 01 Mr Daman Prakash, Education Officer International Cooperative Alliance Regional Office for South East Asia 43 Friends Colony, New Delhi
- Programme Coordinator 02 Dr G Ojha, Registrar VM National Institute of Cooperative Management, Pune

IV. Workshop Secretariat

- 01 Mr KW Belgee, VMNICM
 - 02 Mr Arun Choudhari, VMNICM
-

9. Mr A.R. Sapre, Senior Lecturer
Vaikunth Mehta National Institute
of Cooperative Management
University Road
Pune 411007. India
 10. Dr V.O. Varkey, Lecturer
Cooperative Training College
43/16-A Erandavana
Karve Road, Pune 411004. India
 11. Mr KA Abdul Kuddus
Lecturer
Natesan Cooperative Training College
2377-A Anna Nagar (West)
Madras 600040. India
4. Sri Lanka
12. Miss Wimala Masachchi
Lecturer
Regional Cooperative Training Centre
147 Pettigalawatta
Galle. Sri Lanka
 13. Mr K Kaneshalingam
Assistant Secretary
National Cooperative Council of
Sri Lanka
12 KKS Road, Jaffna. Sri Lanka
 14. Mr KP Lekamge
Consumer Education Officer
National Cooperative Council of
Sri Lanka
455 Galle Road, Colombo-3. Sri Lanka
 15. Mr HB Chandrasekera
Senior Lecturer
Sri Lanka School of Cooperation
Polgolla. Sri Lanka

II. Resource Persons to the Workshop

- 01 Mr RB Rajaguru, Regional Director
ICA Regional Office, New Delhi
- 02 Prof S.B. Rao, VMNICM
- 03 Prof C Gurunath, Films and TV
Institute of India, Pune
- 04 Prof Samar Nakhate, Films and
TV Institute of India, Pune
- 05 Mr BD Kulkarni, Deputy Director
Maharashtra State Institute of
Audiovisual Education, Pune

W O R K S H O P B A C K G R O U N D
M A T E R I A L

- 01 Communication and the Cooperative Teacher
 - Daman Prakash
- 02 Application of Communication Media in Cooperative
 Member Education/Extension - Daman Prakash
- 03 Cooperative Societies are Like Human Beings
 - An example of an extension material from
 the Indonesian Cooperative Movement - Daman Prakash
- 04 Communicating the Information - A Strategy for
 the Development of Cooperatives at the Local Level
 - Daman Prakash
- 05 Communications
- 06 Cooperative Training Material Development
 - Daman Prakash
- 07 Process of Cooperative Training Material
 Development in Indonesia
- 08 Using Illustrations in Producing Cooperative
 Education and Training Material - Daman Prakash
- 09 Audio-Visual Aids and Training Material
 Development. Report of Workshop-I. Philippines
- 10 Development of Training Material for Cooperative
 Teachers in Sri Lanka - An Experiment
 - Daman Prakash
- 11 Low Cost Training Material and Training Aids
 - Daman Prakash
- 12 Development of Cooperative Training Material
 - Methods and Techniques. A Manuscript of Handbook
- 13 A Manual on Production of Training Packages
 based on Audiovisual Aids - Draft Manuscript
- 14 Teaching Together in the Classroom - The
 Concept of Team Teaching. Daman Prakash
- 15 The Demonstration Teaching Method
- 16 Non-formal Methods: Cooperative Education Process
- 17 Need for Audiovisual Technology in Teaching
 - Synopsis
- 18 Audiovisual Aids and Their Application in Training
 and Education - Daman Prakash
- 19 Simplifying the Process of Teaching and Learning
 Among the Adults - Teaching Methods and Aids
 - Daman Prakash

- 20 Training Management - R.B.Rajaguru
 - 21 Monitoring and Evaluation - Marimuthu & Ramaiah
 - 22 Cooperative Education Materials Advisory Service
CEMAS of the ICA - An Introduction
-

ICA-VMNICM SUB-REGIONAL
WORKSHOP ON TECHNIQUES
OF AUDIOVISUAL INSTRU-
CTION & DEVELOPMENT OF
TRAINING MATERIAL-II

WORKSHOP EVALUATION

The Workshop Evaluation was conducted by an Evaluation Group consisting of the participants only.

- 01 The main objective of the Workshop was "to enhance the effectiveness of cooperative trainers and cooperative field educators by exposing them and training them in the effective use of various training methods, training aids, development of training material, to achieve a better rapport and communication with their respective target groups."

To what an extent do you think the above objective has been achieved?

Partly ¹²	Substantially	Fully
(1)	(4)	(9)

- 02 Do you think that all the relevant areas have been covered in the Workshop?

Yes	No	Partly
(11)	(1)	(2)

- 03 Which areas from the Workshop content you would like to give emphasis on? (Please specify)

- Use and operation of slide projector and other types of projectors
- Making slides
- To give more stress on the production of visuals
- Repairing visual aids (including maintenance)
- Photography
- Film-strips
- Flannelgraphs and Overhead Projection slides

- 04 Which areas from the Workshop content you would like to delete? (Please specify)

Nil: 11

Areas to be deleted

- The practical work on visual aids
- Material production techniques
- Development of Material Production Unit

- 05 What are your comments on the daily schedule and the duration of the sessions?
- a. Duration of the sessions was too long (No comments)
 - b. Daily work schedule was too tiring (Reasonable 11 persons)
 - c. The workshop schedule and the duration of the work schedule was appropriate (11 agreed)
 - d. The duration of the Workshop should be:

Longer	Shorter	Just Right
(1)	(-)	(13)

06. What is your opinion about handling of the sessions by Resource Persons?

Relevant	Not Relevant
(12)	(-)
Adequate	Inadequate
(13)	(1)

- 07 Do you think the programme provided you with an opportunity of exchanges of your views and experience with others?

Yes	No
(14)	(-)

Comments

- Best opportunity to learn from others
- Got the best opportunity of telling others
- Experiment in Sri Lanka was very interesting
- India should also follow the Indonesian and Sri Lanka methods of production of training material

- 08 How far do you think the knowledge and the skills acquired at the Workshop, would help you in your professional work?

Highly Effective	Effective	Not Effective
(02)	(12)	(-)

Comments

- I wish if my State Union could undertake such activities
- I shall try to develop such a system at my College
- Such experience would be most valuable to Nepal
- ICA should continue to provide such experiences to the Movements in this Region

09 Your comments on the physical facilities.

	Satisfactory	Good	V.Good	Excellent
a. Campus environments	(2)	(4)	(5)	(3)
b. Hostel accommodation	(3)	(3)	(7)	(1)
c. Messing (food) arrangements	(4)	(6)	(3)	(1)
d. Library facilities	(4)	(4)	(5)	(1)

Comments

- physical arrangements could not be better than these
- VMNICM has a very good campus (rooms and food)
- Book selection in the Library has to be improved
- More recreation activities are needed

10 What is your overall observation about the programme?

Useful	V.Useful	Extremely useful
(2)	(7)	(5)

Comments

- Apparently the Workshop Director made good preparations
- Subject areas included in the Workshop programme have been grossly neglected in our country
- There is a great need for good material production
- ICA should provide technical support in these areas to movements

11 Write special comments, if any, briefly.

Comments

- Practical assignment segment was extremely important
 - The Workshop was very well conducted - we did not realise the pressure of work and length of the course
 - There should be a follow-up programme
 - The ICA should support national activities
 - ICA should continue to supply information material
-

PART-II

This section contains some of the core background and working papers; summaries of some selected papers; a Brief Note on the Material Production activities in Sri Lanka.

ICA-VMNICM SUB-REGIONAL WORK-
SHOP ON TECHNIQUES OF AUDIO-
VISUAL INSTRUCTION AND DEVELOP-
MENT OF COOPERATIVE TRAINING
MATERIAL-II.
PUNE, INDIA. DECEMBER 1984

SIMPLIFYING THE PROCESS OF TEACHING AND LEARNING
AMONG ADULTS - TEACHING METHODS AND AIDS

Daman Prakash

01 It has been established that learners retain on an average only 10% of what they read, 20% of what they hear and 30% of what they see. The rate of retention of knowledge gets higher when a combination of hearing and seeing is used. It has been found that the retention then is around 50%, which is considered to be quite satisfactory. Progressive teachers have, therefore, come to realise that a combination of audio and visual aids is necessary while communicating with people in order to achieve a higher rate of learning. Even if we take out the teaching machines and sophisticated equipment from the system and restrict ourselves only to graphic aids, still a higher retention has been noticed. We narrow it down a bit further, and say that the application of teaching aids helps in a better learning, and perhaps a durable learning. A majority of teachers has been making use of chalkboards and flipcharts in order to achieve this objective. This practice has shown some encouraging results although with some limitations.

Can the Teacher Teach? -

02 It has been well-understood by the enlightened teachers that teachers "cannot" teach. They cannot impose their knowledge on their pupils. Their role is primarily those of "facilitators". They help the learners to learn. They do not believe in the concept of "banking of knowledge". Teachers help the students to learn, by facilitating the process of learning e.g., by providing suitable learning environments, relevant material, discussions, guidance, encouragement and testing.

03 Teaching is conveyance of ideas, learning is absorption of ideas. The essentials of teaching are simple but the methods are complex. In the same way, the contours of learning are clear but the process is intricate. Help and support are needed from both sides and make this interaction a success in every effort should be made by the teacher to give his best in the best possible way and by the learner to learn in the most easiest way.

Learning is Painful

04 If learning is a "painful" process, the students become indifferent. If the process is easy and duly

supplemented by proper facilities, the learning process becomes interesting and the students become "interested". They feel involved in the process and they seem to be looking for something which they had been missing.

05 When a good teacher expresses his ideas, expounds his concepts, lays all the facts relating to the subject he is teaching he obviously tries to communicate to them in a way the students can easily understand if the teacher is explaining a lesson of a complicated nature.

Teaching Aids Help Learning

06 In order to make the explanation easy and simple, it is advised that the teachers make use of simple teaching aids. Teaching aids make the task of the teacher easy and without much of an effort he can obtain the best possible results. "Teaching machines are simple devices to make it possible to apply our technical knowledge of human behaviour to the practical field of education", wrote Skinner. It is hard to bring the student into contact with the things he is learning and here aids are useful in bridging the gap at least to an extent. Teaching aids reduce onus of incessant explanations. It augments manifold the comprehensive ability of the learner and helps both the teacher and the taught in achieving their goals in a short time and provide better opportunities for discovery, innovations and stimulation of thought. As Skinner had put it "instrumentation simple makes it possible for the programmer and the teacher to provide conditions which maximally expedite learning".

07 It has been often observed and many teachers have expressed it. that they could perhaps do better without making use of any teaching aids. The teacher should not feel shy of using teaching aids. He should view them as necessary to support his teaching role. Of course, machines can never replace the physical presence of a teacher.

08 There has been a stage in the Western society where efforts (or experiments) were made to give prominence to teaching machines and the role of the teacher was made secondary. The efforts did not produce the desired results. The classrooms got converted into workshops and show windows of electronic equipments and the students lost contact with a human being - the teacher. In the Asian context a student cannot imagine a situation where machines teach and not the teacher. For us, Asians, the teacher is the Guru.

09 Teaching aids when properly handled to throw light on a subject helps the teacher to reduce his talks for the aids would suffice for the explanation. Such a demonstrative lecture would create an indelible impression in the minds of the learners and they will experience the pleasure of almost being in contact with what they are learning.

Teaching Methods and Teaching Aids

10 Given the situation as we are in, cooperative societies derive their power and strength from the general membership. Cooperative societies operate their business through their employees. Unless the members understand the basic distinction between a cooperative venture and a joint-stock venture or a private enterprise, members cannot exercise properly their right to vote. The whole principle of democratic management goes off. Cooperative membership has to be exposed to their rights and duties, difference between cooperative and other forms of organisations and so on. People have to be trained to educate the membership. It has also been found that the general educational standards of general membership is not enough to make use of books and other printed training/educational material. A great stress has to be laid on the use and proper teaching aids. Experience has shown that the cooperative teachers and extension workers who are engaged in cooperative member education have been successfully using simple visual aids like the flannel-graphs, flipcharts, display boards, chalkboards, illustrations, pictures, activity aids etc.

11 Cooperative trainers have, therefore, to be trained in the techniques of production and use of simple (basic) visual aids and teaching aids.

