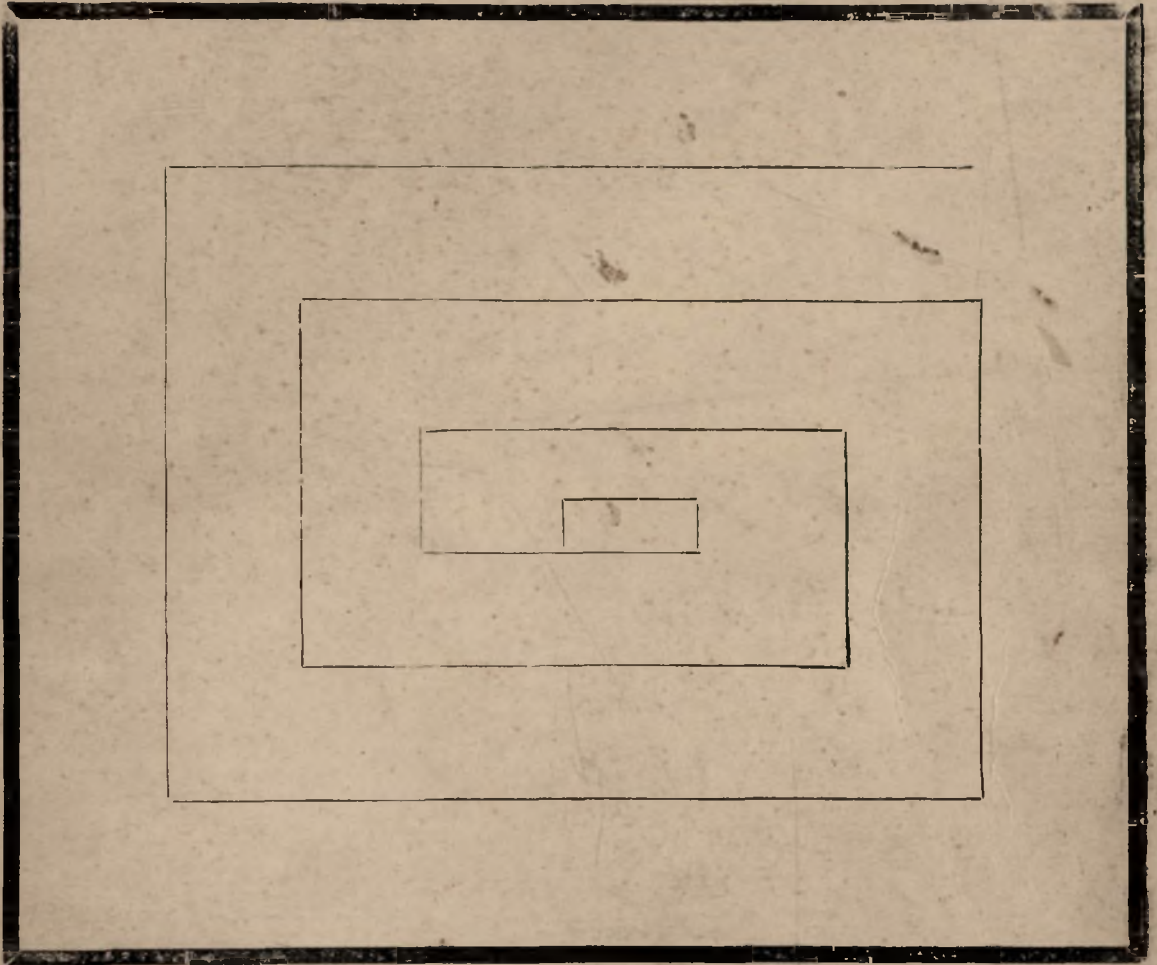


# COOPERATIVE TEACHERS FIELD EXPERIENCE

A NEW APPROACH



**Project for Training of  
Cooperative Teachers in Sri Lanka**  
(National Cooperative Council of Sri Lanka)  
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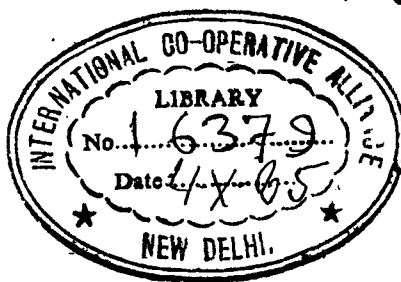
COOPERATIVE TEACHERS'  
FIELD EXPERIENCE

- A new approach.