12 Some of the experiments conducted at field projects have revealed that a proper combination of methods and teaching aids was necessary and no specific stress should be laid on the use of teaching aids alone. Teaching aids are vehicles of communication and information, and the information is communicated to the people by the teacher - or an extension worker.

Resistance to Change

13 Quite a few teachers who claim to have a long experience of teaching adults hold on to the view that the lecture method was the best one that they found. During the process of their exposure to other methods

of teaching, they happily "discovered" that there were other suitable methods as well e.g., group work, case study work, seminars, syndicate method, role play and the like. After such brief exposures and with a background of 30 or more years of teaching, these teachers employed group discussion methods, but they could not help themselves - they dominated the discussions and gave long lectures to the group members (habits die hard, anyway). It was perhaps very difficult for them to break away from their traditional paths. The younger ones, however, found it to be more useful to avoid lecturing but encouraging the students to discover the facts for themselves. They help the group members to make use of teaching aids for putting their ideas across to their fellows. They took up the path of convincing the others, and for that purpose they made use of chalkboard, flipcharts, overhead projectors and other simple aids.

A Human Aspect

14 Teaching is a profession which is intellectual, and to convey knowledge it is necessary to provide for vehicles of communication. The transfer of information and knowledge cannot be done through machines and computers or by any drug, it is a human problem and therefore the efforts should be human.

15 Efforts should be made to simplify the process of learning and teaching as far as possible and this means development of human resources and encouragement to participative methods of teaching and participation.

COOPERATIVE SOCIETIES ARE LIKE HUMAN BEINGS.....
- An Example of an Extension Material from Indonesia

Daman Prakash

01 Quite interesting...Cooperative societies are like human beings. Yes, they are. Let us look at this statement more carefully. Two aspects: i) as training or extension material, and ii) as a method to highlight the importance of operating a cooperative society. In cooperative member education (extension) activities it is somewhat very difficult to discuss certain matters by using "formal", "cold" and "general" terms and definitions. Matters start looking up and they become more interesting and lively when some "simple" examples are brought into discussion as well.

02 What is a cooperative society? can be explained by citing several examples and definitions, but the idea and concept may not sink deep enough into the minds of the rural populace. Approaching the adults is a very difficult process. Approaching them and convincing them is still more difficult. Things become easier when some interesting examples and associations are cited at the same time.

03 So, what is a cooperative society, is a concept which could be quite similar to our own "human body". How does a cooperative society operate - and how does a human body operate?

Assumptions

04 We, as cooperative educational instructors or extension agents, are to explain to a group of Indonesian adults in a rural setting, how does a primary cooperative (KUD - Koperasi Unit Desa - primary rural cooperative) operate? Who takes decisions? How do these decisions affect the working of a cooperative society and its business? Who is more important in a KUD - the Chairman or the Board of Directors or the Manager? What happens if the General Meeting takes wrong decisions? Who is to execute these decisions? and how these decisions affect the members of the General Meeting in turn? and so on are several important questions.

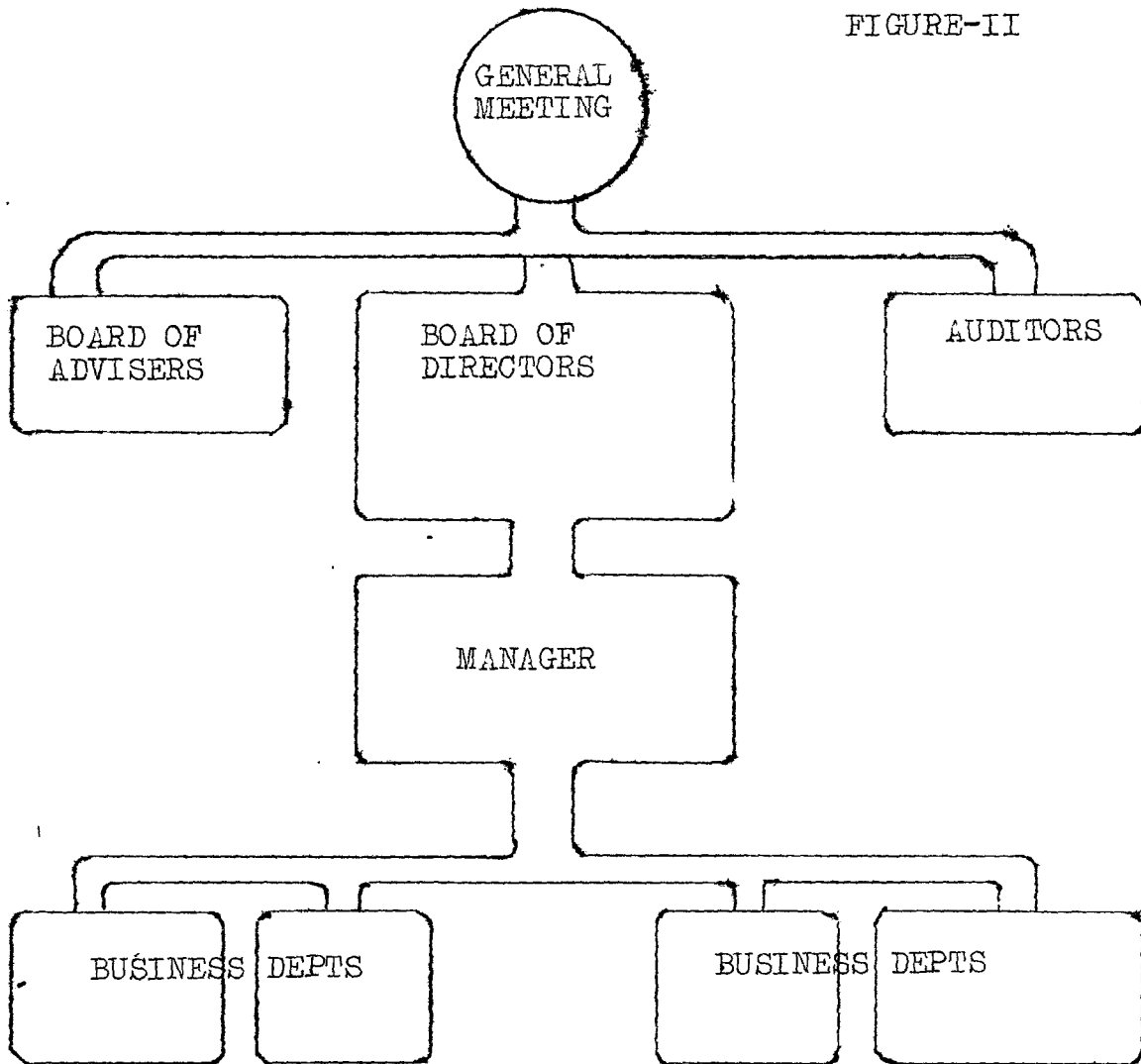
This is the revised version of the original paper written by the author when he was working with the ILO-UNDP Cooperative Training Project in Indonesia (1981-1983). The material was extensively used in carrying out cooperative member education activities.

08 The extension officer will soon develop a feeling as if he is speaking before "unwilling listeners". It would be a hard thing for the extension officer to generate a two-way communication process. Try and see..'

Making "Structures" Interesting

09 We can achieve an altogether different feeling if some slight changes are made in the construction of the organisational structure. Instead of drawing simple and straight lines of control and lines of communication if we place the boxes differently, the explanation becomes somewhat easier. It becomes more interesting. (Please see FIGURE-II). Basic elements of the structure and their association with each other remain the same, but the total figure has undergone a change, which is perhaps more acceptable.

FIGURE-II

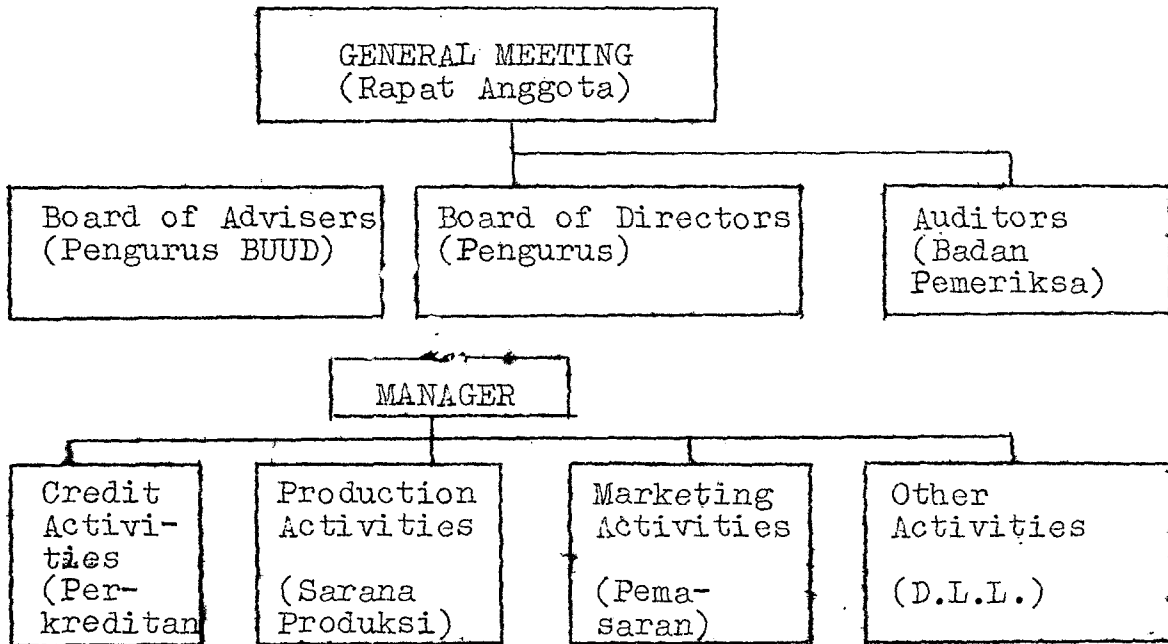


05 The Extension Officer is trying to explain to the members that they should actively participate in the general meetings, they should try to obtain more and more services from the cooperative, they should strive to transact more and more business with their cooperatives and they should offer their suggestions to the management for the improvement of services of the cooperative, and they should have clean and healthy business relations with the Manager and other Assistant Managers etc. etc.

Cooperative Organisational Structure

06 According to the regulations, the organisational structure of a KUD is as follows (FIGURE-I):

FIGURE-I



07 This chart can be enlarged and drawn on a big sheet of paper or on a whiteboard or be used by making a flannelgraph of it. As a teaching method - just consider - how difficult it would be to explain the organisation structure and the activities of various functionaries. It would be very formal, dull and dry. A lot of talking will have to be done by the teacher.

10 Now look at FIGURE-III. It is quite different now. The basic elements are the same, but the structure has been converted into the shape of a human body. What... a man is like a cooperative society or a cooperative society is like the human body. The explanation now becomes very easy. A lot of discussion now can be generated. The entire discussion can be based on simple questions. These questions can be something like this.....

- What are the functions of the General Meeting?

(Members are supposed to think, see, listen, speak and suggest and so on.) So the general meeting of a cooperative ~~society~~ is like the head of the body. The head has the brain, ideas, eyes can look and distinguish, ears can hear - good or bad, nose can smell (foul or pleasant), mouth has taste, tongue and so on.

- What are the functions of the Board of Directors?

(Board members are to carry out the policies and wishes of the members. Board members are to provide information to the members for future and information on the past activities). The heart and the lungs do the same work. They pump clean blood to the brain so that the brain gets good ideas, good thoughts etc.

- What are the functions of the auditors?

(Auditors are to check the financial matters, stocks, cash in hand and prepare reports.) In these functions the auditors make use of their hands and fingers.

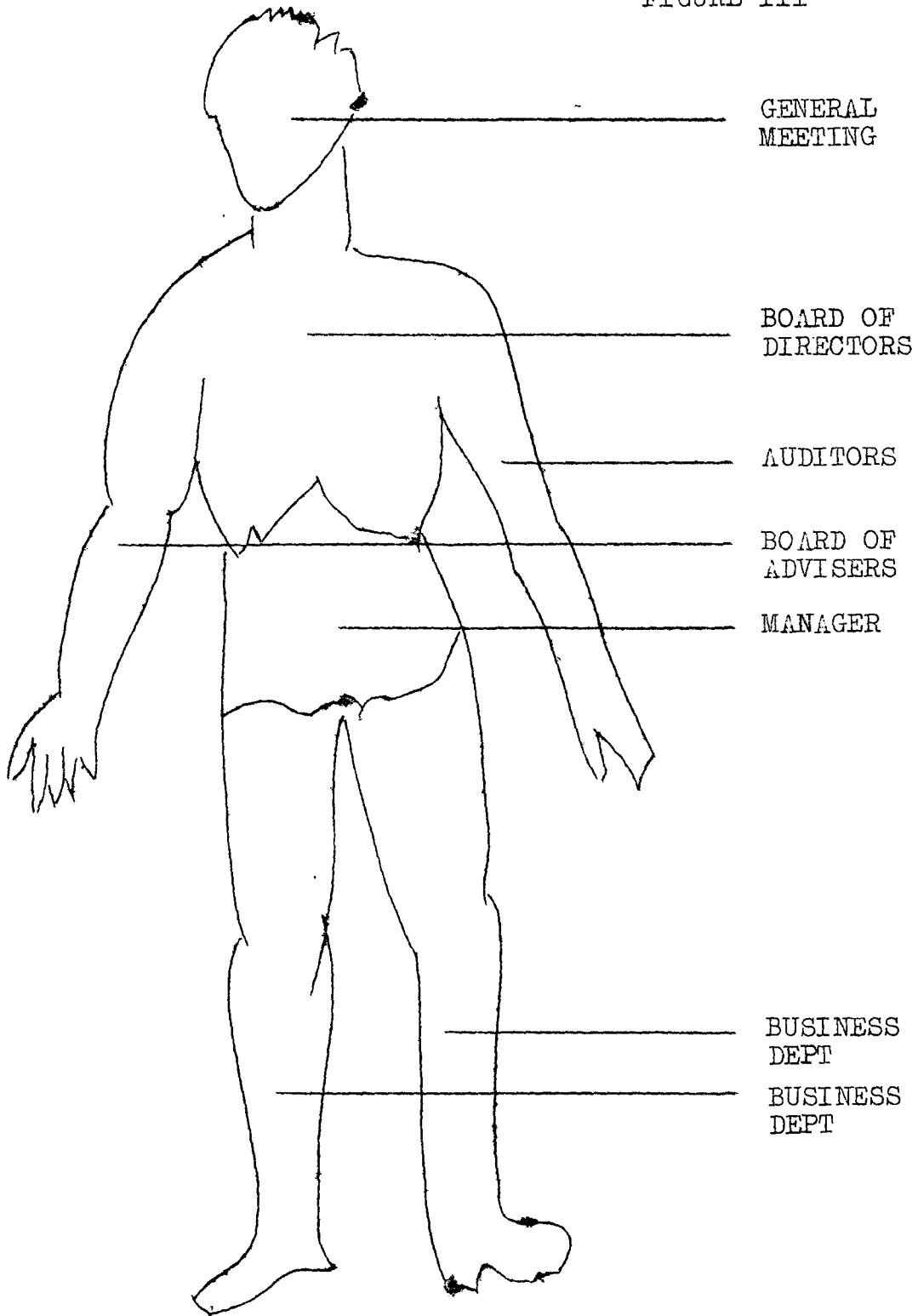
- What are the functions of the Manager?

(The Manager is a person who is supposed to manage the society - its business, its employees, member-society relationship, report to the Board, suggest new schemes, help in the organisation of meetings, conducting member relations etc. etc.) The manager is like the stomach, spleen, kidneys etc. which processes everything that is passed on from the top and apply the results for the wellbeing of the society (body).

- What are the functions of business managers or assistant managers?

(These branch or assistant managers are supposed to support the Manager and help develop the actual business, which is so very basic to the total health of the society itself.) Better business means more money to the society. More money means better

FIGURE-III



services to the members. Better business also reflects the better work of the Manager. If the business is down then the body will fall, and similarly the society will collapse. That means to do a better business we must have a good manager, that means a better selection of a manager, and in this case the Board of Directors have to be objective rather than being subjective.

Teaching Methods and Teaching Material

11 A simple material used in conjunction with simple method can produce better results. You can have good discussions, you can establish a better rapport and the end-results could be happy and lasting.

12 Let us look at the picture once again - starting from the feet. Business sections are credit, marketing, production, consumers and others. These sections must keep on working since these are the foundations and on which the entire body rests. If these sections become weak or ineffective, the entire body will become shaky, and there will not be any movement in the business and performance of the society. There will be stagnation. The manager will become ineffective, his communication with the business sections will break and once that happens he loses the confidence of his Board. The Board may have to remove him and once that happens the cycle and vicious circle of "non-confidence" sets itself into motion. The Board gets ineffective and unpopular and it will not be able to execute the policies and programmes of the members (general meeting). Members will become disinterested. Dirty bloody begins to flow to the brain, dirty ideas begin to grow, dirty intentions take root and dirty things begin to happen.

13 When there is a break-down between the heart and the brain, the hands which used to inspect, guide and help, begin to do dirty jobs - corruption sets in, self-interests begin to operate and the entire body becomes sick - ineffective, full of disease and move towards a slow death i.e., the dormant position of an ineffective cooperative society - the only solution left is to close down the cooperative business and say goodbye to every good thought which the healthy brain used to dream of some time ago.

14 Surely, a cooperative society operates like any human body.

DEVELOPMENT OF TRAINING MATERIAL FOR COOPERATIVE
TEACHERS IN SRI LANKA - AN EXPERIMENT

Daman Prakash

Introduction

01 The ICA Regional Conference of Principals and Selected Teachers of national level cooperative training institutions in South-East Asia held in Jakarta, Indonesia, in 1974, had recommended to the ICA that it should give greater attention to training of teachers working in cooperative colleges in the South-East Asian Region. With a view to giving effect to this recommendation, the ICA Regional Office decided, among other things, to start a project on TEACHERS TRAINING in one of the countries of the Region. On the basis of the discussions carried out by the ICA with the National Cooperative Council of Sri Lanka (NCC/SL) and the Commissioner for Cooperative Development, it was agreed that the project be located in Sri Lanka which has a fairly old Cooperative Movement and which has training centres at the national and district levels. Dr Lennart Skaaret, Educational Consultant then working with the ICA Regional Office for East and Central Africa, was invited by the ICA in September 1976 to carry out a feasibility study on the project proposal.

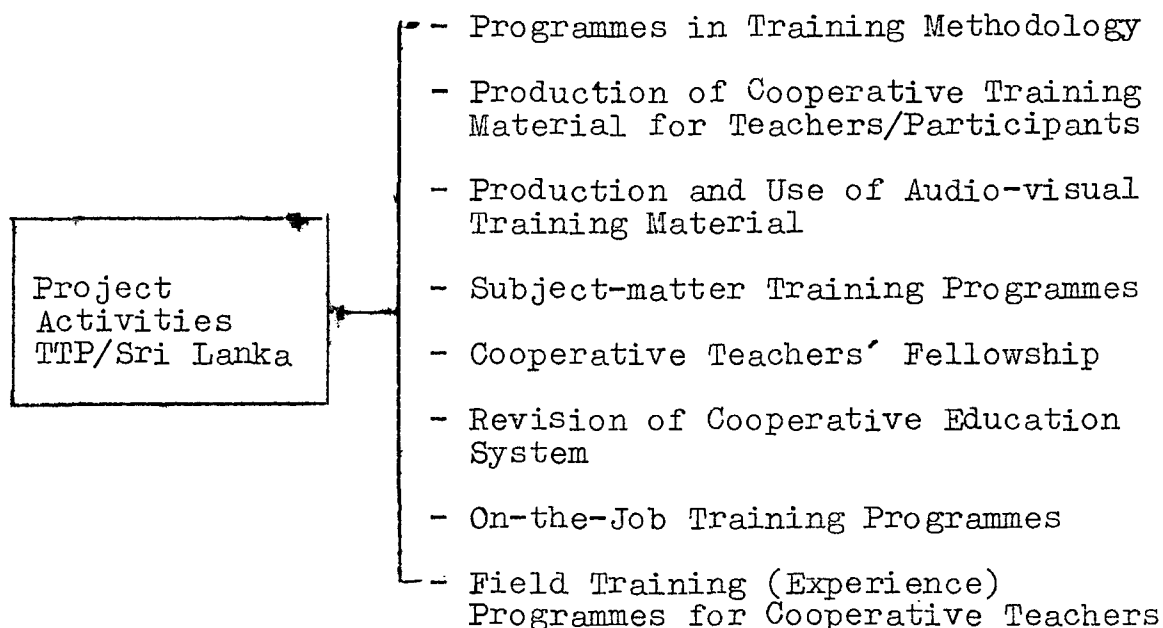
02 Dr Skaaret, upon completion of his mission, submitted a feasibility study report to the ICA. Based on his report further discussions were carried out with the Sri Lanka authorities and with the Swedish Cooperative Centre (SCC). The Project was ultimately agreed upon and the work commenced during 1978.

03 The objective of the Project was "to enhance the effectiveness of cooperative training activities being carried out for personnel and members of managing committees of the Cooperative Movement in Sri Lanka by undertaking programmes in the field of training of cooperative teachers, production of teaching material and other related areas. The Project would disseminate results of its work among other Movements of the Region and would provide an opportunity for training the selected teachers from other Movements in the Region".

Note: Mr Daman Prakash served as Technical Adviser (Audio-Visual Aids and Material Production) to the ICA-NCC-SCC Cooperative Teachers Training Project in Sri Lanka during 1978-1981.

Classification of Project Activities

04 In order to achieve the objectives of the Project, several activities were planned. These activities can be classified as under:



Need for Training in Methods

05 Preliminary studies had indicated that the cooperative teachers working with the 26 district cooperative education centres of the NCC had been recruited without their having any formal training in education and training techniques. In a few cases, the teachers had some working experience with cooperative societies and, therefore, they only had some practical experience of the working of cooperative institutions. In most cases, the teachers were almost new to the principles and practices of Cooperation and to the system of teaching, specially the adult education. The Project, therefore, in its work programme had laid a special emphasis on the training of cooperative teachers in training methodology (e.g., teaching methods, teaching aids and training material production techniques) and in subject-matter.

Need for Training Material

06 Preliminary studies also pointed out the almost total lack of good training material available to the teachers and to the participants. Some publications issued by the NCC and some useful documents prepared by the then Cooperative Management Services Centre (CMSC) did not

meet with the demands of the current syllabi for two major courses e.g., Cooperative Employees Certificate Examination (Ordinary Level), and the Cooperative Employees Certificate Examination (Advance Level). The teachers were not properly equipped with training materials and training aids. There had not been any evidence of a continuous and effective training material production programme within the NCC except for the publication of a cooperative journal and some occasional brochures and handouts.

07 No other organisation within the Sri Lanka Cooperative Movement had been engaged in the production of any publications which could be directly relevant to the cooperative teachers and their audience.

08 It was found necessary to match the training methodology programmes with adequate supply of training material and training aids. In his feasibility study report, Dr Skaaret observes:

"...It is a waste of time to introduce new methods of teaching if there is no teaching material to connect the methods to. It will, therefore, be quite necessary for the Project to run workshops for production of training materials like role plays, case studies and In-tray exercises. This training material should reflect problems from cooperative working situations in Sri Lanka. It is, therefore, quite necessary to involve not only the lecturers in these workshops but also experienced field personnel both from the primary and secondary organisations as well as subject-matter experts. The Project must have technical equipment and personnel so that material can be duplicated and distributed among the teachers with an immediate effect. The application of such material in the teaching/learning process will also certainly connect the school work closer to the realities of the Movement. The Project should also help in designing proto-type plans for useful field research and/or field studies to form a vital part of the curriculum."

09 The feelings expressed by Dr Skaaret reflected in the activities, detailed in the Project Document, which stated:

"to conduct training seminars for principals, and teachers of cooperative training centres on training methodology and techniques of teaching with a view

to imparting them knowledge of modern adult education concepts of the teaching/learning process and skills in using participative teaching methods; and

- "to conduct workshops for production of relevant teaching material and produce in collaboration with the cooperative training centres and other relevant agencies in the country, teaching material appropriate for various teaching techniques and courses."