W.U. HERATH.  
Project Director  
Co-operative Teachers  
Training Project -  
Sri Lanka.  
1981.

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Cooperative Teachers  
Field experience

- A New approach

You cannot teach  
a man anything. .  
You can only help  
him to discover it  
within himself. )

Preface

The ideas given in this book have been developed at an experiment done by the Cooperative Teachers Training project in Sri Lanka. This document is an attempt to share the experiences with others who are interested in such a programme. However this book does not contain all the documents used in the field test as they cannot be generalised to suit some other situation. However these documents have been developed or extracted from several sources on the basis of the ideas expressed here.

It has been a rewarding experience to the people who associated with the programme from the beginning. The method followed was different from the traditional training point of view. The Cooperative teachers were asked to select their own choice of societies and do any modifications in the model programme even depending on the requirements. The visit to the societies or members groups were not formalised and they had a freedom to make a choice there even. The material showing how to maintain a personal record, how to communicate with people effectively and how to understand others to better etc. were distributed, discussed and experienced as and when the teachers needed them.

The facilitators of the programme saw to practical arrangements, introducing the people etc. at the beginning. The direction and the control of the programme was in the hand of the teachers.

It is difficult to assess this ultimate result of a 2 term programme without going through the whole. However the participants re-action or response to me shows their interest in self-development.

The total programme was developed by taking humanist education. It is our sincere hope that this would be of use to the people who are interested in new ideas and efforts in the development of facilitators.

W.U. Herath.

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## CHAPTER I

ON FIELD EXPERIENCE AS A LEARNING METHOD

In the primitive human society man adopted a system of self education to transfer knowledge and skills for the human existence. People lived in societies or isolated communities. They had to team up and hunt together of work together for food as well as security purposes.

People developed rudimentary tools for work. Social values and mode of behaviour was developed and absorbed. The environment provided a permanent framework for learning. The adults functioned as teachers. The children learned from them and from their own experience by doing something. The knowledge, life and work are inseparable.

A radical change in the learning arrangements was introduced with the development of civilization and urban societies. The culture and civilization developed during the process of developing secluded monarchy and ruling class. They became ideals to be followed. The arts and philosophies which got cut off from societies were confined to elite class of chieftains and high priests. Thus developed a distinction between the learned class and working class. The working class makes its living by manual labour and children were destined to learn their mode of living only. The other class who lived on the income from its properties or product of certain functions which require mental work predominated over physical labour. They developed and nurtured various philosophies, arts and sciences. Some of them were detached from reality and found happiness in an utopia.

Historically teaching belonged to an elite class of teachers or philosophers who taught abstract sciences, arts or philosophies to students who came from affluent families.

Training of people from childhood to perform daily chores was a responsibility of the parents or adults.

Later many schools of thought developed bridging the gap between reality and pedagogy with the change of political and economic thought. The learned class or elite could no longer alienate themselves from the darkside of the society and they had to find ways and means of meeting the contradictions created and matching class room teaching to reality in life. Various types of strategies were sought to arrange daily-life experiences in order to make them easy to teach and easy to learn. There were two approaches adopted. Real life situations were brought to class room in form of role play, drama, dialogue and debate. The other alternative was send the students to gain knowledge of real life situations in the field. Sometimes the teachers preferred this type of actual observations as they thought that they will not be able to have many situations simulated in the class room during restricted hours and the field situations could create the real atmosphere with all complexities of daily life. This ultimately developed into field tours field studies and project work.

Observation visits took many forms. Students take around the premises of the very institution they study and try to understand various aspects of training as well as various apparatus connected to their learning. This is normally a short study consuming little time.

Sometimes they go around the vicinity of the institution and observe various things with a purpose predecided. The teacher decide on the subject area and what to observe in the field. The community and the nature is complex but harmonised to exist each other.

The teacher decides what source to single out and study in depth. Normally whole environment is not taken as a totality which is interdependent. This type of an observation tour takes couple of days. The basic fault remains that the student gets his experience in the field in actual environment but not in the class room. However, normally the teachers decides where to go for fields studies depending on the subject. For an example a teacher in history naturally selects a ruined city for study on the historical area relevant to their particular city. The study tour may take many days.