Audio-Visual Education

10 It is needless to emphasise the importance of audiovisual education and audiovisual techniques in teachers' training programmes. The main purpose is to equip the teachers to communicate their ideas effectively and efficiently with their target groups by making use of simple figures, impressive but simple figures and charts and graphs, and to attract the attention of the participants by presenting effective illustrations. In the context of the cooperative teachers it was felt that they should be exposed to some basic requirements of audiovisual techniques. Introductory courses and workshops were, therefore, necessary for teachers before really embarking upon the task of producing training material. Some of the courses offered had the following objectives:

- i to make an effective use of the existing teaching aids available at the district cooperative education centres,
- ii to develop and produce the basic teaching aids and to acquire the skills of producing and using them, and
- iii to understand the importance of using basic teaching aids.

11 All cooperative teachers included in the original category were exposed to the introductory workshops on audiovisual aids. Several such workshops were offered. After their participation in the introductory workshops, they were then invited to participate in a slightly longer duration workshops e.g., follow-up workshops. These workshops were a slight improvement over the introductory ones, as during these workshops they were required to produce training material for their own use as well as for the use of participants. The objectives of the follow-up workshops were defined as under:

- i to acquire the knowledge of producing simple visual aids like flannelgraphs, chalkboard utilisation, flip charts, simple figures, lettering etc.
- ii to acquire the knowledge of developing and producing simple training packages on simple modules, and
- iii to acquire the skill of developing and producing training material using audiovisual techniques.

12 The participants were also given some training on the handling, use and maintenance of simple projected aids equipment.

Cooperative Training Material Production

13 In order to provide the teachers and students with appropriate training material, the Project launched a programme under which relevant training material was produced, duplicated and field tested for distribution. The following kind of material was produced:

- i Training material produced by others and used for running of project courses and workshops. This included: text books, notes, reference material, case studies, surveys, field studies etc.
- ii Training material produced by the cooperative teachers at various workshops. This included: training packages conforming strictly to the current syllabi, ranking exercises, case studies etc.

14 Under point (i) above, the Project technical staff responsible for each activity prepared a training guide which included session guides, supporting reference material, exercises, assignments and instructions on the use of training guides. A liberal use of existing material published by the ICA-CEMAS, ILO-MATCOM and other agencies was made. CEMAS material on Participative Teaching Methods was used to run PTM courses. MATCOM material was used to train the managers of agricultural cooperative societies and with their help the Project was able to adapt the MATCOM material to suit Sri Lankan conditions. The material was translated into Sinhala and Tamil.

15 Some of the material produced under (i) above included the following:

- Training Manual on Concept of Learning
- Training Manual on Participative Teaching Methods
- Training Manual on Cooperative Education Management
- In-Service Training of Managers of Agr Cooperatives
- Training Manual on Situation (Case) Studies
- In-Service Training of Retail Managers
- Training Manual on Training Aids

16 In connection with their participation in various courses, the participants also produced a number of material for their own use. A number of training packages on various subjects covered by them according to the syllabus was produced by the participants. Some of such material included:

- A Collection of Ranking Exercises
- A Collection of Role Plays
- A Collection of In-Tray Exercises
- A Collection of Case Studies

17 In addition to the above, the following material was produced by the Project for the benefit of cooperative teachers:

- Adult Education in a Changing Society
- A New Approach to Field Training for Teachers
- Cooperative Staff Training in Sri Lanka
- National Symposium on Coop Staff Training - A Report
- Library Development and Documentation Services
- Production and Use of AV Material in Training
- Lettering Techniques
- Let Us Draw Some Simple Figures
- Let Us Use the Flannelgraph
- This is Your Flip Chart/Board
- Experiments in Visualisation
- Overhead Projector in the Classroom
- Training Aids - A Handbook for Teachers
- Using Communication in Extension Activities
- Role Play - A Method of Training
- Resources Available for Extension Work
- Designing a Training Package
- Lecture Method as a Technique of Teaching

Material for General Information/Public Relations

18 Keeping the main objectives of the Project in view it was felt necessary to put out informatory material for the use of other cooperative movements and national cooperative training centres in the South-East Asian Region. With this in view the following material was produced:

- COOPERATIVE TEACHERS TRAINING BULLETIN
(Quarterly: English/Sinhala/Tamil)
- Cooperative Teachers Training Project
 - An Introduction

Field Testing and Validation

19 To achieve a high quality of training material content-wise, it is necessary that the material is first subjected to certain field tests. It was, therefore, followed that the material first produced would be used at some ongoing training activity to evaluate its utility and to incorporate any changes found necessary. After field testing and evaluation the material was translated into various languages and then typed neatly according to a set format. The final draft was again discussed among the technical staff of the Project and then only it was sent out for reproduction and multiplication.

20 In the process of field testing and evaluation of training material, the collaboration of district cooperative education centres and some selected multipurpose cooperatives was enlisted.

Cooperative Training Material Production Unit

21 In order to streamline the material production' activities a special UNIT within the Project was created called the "Cooperative Training Material Production Unit". It was a modest unit with some simple reproduction machines and equipment. These included the following:

- Oce'office offset printing machine
- Oce'offset plate maker
- Gestetner duplicating machines
- Cannon plain paper photocopier
- Silver-Reed Electric Typewriter (multifaced)
- Sticking equipment
- Other typewriters

22 The photography unit of the NCC provided the photographic services to the Unit.

23 The Unit was supported by an Offset Machine Operator under the guidance of the Technical Adviser (AVA) and his national counterpart.

24 The Production Unit produced most of its own materials. The Unit and other Audiovisual Services provided a strong back-up to the education and training activities of the Project. Some of the audiovisual equipment available at the Project included the following:

- Overhead Projectors
- Slide Projectors
- Tape recorders
- 35mm camera
- 16mm film projector
- Light table stand
- Flannelboard
- Chalkboard
- Video system
- Slide-cum-tape synchronisation system
- Drawing Board and other equipment.

Material Production Unit at the School of Cooperation

25 Benefiting from the work of the material production unit and from the audiovisual facilities and services available from the Project, the Sri Lanka School of Cooperation (a government staff training institution for the Department of Cooperative Development) also established a modest Material Production Unit at the School itself. The Project provided the needed expertise and assistance in the development of this Unit.

Achievements of the Experiment

26 By any reasonable standard of any technical assistance the Material Production Activity within the total Project was a very modest experiment in the field of audiovisual education and training material production. Looking back at the work done during the first three years of the Project (1978-1981) it appears as if the Unit worked more than its capacity. A large number of training packages were produced, standardised, duplicated and distributed. It is heartening to note that the teachers have been making use of these training packages.

27 The experiment has been able to create some strong awareness among the teachers about having "some reasonable" training material which could supplement them while handling their subject-matter. The material should include: lesson plan, reference notes, audiovisual aids e.g., posters, flannelgraphs, OHTs etc. The experiment also made them aware that some handouts should also be given to the participants so that they can refresh themselves after they go away from the class. The experiment generated some kind of multiplication effect within the various cooperative institutions.

28 The experiment was also able to bring about a closer synthesis between the audiovisual aids and materials and the training material. The teacher should not only know about the use of various material but also be skillful in the production of training material.

LAYOUT OF PUBLICATIONS, PUBLICITY MATERIAL AND THE TECHNIQUES OF PRODUCTION

Daman Prakash

Introduction

01 Literature is needed for enhancing knowledge, adding to existing information, propaganda, extension and to accelerate the process of development. Every minute there is addition to literature - books, pamphlets, handbooks, manuals, guides, notes, posters, charts, advertisements, printed, handwritten, stencilling, photographed etc. It is a process of creation. It is the transmission of ideas and results of experiments for others. Small pamphlets and brochures are being distributed in millions throughout the world. These are priced or are handed out on complimentary basis. Newspapers, journals and other channels of communication are full with "messages" and "slogans".

02 Highly technical materials are being reproduced for the use of developing world. Original textbooks are being massproduced and soled at reduced prices. Extension material is being produced and distributed widely all over. Text and illustrations. For extension material use of illustrations and simple figures is being encouraged. Artists and visualisers are busy all the time. Script writers are busy. Printing presses are busy. Distribution channels are busy. There has been an immense growth in the print media. Books for children are a case in point.

Presentation

03 An excellent extension material is likely to be ignored or overlooked if it is not presented in an attractive style. Organisations make very heavy payments to artists and visualisers and designers in order to present their materials/publications in an attractive fashion. Several precious hours and days are employed in achieving a purposeful "layout" or a design. Illustrations and designs are subjected to various tests and evaluations before putting them out for distribution for public use.

04 Visualisation of text and ideas is extremely important and necessary. Lengthy discussions take place between the authors and the artists and several tests and materials are produced before working on the final product. Methodology of reproduction are discussed with professionals.

05 From the above discussion, we can come to certain obvious conclusions that in the presentation and production of literature we rely on the following factors:

- Visualisation
- Illustrations and photographs
- Artists and visualisers
- Professionals e.g., photographers
- Reprographics methods and equipments
- Dialogues between the authors and professionals
- Evaluation and field testing methods and techniques
- Channels of marketing and distribution

06 The material is produced in the following shapes and forms:

- Printed by letter press
- Printed by offset process
- Printed by using stencils and mimeographing
- Handwritten materials
- Photographs and printed through photography process
- Photocopying
- Transfer lettering
- Painting
- Screen printing
- Textbooks with normal 10pt letters
- Textbooks for children using 12pt letters
- Materials for visually handicapped
- Publicity materials e.g., handbills
- Wall newspapers
- Hordings, signboards, posters
- Manuals, handbooks, training packs
- Magazines
- Notices, road signs etc. etc.

07 A variety of material is being produced for semi-literates under the "functional literacy" programmes so that the farmer could keep his accounts. Material for the adult education activities, bank passbooks for farmers, and labels of all descriptions e.g., information printed on medicine packings, consumer goods etc.

Designing and Layout

08 In the case of publications e.g., textbooks etc., the designing patterns have to be uniform and in a sequence in order to maintain uniformity and standards. The material is generally divided in chapters. The sequence

could be: title page, inner title page, information on or about the publisher, time of publication, price, time of production, number of copies printed, and other copyright information and the catalogue number etc., followed by a Foreword, Introduction, Contents Page, Chapters, Bibliography, and Index Page. Generally on the back of the book is given some information about the author and of the organisation etc.

09 In the case of manuals and handbooks including training packages etc. additional chapters are added e.g., about the manual, instruction for the users, and other instructions about the material and supporting material.

10 In the case of other material, a free designing or layout is adopted. The presentation can be achieved according to the tastes and requirements of the authors or organisations producing such materials.

11 Whatever be the material, the following factors are taken into consideration:

- Formal or Informal designing
- Selection of the size of the paper
- Thickness and colour of the paper
- Colours to be used in printing
- Selection of typeset
- Designing of the cover
- Use of photographs and illustrations
- Illustrations: comics, cartoons or others
- Graphs and charts and tables
- Printing process: letterpress, offset or other
- Binding
- Number of copies to be printed, and
- The language.

12 Layout and designing can also be:

- Straight artwork
- Montage or collage
- Superimposition of letters on photographs
- Reversals - photographs or artwork
- Etching of photographs or engraving

13 Cover designing can be: straight printing on the cover, window covers, transparent covers, strip-tease or overlays, multicolour or otherwise.

Materials for Adults

14 This has to be simple, bold, illustrated, functional and direct. This material should be useful

to the adult. It should contain a message - one message in each module or presentation. Too many ideas and messages confuse people. People have 'no time' to read the material in detail - they look for the main message - precise, simple and bold. Long paragraphs printed in small letters are rejected. Adults are not serious about the contents and their background or long introductions. They do not have to sit in examinations - they need information and that information should be supplied in precise terms. Children can afford to study the material because for them the material is necessary and useful for their examinations.

15 Some of the most relevant materials for the adults can be:

- Folders
- Illustrated brochures
- Simple handbooks
- Wall newspapers
- Flip charts
- Flannelgraphs
- Cartoon strips
- Vocational magazines
- Instructional materials e.g., on application of fertilisers, soil testing, water testing, post-harvesting techniques, animal husbandry, pest control, family welfare and child care and balanced food etc.

16 Agencies producing such material should ensure a standard of production (size, colours, lettering etc.) Should number the extension material in a serial order to facilitate its collection and storage. The serial numbers should be printed in a large size and in different colours. Ideal size for a folder for extension material could be: 8" x 4", with two, three or four folds, not more than four folds, anyway. Unnecessary ornamentation should be avoided. One or two colours are enough. Bold letters should be used, and a combination of photographs or illustrations should be achieved. Special attention should be paid to the use of language - difficult terms and words should be avoided. Fewer words should be used. Small paragraphs would be most effective.

Techniques of Production

17 Several techniques are employed. Stages of production of material include:

- Manuscript stage

In this case the author writes the material, gets it typed, and makes the manuscript final for production. He prepares the material on the basis of his experience, observations, by holding discussions and interviews, by undertaking a research which involves the use of library and other resources.

- Editing Stage

In this case the manuscript is processed by the professionals e.g., editors, or reviewers. They suggest additions, deletions or rearrangements.

- Author's revision stage

The material is reviewed by the author and he makes the material final. It is typed finally.

- Production stage

This stage involves the following steps:

- selection of letters
- selection of layout and designing
- consultation with artists and visualisers
- matching the visuals with the text
- selection of relevant photographs
- ordering blocks for photo printing
- production schedule and cost estimating
- composing or typing for printing

- Galley proofs or page proofs

This stage involves making of photo blocks, going through the proofs of the text and then of pages (page proofs), and placing a final print order.

- Production

This stage involves printing, binding and distribution.

18 In case the material is not being printed through letter press the material could be printed by using offset process/silk screen printing. In these cases

the material has to be properly typed on a good clear typewriter with good faces and layout. The material is then transferred, page by page, through a plate-maker on the offset printing plates. Several types of typewriters are available these days e.g., multi-faced, golf-ball typing elements (IBM or other) and a combination of transfer letters or the title makers on or even drawing some figures or writing some material by hand. Several colour combinations can be achieved through offset printing process. Small size office offset printing machines are now available and are in use.

19 Printing of material can be achieved by using Anonia Printers, or even multi-drum stencilling duplicators (in this case drums have to be replaced to print various colours e.g., Nig Banda Printers/Duplicators). Images on stencils can be transferred also by using Scanning machines, or thermo copiers. Artwork can be done straight on the stencils by using various kinds of styli. A variety of styli is available - wheels, broad, thin, etc. (Gestetner supplies such tools).

Conclusion

20 Extension workers and extension agencies keep on producing various kinds of extension materials for their target groups. This target group is not a scholastic group - they need the information which "helps" them and that information they need in precise terms and in simple words. The material for them has to be simple, direct, bold and illustrated. Several methods and techniques are used in the production of material for them. A great care is to be taken with regard to the selection of colours, words and language.

S C R I P T W R I T I N G

- Some Examples

I. Radio Script

Commentary	Audio
1 There is no mention of position. The character is assumed to be on mike.	GEORGE. I'm bushed, Myra. Another day like the one today, and I'll just... (THE DOORBELL RINGS) MYRA. Stay where you are, George, I'll answer the door. GEORGE. Thanks, hon. (DOORBELL RINGS AGAIN)
2 The orientation of the audience stays with George as Myra leaves the focal point of the action.	MYRA. (RECEDING FOOTSTEPS. FADING) I'm coming...I'm coming. I wonder who it could be at this hour.
3 George must give the impression of projecting across the room to Myra who is now at the front door.	GEORGE. (CALLING) See who it is before you open the door.
4 Myra's physical position is now clear to the audience through the distance of her voice. Then as soon as we hear her on MIKE, the audience's physical position arbitrarily is oriented to that of Myra at the front door.	MYRA. (OFF) All right, George. (ON MIKE) Who is it?
5 This is an example of the "behind an obstruction" position.	MESSENGER: (BEHIND DOOR) Telegram for Mr George Gree:
6 The physical orientation of the audience stays with Myra. George is now OFF MIKE.	MYRA. Just a minute (CALLING) George, telegram for you.

GEORGE. (OFF) Sign for me, will you Myra?

MYRA. Yes. (SOUND OF DOOR OPENING). I'll sign for you. (SOUND OF PAPER BEING HANDED OVER AND THE SCRATCH OF PENCIL ON PAPER).

MESSENGER. Thank you, Ma'am. (SOUND OF DOOR BEING CLOSED)

MYRA. (SOUND OF TELEGRAM BEING OPENED). I'll open it and...

SILENCE FOR A MOMENT

GEORGE. (OFF) Well, Myra, What is it?

(STILL SILENCE)

GEORGE. (FADING ON) Myra, in heaven's name, what happened? What does the telegram say? (ON MIKE) Myra, let me see that telegram.'

- 7 Note the complete shift of audience orientation. After Myra goes to the door the audience stays with her, hears George from the other end of the room, finally knows that George, who is coming on or fading on, is approaching the spot where the audience and Myra are. Finally, George is at that spot. Note the use of the term ON MIKE at the end, when the character comes to that position from another position.
-

II. Television Script

Commentary	Video	Audio
The fade-in is used for the beginning of the sequence	FADE IN ON SHERIFF'S OFFICE. SHERIFF FEARLESS AND DEPUTY FEARFUL ARE SEATED AT THE DESK IN THE CENTRE OF THE ROOM.	FEARLESS: I wonder what black Bart is up to. He's been in town since yesterday. I've got to figure out his plan if I'm to prevent bloodshed. FEARFUL: I've got faith in you, Fearless. I heard that he's been with Miss Susie in her room. FEARLESS: Good. We can trust her. She'll find out for us. FEARFUL: But I'm worried about her safety. FEARLESS: Yup. I wonder how she is making out. That Black Bart is a mean one.
The dissolve is used here for a change of place without passage of time. This scene takes place simultaneously, or immediately following the one in the Sheriff's office.	DISSOLVE TO MISS SUSIE'S HOTEL ROOM. BART IS SEATED IN AN EASY CHAIR. SUSIE IS IN A STRAIGHT CHAIR AT THE OTHER END OF THE ROOM.	BART: I ain't really a killer, Miss Susie. It is only my reputation that's hurting me. Only because of one youthful indis- cretion. SUSIE: What was that, Mr Bart.

The superimposition is used here for a memory recall device.

SUPERIMPOSE,
OVER CU BART,
FACE OF MAN HE
KILLED AS HE
DESCRIBES
SCENE

BART:

I can remember as well as yesterday. I was only a kid then. I thought he drew a gun on me. May be he did and may be he didn't. But I shot him. And I'll remember his face as sure as I'll live - always.

III. Commercial Script

Video	Audio
MCU ANNOUNCER RESIDE LIBBY'S DISPLAY	ANNOUNCER: Libby's presents a word quiz. What is the meaning of the word "epicure?" Well, according to <u>our</u> dictionary the word means a person who shows good <u>taste</u> in selection of food. And that's a perfect description of the homemaker who makes a habit of serving...
INDICATES DISPLAY	Libby's famous foods. Yes, everyone in every family goes for.
INDICATES EACH PRODUCT IN SYNC (IF POSSIBLE CUT TO CU LIBBY'S PEACHES ...THEN PAN IN SYNC).	Libby's Peaches..Fruit Cocktail... Libby's Pineapple-chunks, Crushed or Sliced...Pineapple Juice... Libby's Peas..Beets...Corn-whole Karnel or Cream Styled...Libby's Tomato Juice...Corned Beff Hash...and Libby's Beef Stew. AND right now, smart shoppers are stocking up on Libby's famous.
HOLD UP LIBBY'S COUPONS (IF POSSIBLE CUT TO CU LIBBY'S COUPONS)	foods...because there is still time to cash in those Libby's dollar-saving coupons you received. <u>You can save</u> a whole
MOVE IN FOR CU LIBBY'S DISPLAY	dollar on this weeks food bill. So stock up <u>now</u> on Libby's famous foods...and cash in your Libby's coupons and <u>save.</u> <u>Always</u> make Libby's a "regular" on your shopping list.'

**COMMUNICATING THE INFORMATION - A STRATEGY FOR THE
DEVELOPMENT OF COOPERATIVES AT THE LOCAL LEVEL**

Daman Prakash

Introduction

01 Today's world is the world of communication and information. Throughout the world, everywhere, there is a continuous growth in "information". Speeches, writings, research findings, new experiments, reports are all adding to the already vast resources of information. Every word that is spoken is documented today in some form or the other. Very sophisticated means are being employed to keep track of information in various fields and very advanced methods and means are being used to retrieve that information for the users.

02 80-85% of all knowledge accumulated by mankind during its evolution is kept and spread by the written word. Cooperative sector is a very small sector of man's efforts in socio-economic sphere. But within this sector a lot of information is available and is being gradually collected and documented. This information is being used by the users in various ways. The 1973 survey conducted by the International Cooperative Alliance (ICA) found that a total number of 236 cooperative organisations all over the world were engaged in generating information in English language and 119 in languages other than English. The organisations producing literature in English language were also generating sizeable amount of cooperative information in their respective national languages. Likewise the organisations producing cooperative literature mainly in languages other than English were also contributing considerably in English language also.

03 Cooperatives occupy an important place in the economy of member-countries (of the ICA) within the South-East Asian Region. At present there are over 516,000 cooperative societies with nearly 160 million individual members. Cooperatives have gradually been diversifying their activities. Nearly 1.5 million people are employed in the cooperative sector in the Region alone.

Training and Education Inputs

04 The vast number of membership and of cooperative employees naturally calls for systematic and concerted cooperative education and training programmes leading to better management of cooperative business. This involves education and training of members of cooperatives, board members, cooperative leaders, cooperative employees and members of general public. This task which forms a part of national plans is generally executed by national cooperative organisations and cooperative training structures as well as by the various departments of the government.

05 In order to conduct these developmental activities, cooperative trainers and extension agents naturally look for material, information, literature, and guidance. Here comes the question of the role that information plays in developing cooperative education and training activities, resulting into developing the cooperative institutions at the local level.

06 The functions of training is to create ability and the function of education is to create willingness. Together they are capable of creating actual performance. We need both, each fulfilling its own. One without the other leaves a deficiency which risks failure in achieving actual performance. Ability being the acquisition of the necessary knowledge and skills. Willingness involving the motivation to use the ability to perform and, if necessary, to change behaviour in order to do so.

07 In order to teach or train some of the pre-requisites are:

The trainer should have:

- the basic knowledge i.e., education
- an understanding i.e., analytical understanding of the concept and a comparative knowledge
- an experience i.e., practical application of the concept and working in the field and together with other people who are doing the job
- the technique of analysing and transferring the information and knowledge to others.

08 So, how do we get knowledge? We get information and knowledge through books, notes, papers, documentation, by listening to others, by reading, by observing, and by gathering information and experience by getting ourselves involved in the work. We get knowledge from people. We continue to learn all the time. The formal education may be terminal, but the process of learning continues for ever. There is no end to knowledge and to the learning.

09 Cooperative trainers, therefore, make use of the following information in teaching/training people:

- text books
- teaching notes
- articles from newspapers and journals
- committee and working group reports
- reports of specialist groups
- survey reports
- annual progress reports
- institution progress reports and notes
- case studies
- field surveys, personal visits etc
- radio broadcasts
- television.

10 We therefore need information to:

- properly illustrate the problem and the concepts
- convince people that there could be some other alternatives as well
- enhance our own understanding of the situation
- be able to argue or clarify our statements, and
- generate worthwhile discussions.

What is Information?

11 Information is defined as "an aggregate of facts so organised or utilised as to provide knowledge or intelligence." Information is a vital resource for any developmental activity. In order to understand the implications of this vital resource it would be useful to take note of the attributes of information and information services specifically.

What is Information Service/System?

12 An information system or service can, therefore, be said to be formally structural organisational unit specifically but not necessarily exclusively established for the purpose of acquiring, selecting, storing, retrieving, evaluating, analysing and synthesizing a body of information in a clearly defined specialised field or pertaining to a specified mission with the intent of compiling, digesting, repacking or otherwise organising and presenting pertinent information in a form most authoritative, timely and useful to a society of peers and management.

Information Transfer

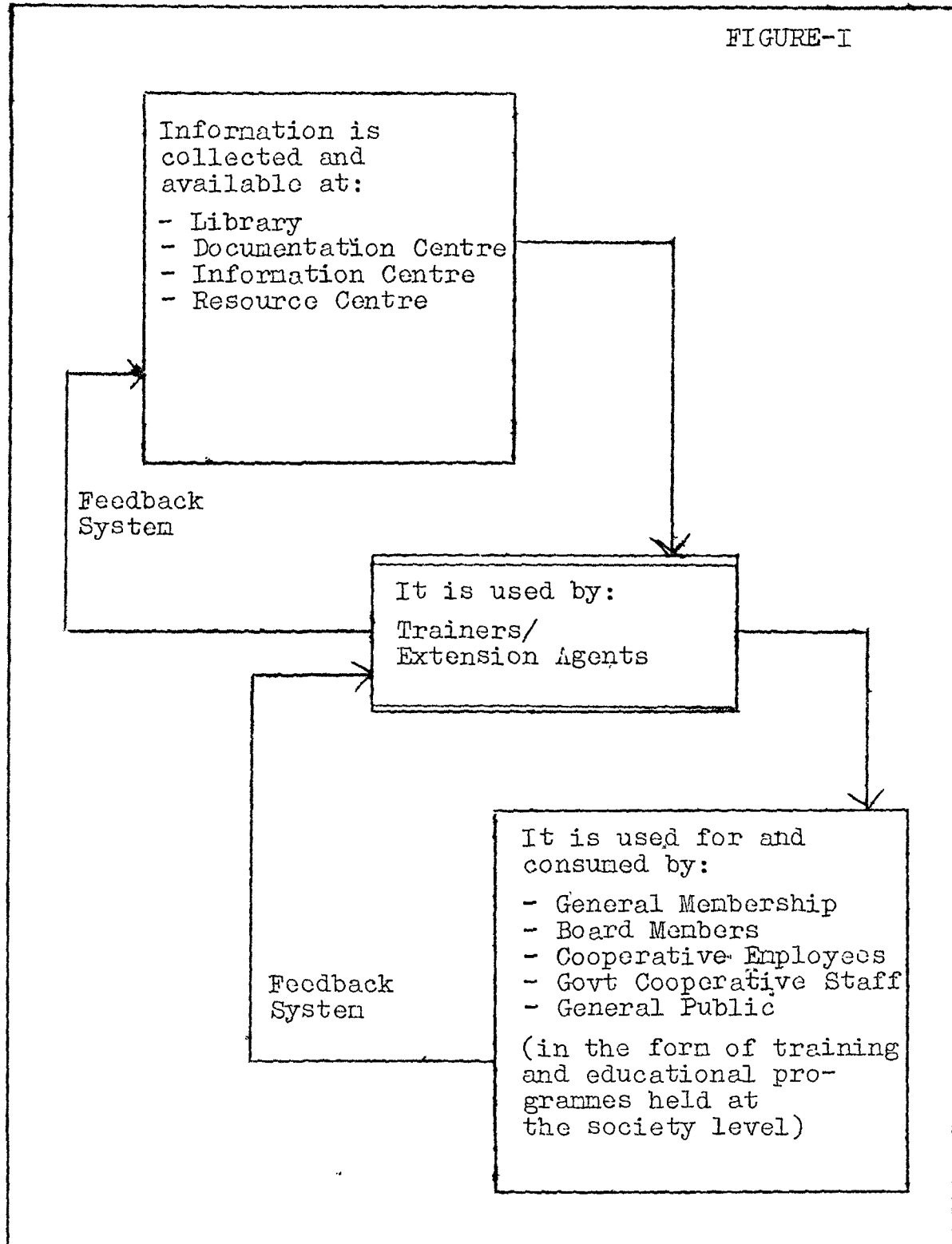
13 Executives and professional cooperators tend to keep contacts with development and advancements in their field through personal contacts, correspondence and participation in symposia, seminars and congresses. Information from colleagues seem to be supplemented by contacts in other cooperatives through visits, meetings and letters.

14 Heads of cooperative organisations tend to have contacts with their counterparts and others in other parts of the world through attendance at international conference for exchange of new information. The rate of publication of information within the cooperative sector is rather low, and where organised information and bibliographical services are inadequate or non-existent. Cooperative workers seem to depend for their latest information on project reports, annual reports, progress reports, etc. which are brought out either regularly or on ad hoc basis.

Generation of Information

15 The rate of generation of information today has assumed enormous proportions. It has been estimated that the world's output of new books is around 1000 titles per day or about 6 million pages a year. The number of periodical publications brought out are estimated to be about 50,000 or about three million articles. These figures do not include reports, theses, proceedings, unpublished documents etc. which constitute a sizeable quantity. If volume of literature is one obstacle confronting the prospective information users, access to it is still another. It is here that information services come to the help of information seekers.

CHANNELLING OF INFORMATION TO TARGET GROUP
AND THE FEEDBACK PROCESS



training managers and field extension workers. They make notes, or obtain photocopies or pick up relevant portions and cast the material into their own words or visuals. This information is used by them to conduct various types of activities e.g., classes for members and potential members, classes for Board members, or classes for cooperative employees. The user gets examples, illustrations, cases and other information from the library and other centres.

19 The trainers after having used the information sends his reactions or suggestions to the library (a) on the existing material and its utility, and (ii) on additional material that could be ordered for future use.

Some Relevant Definitions

20 In the context of information and its communication we shall be dealing with several terms. Let us understand these:

Book: - A set of blank sheets of paper bound along one edge and enclosed within protective covers to form a volume, especially a written or printed literary composition presented in this way. ...A division of literary work, which is separately published and has an independent physical existence, although its pagination may be continuous with other volumes. ...A non-periodical printed publication of at least 49 pages, exclusive of cover pages.

Brochure: - A short printed work of a few leaves, merely stitched together, and not otherwise bound, and a pamphlet.

Folder: a publication of one sheet of paper folded to make two or more leaves but neither stitched nor cut. A large sheet of stout paper, usually manilla, folded once, and having a projection or tag for a heading at the top of the back portion, into which papers are placed for storage in a filing box or cabinet.

Information Centre: Usually an office, or a section of a bibliographical centre, research bureau or documentation centre, which gives information about books or on a subject with which the organisation providing the facilities of the centre is concerned.

Information Clearing House: A name sometimes given to a special library possessing a limited amount of published material, but which collects and gives information by telephone, correspondence and the use of other libraries.

Information Officer: One whose function is to give information; he often works in close collaboration with the librarian, giving information from his own knowledge and from published materials which are collected, administered and made available by a librarian.

Leaflet: A small sheet of paper folded once and printed on to make two or four pages following in the same sequence as in a book, but not stitched or bound. Often used to indicate a small, thin pamphlet.

Retrieval: The act of finding again, recovery, retrospective searching and securing of documents. The act of going to a specific location or area and returning therefrom with an object or document.

Resource Centre: Collection of books and non-book materials of all kinds, which are relevant sources of information and instruction in schools, colleges and institutions of higher education. They are developments of libraries in such centres of learning.

Some Experiments in Communicating the Information

21 Within the cooperative sector a number of efforts have been made by which information is passed on to the cooperative membership - generally rural farmers. These are done, in many cases, through radio broadcasts, television programmes, and through rural newspapers. Simple brochures and leaflets are produced by various agencies for the benefit of farmer-members e.g., methods of fertiliser application, using good quality seeds, cautions in storing of harvest, methods of irrigation, rights and duties of

members of cooperative societies, general body meeting and its functions, secretary/manager and the board and so on. These are issued by manufacturers, extension divisions, cooperative unions and media departments of the government.

22 Development of information centres: In a number of countries in the region a number of farm information units have been established. A successful example is those of Farm Guidance Workers of the Japanese Agricultural Cooperative Movement, and of similar workers within the Korean Cooperative Movement. In India and in the Republic of the Philippines such experiments have been made with some amount of success.

23 In Thailand an interesting experiment has been conducted i.e., Farmers teach farmers via radio and television. § The use of modern communication channels such as radio and television makes it easier for governments to spread development messages to large numbers of widely scattered rural people. Here the farmer is taken on video programme and his experiments are shown to a large number of other farmers. Here are some excerpts from an article "Farmer Teach Farmers via Radio and Television":

"..I hope I can help other people by showing them what I have learned, there is no benefit to be gained by keeping this knowledge to myself". "My methods are not secrets", he said, "other farmers can do the same as I have done. In fact, since I started using integrated farming methods, more than 100 other farmers in this province have used my methods to raise fish. Many of them still visit me asking for advice and for discussing new ideas. In addition to the fish, I tell them about the early yielding variety of coconuts on the farm, these are not widely planted yet elsewhere in Thailand, but they bear fruit after four years and yield a good income.

"..There are many ways farmers can improve their yields and the amount of money they make from their farms.. and now I publish a newsletter for other small-scale farmers like myself....My language is at the same level as other farmers, so my newsletter

is easy to understand; we can all improve our life by imitating the proven ideas of other people".

24 Since 1977, Thailand has been expanding its extension programmes with the implementation of a national agricultural extension project, which is financed partly by the World Bank. The Project is aimed at improving agricultural extension services that reach millions of farmers throughout Thailand. It is focussed mainly at strengthening the communications links between farmers and technical information sources.

Conclusion

25 Information is growing. It is being used by people in developing themselves. Information must be used and in case it is not used it becomes stale and unproductive. New and more modern methods are being employed by people to keep pace with the growth in information. There are many handicaps. It is expensive to handle information and undertake any information clearing house. High costs should, however, not discourage the users. It has enormous advantages.

26 Cooperative organisations should try to develop their own information units in association with their cooperative libraries. They should undertake proper annotations and bibliographical activities so that all concerned with human resources development within the Movement should benefit. Experiments being conducted in various countries in information and communication strategies for development should be properly gathered and these be made known to trainers, extension agents and cooperative educators. If they are better informed, only then they could inform the rural poor - the fundamental life line of cooperative activities at the base level.

NEED FOR DEVELOPING A COOPERATIVE INFORMATION AND
RESOURCE CENTRE FOR THE MALAYSIAN COOPERATIVE MOVEMENT

Daman Prakash and Hayati Salleh

Introduction

01 Right from the year 1922, when the Cooperative Movement in Malaysia appeared on the national scene, the Movement continued to make a rapid progress. There has been a significant increase in the number of cooperative societies, membership, employees and the cooperative business. By the end of 1984, there were 2,266 cooperative societies, with nearly 2.5 million cooperative members. The total share capital stood at nearly M\$1,000 million and the cooperative assets touched almost M\$4,200 million. The cooperative business got diversified ranging from cooperative credit to cooperative insurance and consumer cooperatives. Modern management practices have gradually been introduced and the need for providing management and professional training and skills has been constantly felt.

02 The cooperative leadership in the country was alive to these trends. The Government provided all possible assistance to the Movement and certain facilities were made available so that human resources could be developed and further strengthened.

03 The supervising officers of the Cooperative Department were, in the past, carrying out cooperative education and training programmes. With the growth in the number and activities, there was a felt-need for formal programmes of education and training. Hence in 1956, with the financial assistance from the Government, a Cooperative College of Malaysia was established. In 1968, an Act of Parliament was passed incorporating the College as a Statutory Body under the Ministry of Agriculture. The administrative expenditure continued to be borne by the Movement by way of a statutory contribution of 2% of the net profits of every registered society to a fund

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called the Cooperative Education Trust Fund which is being managed by the Ministry responsible for cooperative development i.e., the Ministry of National and Rural Development.

04 As a cooperative training institute, the College is responsible for providing training and education especially in the field of Cooperative Management to the Malaysian Cooperative Movement. Among other things the College is responsible for:

- i conducting courses in the field of cooperative studies and such other courses of study which are considered appropriate by the College,
- ii printing, publishing or helping in the printing and publishing of books related to Cooperation or such related matters, and
- iii carrying out cooperative research and providing advisory services to cooperatives.

05 The College conducts "in-service" training programmes for officers of departments concerned with the Cooperative Movement such as the Department of Cooperative Development, Farmers Organisation Authority, and Fisheries Development Authority. Training programmes for officers from other statutory bodies like the RISDA, FELDA and FELCRA are also conducted by the College. The College also conducts and supports training and education programmes for board members, staff and members of cooperative societies.

06 In order to offer these programmes and to provide technical and advisory services to the Movement, the College has built up gradually various facilities and systems. These include: a competent faculty, well-stocked library, proper and appropriate audiovisual equipment, physical facilities like the classrooms, hostel etc. Faculty members were offered various training opportunities within the country and outside under several technical assistance programmes, including those offered by the ICA Regional Office. They received training in training methodology and training aids and training material production.

Training Environments

07 The College organises its programmes systematically. Proper attention is paid to the development of curricula, background papers, training aids, case studies and library utilisation. Courses are conducted in a professional manner and the participants are subjected to various evaluations and assessments. A large amount of documents are prepared by the faculty members. As is normally the case, each lecturer prepares individual notes, training packs and training aids and prefers to retain the material in personal custody. The College has always provided all possible facilities and equipment to produce the required training material. The present facilities in the College are geared to faculty requirements only, whereas chances exist that much more could be done for the Movement at large.

08 In the recent times, special emphasis is being laid on the use of media and new communication techniques. The ICA Regional Office for South-East Asia has been advocating that cooperative teachers and educators should make use of training packages and training aids while handling their classes. Several of the faculty members of the College who had participated in some of the ICA workshops and training programmes agree that audiovisual aids and new communication techniques make their own task much easier and this results into a better dialogue and rapport with the participants. The retention capacity of participants also increases. Audiovisual aids are necessary and useful because of the following facts:

- Make communication easier and more realistic
- Accelerate and vitalise the process of communication
- Stimulate interest
- Motivate persons for further communication
- Hold attention
- Cover more subject-matter in a shorter time
- Enrich communication
- Can reach many people
- Overcome barriers in communication e.g., distance, time, size, shape, things
- Motivate persons for follow-up activities and action.

Present Facilities

09 The College maintains a good library (nearly 16,000 books, periodicals and journals) together with an audiovisual unit consisting of various kinds of audiovisual equipment and material. Some of the machines and equipment available in the College for audiovisual and printing work are the following:

- Gestetner duplicator 410
- Gestetner duplicator 480
- Offset duplicator
- Radio cassettes 3
- OHT maker
- Ubix photocopier
- Overhead projectors 7
- 16mm film projector
- Slides projector
- Television and Video

10 At present these machines and equipment are placed at different points and are under the control of various officials. Some of these are kept in the Library.

Problems Faced

11 Since the major part of the equipment is lying in the Library and under the charge of the Librarian, it becomes very difficult for the Librarian to concentrate on her professional work. Also the lecturers have to maintain various channels to get their printing work done or to have some art work done. There is a need for streamlining the whole system.

12 The officials operating the printing machines also feel lost as they cannot really maintain a work schedule for themselves, as everybody wants his things to be done first. This is a serious organisational problem.

Need for an Information and Resource Centre

13 In order to rationalise the printing and reference work, it is strongly suggested that there should be a separate unit which could handle these aspects in a proper manner. The creation of an Information and Resource Centre is, therefore, the answer.

14 An organisational structure of the suggested Information and Resource Centre is placed as FIGURE-I. As could be seen from the chart, a Consultative Committee could be formed from among the faculty members, Library and Administration Divisions. This would mean that the faculty members would channel their requirements to the Centre through the Consultative Committee. The Library and the Administration would provide the needed support and collaboration (by way of reference, documentation, information and funds and personnel).

15 The actual operation of the Centre would be under the charge of two officers (MANAGER-I and MANAGER-II) from within the Consultative Committee. Manager-I will be incharge of printing, art work, audiovisual aids and training, while Manager-II will be incharge of documentation, library services, clearing house services etc.

16 In other words, the Information and Resource Centre would perform the following two principal functions:

- 16.1 Material Production/Audiovisual Aids and Media Training
- 16.2 Library services, documentation, bibliographies, resource information, clearing house services.

17 A brief description follows.

18 The present arrangement in the Library has to be reorganised. The existing area occupied by the audiovisual unit will be used to expand the Library and its services. A special area will have to be created which would house: cassettes, overhead projection transparencies, training packages, audiovisual and graphic material, video cassettes, films, filmstrips, and slides etc. A small portion may be devoted to a Photo Library.

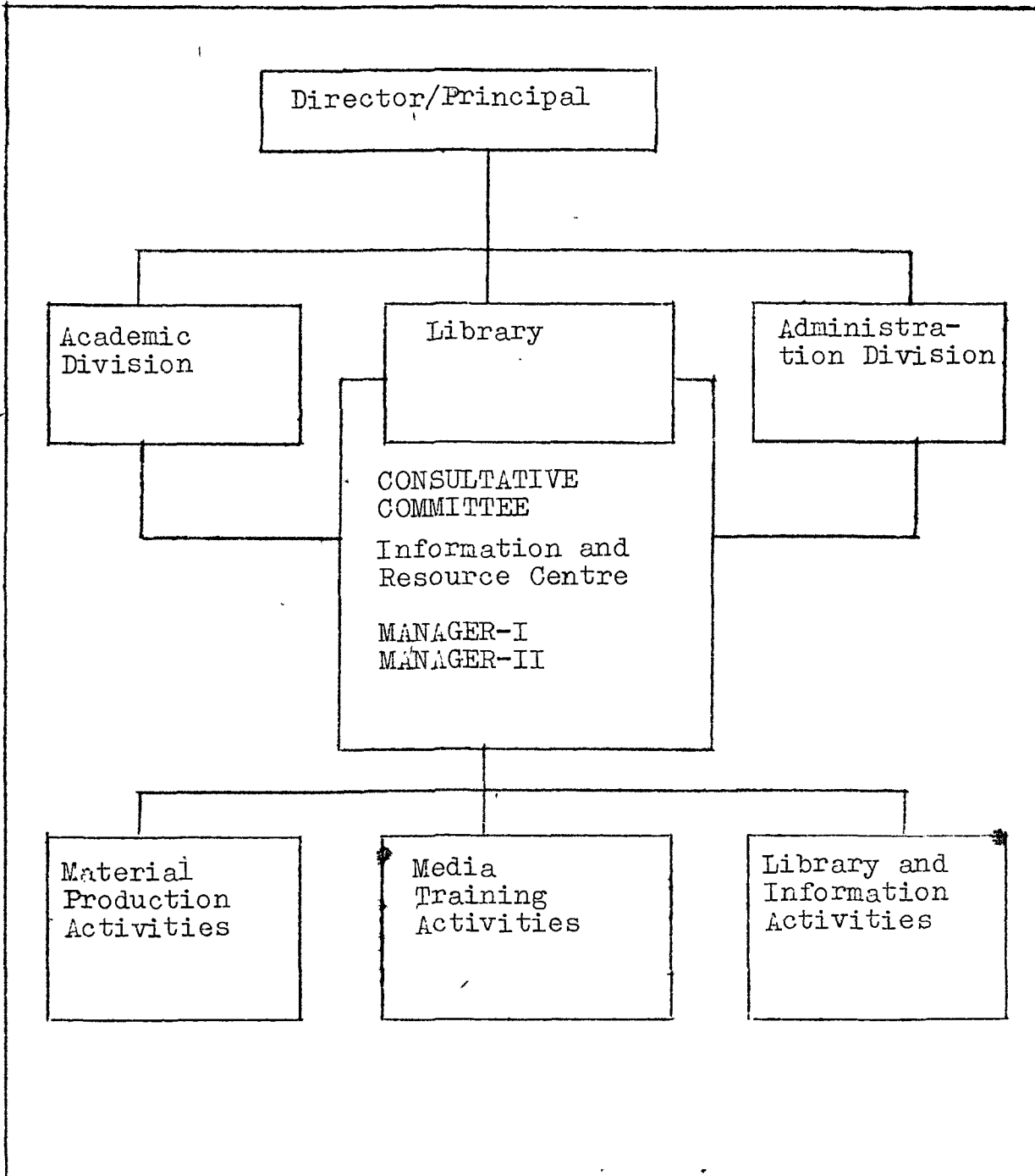
19 The Production Unit will move into the area presently occupied by the Cooperative Auditors' Institute. This area will be divided into the following units:

- Printing area (housing the duplicators, paper stock, inks and other material used for running the printing section),

COOPERATIVE COLLEGE OF MALAYSIA

Organisational Structure of the Information
and Resource Centre-Malaysia

FIGURE-I



- Artwork and graphic area,
- Training area, good for at least 10 persons (equipped with OHP, wall-projection screen, TV monitor and VCR, drawing table/drawing board, light box),
- Administration area (good for the manager and administrative staff of the printing unit).

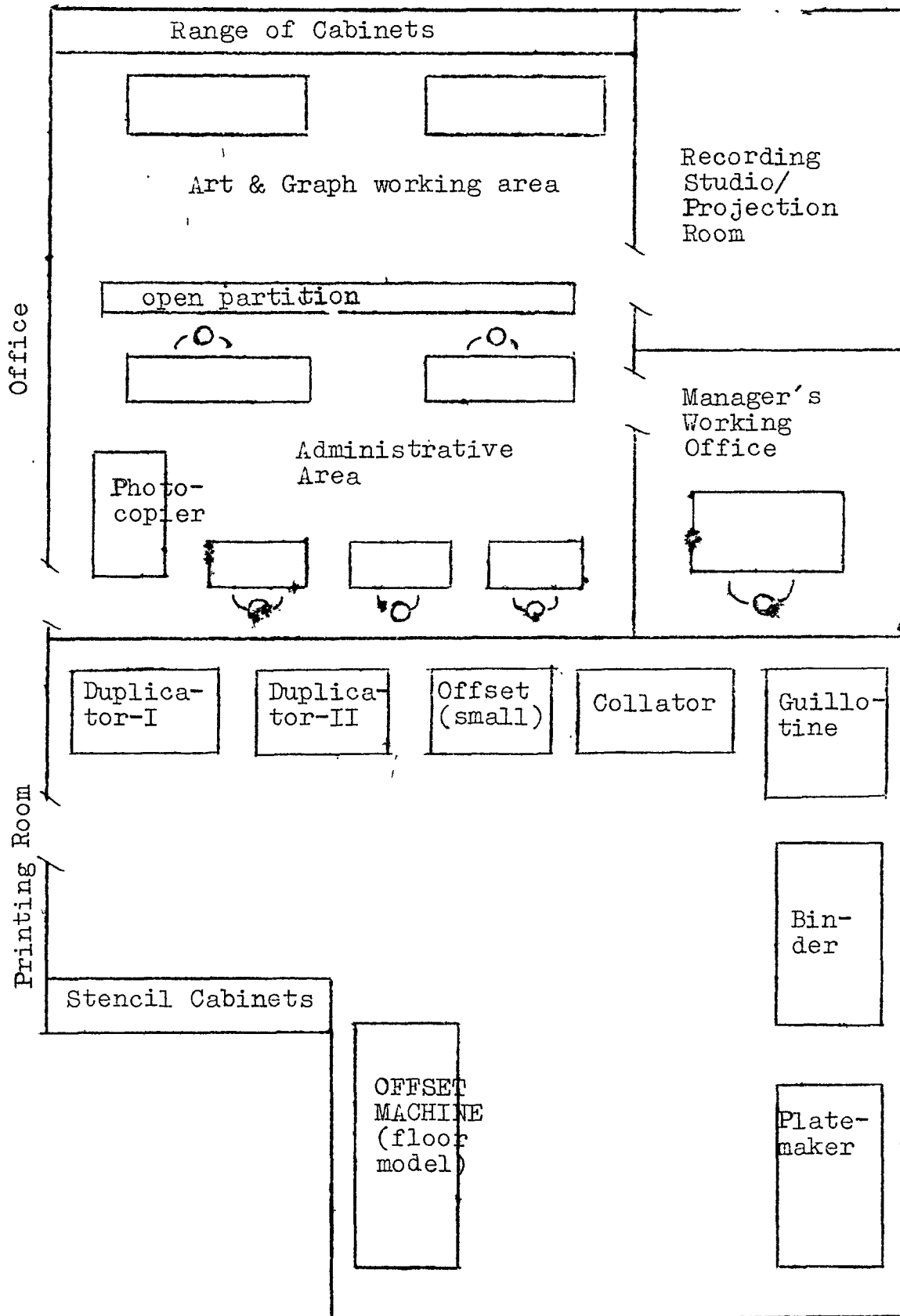
20 The Library and Resource Unit would provide library services, documentation bulletins, annotated bibliographies, clearing house services (these could be done for Malaysia as well as for Indonesia - proper arrangements should be worked out between the College and the PUSLATPENKOP of Indonesia).

21 The Material Production Activities would include the following: (see FIGURE-II)

- Proper format and layout would have to be designed so that individual teachers could have their materials typed in a uniform manner. No typing work should be undertaken by the Production Unit.
- Artwork and illustration work would be done by the artist after proper consultations had taken place between the author and the Unit Manager and the artist.
- Two copies of each finished material would go to the Library, and one copy could be sent to PUSLATPENKOP in Indonesia, under the clearing house services.
- The Production Unit could undertake printing jobs on behalf of ANGKASA (apex organisation of the Malaysian Cooperative Movement) and the Department, if conditions so permit.
- Personnel of the Unit should be trained and supervised by the equipment suppliers.
- All personnel would be under the administrative charge of the Unit Manager-I.

22 The Production Unit would require the following operational staff:

- | | |
|------------------------------------|-----|
| - Assistant Manager/Asstt Lecturer | one |
| - Commercial Artist | one |
| - Technician | one |
| - Machine Operators | two |



23 The Production Unit would require the following machines and equipment, in addition to the existing ones:

- Quality printers/offset machine
- Offset plate maker
- 15 bin collator
- Cutting machine
- Folding machine
- Glue binding machine
- Electric stapler

24 The Information and Resource Centre would also need some more equipment for audiovisual education work. Some of these could be the following:

- Sound slide projector
- Film projectors
- Projector stand
- Drawing table
- Video tape mender
- Light box
- Lettering machine
- Perf.fix machine
- Photocopier (enlarging & reduction)
- Copy stand

Collaboration and Cooperation with Others

25 The College has good working arrangements with various organisations which deal with material production and audiovisual education. Special working arrangements could be developed with the Extension Division of the Cooperative Department itself.

26 Some working relations could be developed between the College and the PUSLATPENKOP in Indonesia, because of the language similarities and cultural background. Already some exchange-visits had taken place between the two national organisations. This could perhaps be developed under the ASEAN programmes with the help of the ASEAN Cooperative Organisation. Visits to Jakarta by the two Managers of the Centre together with the Principal of the College would be extremely useful. The ICA may also be approached in this connection.

27 In the field of adaptation of training material special arrangements could be developed between the ICA-CEMAS and the ILO-MATCOM.

28 Since the ICA Regional Office for South-East Asia is actively involved in the development of audiovisual aids and training material, the services of ICA Expert could be enlisted to provide technical expertise to the Information and Resource Centre of the College in the initial stages.

(Note: It has now been understood that the authorities in Malaysia have approved of the above arrangements. A budget of approximately M\$150,000 has been approved and essential equipment and machines have been purchased. Necessary staff for the Centre is being recruited. The Centre is expected to become operational by June 1985.)

THE COOPERATIVE EDUCATION MATERIALS ADVISORY
SERVICE (CEMAS) OF THE INTERNATIONAL COOPERATIVE
ALLIANCE - A BRIEF INTRODUCTION

Introduction

01 The CEMAS - Cooperative Education Materials Advisory Service is working on the improvement of materials and methods for cooperative education and training in developing countries, with particular reference to needs of members, committee (board) members and staff in primary cooperative institutions.

The Purpose of the Service

02 In order to satisfy the ever-increasing needs of the Movement in the field of cooperative member education, a great number of material is constantly being prepared and applied. A number of educators have been making use of locally available material and also they have been "importing" quite a bit of it. Materials for education and training for cooperative development are in great need and demand everywhere. Such materials should ideally be designed to meet local needs in local situations - they should not just be imported and applied. Great efforts are, therefore, being made in most countries to produce "appropriate" materials and to try out various educational methods.

03 One of the aims of CEMAS is to facilitate an exchange of both materials and of relevant information, in order to assist local producers by providing them with models, ideas and inspiration.

04 The CEMAS has, therefore, been based on two main assumptions:

- If materials for cooperative education and training are to be relevant and effective, they must be designed to meet local needs. They cannot be standards. There is no such thing as an "universal handout" or an "universal poster".

- Granted that materials should be locally designed, there is still so much similarity in training needs, in subject-matter, in the basic structure, that the cooperative education instructor, can, and should, borrow ideas and inspiration from each other. There is no need to start from scratch each time some educational and training material is to be produced for a specific local purpose. The effort of others should be utilised, but always adapted to what is needed, there and then.

Operational Aspects of the CEMAS

05 Some of the aspects of the Cemas are multi-faced so the approach has also to be multi-pronged. A variety of material is available in the field, A number of methods are being used in the field of cooperative member education and training. All these have to be pooled together. A number of Cooperators, Cooperative Educators and field organisations have to be contacted. A proper system of collection, indexing and dissemination has to be designed and followed. A number of field trials and validations have to be conducted. A close collaboration thus becomes essential with other organisations.

06 In order to achieve the main aim of the CEMAS some strategies have been identified and adopted. Some of these are:

- Collection of information about materials and methods for cooperative education and training from the field
- Collection of specimen of education/training materials and their classification and registration for clearing house services
- Designing and production of prototype materials which could serve as guides for local production of training material
- Distribution of prototype materials and assistance in its adaptation and application
- Provision of services and advice on educational strategies, methods and material
- Arranging training opportunities
- Collection of information and collaboration with international agencies and projects dealing with cooperative development, and

- Continuous evaluation and appraisals of Cemas activities.

Conclusion

07 The CEMAS deal mainly with the cooperative member education including some aspects of basic management techniques. Its main aim is to help improve the performance of a cooperative through proper field education programme. It has developed a FIELD EDUCATION DEVELOPMENT approach which supplements and supports the cooperative member education activity.

08 The CEMAS has very active and close working relations with the ILO-MATCOM Project which deals with the management training techniques. The Cemas operates on the basis of "Cooperation between Cooperators" and believes that the Cemas can be far more effective only if its services are solicited and used. It has a slogan: SHARE IT WITH CEMAS, SEND IT TO CEMAS.

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TEACHING TECHNIQUES WITH SPECIAL EMPHASIS ON THE USE OF AUDIOVISUAL AIDS. Manuscript of a Training Package. Daman Prakash and others. Published by CEMAS/International Cooperative Alliance, New Delhi.

TEACHING TECHNIQUES IN ADULT EDUCATION. Michael Stephens and Gordon. Published by David and Charles, Newton Abbot.

TECHNIQUES FOR PRODUCING AUDIOVISUAL INSTRUCTIONAL MEDIA. Minor and Fry. Published by McGraw Hill, NY.

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THE MODERN PRACTICE OF ADULT EDUCATION. Malcolm Knowles. Published by Association Press, New York.

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TRAINING AND DEVELOPMENT HANDBOOK. Craig and Bittle. Published by the American Society for Training and Development and McGraw Hill, New York.

TRAINING AIDS - A HANDBOOK FOR TEACHERS. Daman Prakash. Published by the Cooperative Teachers Training Project, (National Cooperative Council of Sri Lanka, 455 Galle Road, Colombo-3), Sri Lanka.

VISUAL AIDS - THEIR CONSTRUCTION AND USE. Weaver Gilbert G., and Bollinger, Eroy W. Published by D. van Nostrand Company, New York.

In addition to the above some of the manuals and Handbooks issued by the CEMAS (Cooperative Education Materials Advisory Service) International Cooperative Alliance, would be very valuable.

THE VAIKUNTH MEHTA NATIONAL
INSTITUTE OF COOPERATIVE MANAGEMENT

(a brief introduction to our Collaborator)

01 The Vaikunth Mehta National Institute of Cooperative Management (VMNICM) is the apex level cooperative management training, research and consultancy institute. It offers training programmes for senior level cooperative executives, government functionaries and employees of promotional and development agencies in the Cooperative Sector in India. Leadership courses for elected representatives of cooperatives are also held. Training of foreign scholars is yet another important aspect of its activities. It also organises training courses in collaboration with national level organisations and international organisations like the International Labour Organisation (ILO), Food and Agriculture Organisation of the United Nations (FAO), International Cooperative Alliance (ICA), CICTAB etc. for cooperative executives and government officials from within the country as well as from African and Asian countries.

02 The VMNICM is an integral part of the National Council for Cooperative Training (NCCT) of the National Cooperative Union of India (NCUI). It is funded out of the resources provided by the Government of India through the NCCT.

Training Programmes

03 The training programmes offered by the Institute are functional and job-oriented. Emphasis is laid on practice. These are also used as a measure to promote and develop cooperatives for the weaker sections of the community and in the new areas of economic development.

04 The Institute announces a calendar of courses every year. This calendar is for one year, beginning 1st of April and ending 31st of March. It is finalised after consulting various user organisations.

05 The Institute's courses are meant for senior executives working in cooperative institutions and government departments and some of these are a regular

feature of the calendar. These courses include:

(i) Diploma Course in Cooperative Business Management - one academic year, (ii) Course for the General Managers of Cooperative Consumer Stores etc. In addition to these regular courses, the Institute offers short-term courses for various sectors of cooperative movement, e.g., Credit and Banking, Marketing, Consumers, Industrial and Processing Cooperatives etc. In addition to these sectoral courses, the Institute offers functional courses for executives in functional areas of management such as personnel management, financial management, marketing management, materials management etc.

06 The Institute also organises a number of seminars, conferences and workshops to discuss various problems of cooperative development and management. The other programmes organised by the Institute include trainers' development programmes for the Principals and Lecturers of cooperative training colleges and cooperative training centres in training methodology and techniques and for the university and college teachers in Cooperation to appraise them about the latest development in the Cooperative Movement. The Institute also organises training programmes in collaboration with international organisations for cooperators and executives from Afro-Asian countries.

Training Methodology

07 The Institute lays great emphasis on participative learning, self-study in the library and field visits are undertaken in an organised manner under the guidance of the faculty members. In all the courses various participative training methods such as case studies, group discussions, role plays, in-tray exercises, business games, study visits etc. are used. Audiovisual aids are liberally used in the classrooms. The emphasis is on self-learning and the faculty members facilitate self-learning by using various techniques.

Faculty

08 The Institute has a nucleus of specialised faculty. The faculty members are specialists in different disciplines and functional areas and also have some sectoral specialisation. Besides the Institute's core faculty, experts and experienced managers and government officers are also invited as guest speakers to deliver talks on various subjects in different courses.

VMNICM Library

09 The Institute has a rich library having over 30,000 volumes and it subscribes to about 175 journals published in India and abroad. Research scholars find this library valuable. The library offers documentation, bibliographical and reference services.

Research, Consultancy and Publication Activities

10 Besides training, the Institute conducts research in specific areas and operational aspects of the working of cooperatives. It undertakes research projects on identified aspects of working of cooperative institutions at the various levels. The Projects are undertaken either as Institute's own projects or as projects entrusted by outside organisations or government departments.

11 The faculty members provide consultancy on request from cooperative organisations and government departments. The Institute also publishes books and selected research studies, case studies and survey reports.

VMNICM Facilities

12 Most of the programmes are conducted on the campus and these are residential programmes. It has a newly-constructed modern campus and fully furnished and properly equipped hostel accommodation is available to the participants on the campus. It is a good catering service, consumer cooperative store, medical services, laundry service and various recreational facilities.

The Vaikunth Mehta National Institute
of Cooperative Management
University Road, Pune-411007. Maharashtra State. India

**THE
INTERNATIONAL
COOPERATIVE
ALLIANCE**

is one of the oldest of non-governmental international organisations. It is a world-wide confederation of cooperative organisations of all types. Founded by the International Cooperative Congress held in London in 1895, it now has affiliates in 66 countries, serving over 365 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 Geneva, there are three regional offices, viz., the Regional Office & Education Centre for South-East Asia, New Delhi, India; the Regional Office for East and Central Africa, Moshi, Tanzania and the Regional Office for West Africa, Bingerville, Ivory Coast. The Regional Office in New Delhi was started in 1960, the Office in Moshi in 1968, and the West African Regional Office in 1979.

The main tasks of the Regional Office & Education Centre are to develop the general activities of the Alliance in the Region, to act as a link between the ICA and its affiliated national movements, to represent the Alliance in its consultative relations with the regional establishments of the United Nations and other international organisations, to promote economic relations amongst member-movements, including trading across national boundaries, to organise and conduct technical assistance, to conduct courses, seminars and conferences, surveys and research, to bring out publications on cooperative and allied subjects and to support and supplement the educational activities of national cooperative movements. The Regional Office and Education Centre now operates on behalf of 15 countries, i.e. Afghanistan, Australia, Bangladesh, India, Indonesia, Iran, Japan, Republic of Korea, Malaysia, Nepal, Pakistan, Philippines, Sri Lanka and Thailand.

ICA Library



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