Sometimes, the students are encouraged to take up some project work in the field in certain subject areas. Some Cooperative colleges adopt this method to give an opportunity for students to get practical experience. They are given a topic to do a field study and are attached to an organization or several organizations depending on the comparative nature of study. Some times this aspect of learning is in built to the curriculum of regular courses and the students are tested or assessed on the report or desertation. This has become very popular among universities and vocational training institutions recently. This experience provides insight into a subject area at the micro level. The curriculum normally stipulates time limit for such a study. However the students are not expected to give more than in depth study report with his observations on this type of training. Scientific data collection, analysis and computing conclusions with original ideas are not so strictly observed in this form of study. Students are regulated and restricted to that particular topic only.

Post graduate students generally undertake research work in form of desk research, laboratory research and field research as major part of their studies. They follow the accepted principles of academic research scientific terms.

They collect data, analyse and draw general conclusions after computations. They are expected to do a through study, draw new conclusions or find new innovations.

According to Keeth Jackson the common objectives of outside class room activities are :

- a) The reinforcement of class room learning.
- b) Assessments and evaluation both by the student himself and teacher.
- c) Feed back to the teacher, so that his own teaching may improve.
- d) Learning of new information and skills.
- e) Increased attention to the needs of separate individuals and groups within the class.

The field studies have advantage over the class room learning process to a greater extent. The students are able to discover and appropriate something by actively responding to the situation. The learning experience become rich by responding to it.

Normally the students gain insight under the teachers guidance on a particular area of subject. The responses to stimulus situations influence the image or ideas he has an particular of object or subject. Again he becomes curious in learning further.

The teachers and the students have to plan what to learn from the field study as the field situations naturally are complex and results of many causes and reasons. Otherwise the learning cannot be related to a particular subject area but a self appropriation of a total situation.

However field studies changes trainees' attitudes even within these limitations. This experience at least marginally influences ones emotion and values. It can influence ones non intellectual level understanding of a situation.

There is another form of field experience by undertaking living with host or communities in order to uplift their civic life in the areas of education, health, housing, recreation and vocational guidance. On the other hand the village provides the trainees to learn from their experience in the life. This has been a conceptually advanced process than a field study, excursion or an observation tour. The promoters of this idea normally come out with an ideal in life which sometimes cannot be perceived by the trainees. The young educated youth who are pursuing higher studies or vocational studies become adventurous and enthusiastic over this type of the ventures. In recent times this became more popular.

This form of field experience has led into many controversies in the past. Immature students with different cultural and social background trying to influence on social values and the contemporary civic life of a community face only with that particular community but with the society at large in which the community represent an integral part. However this kind of field programmes have shown the emergence of a leadership class more than any other programme connected with the educational institutions. That itself has shown the influence of such a programme over someone's personality as a totality.

However in order to carry out such a programme with inexperienced and immature trainees group, a leader with vision and foresight is essential. He should have philosophy of his own to be advocated among trainees and the villagers and nourish them with ideals and values. This kind of groups bring field experience to the class room and class room

knowledge to the field. Type of field work cannot be confined to one particular subject or few subjects, but deals with all aspects of community life with emphasis on specific areas. Therefore, this programme cannot be called a field study in a strict pedagogical sense. This concept has shown that the life should be learned through living and school and life cannot be separated but integrated to a permanent learning experience.

Many nationalities have developed intercultural intercommunity and international students exchange programmes recently. Orientation of students to gain broad outlook into civic life of different communities has been the focus of this programme. Evaluation reports are not available to assess the students change in their emotional and intellectual life.

Excursions, field studies and observation tours have been increasingly used over a period of time in the public schools as well as in adult education programmes. Many advocates have tried to systematize the method by trying to evolve general principles of using the method effectively. According to these norms the purpose of visit has to be decided and agreed upon by all concerned including teachers and trainees as this could be used for many purposes. They should plan the visit relating it to goals of the programme, subject or corecurriculum. Planning should give thought to the capacity of students cost, overall field programme etc. They also have to decide on the number of visits giving enough time for students to digest and conceptualize the experiences.

Evaluation procedures are also drawn up to assess whether it would give a truthful picture worth the time expenditure and efforts involved and to assess whether the resulting community relations become constructive to the student as well as to the community.

## CHAPTER 2

ASSUMPTIONS ON THE GENERAL CHARACTERISTICS OF  
A CONTEMPORARY COOPERATIVE TEACHER

The cooperative teacher in Sri Lanka, may be even in some other developing countries which gained independence from centuries of colonial rule-has emerged from a background of a social system under transition. These social systems have not been keeping phase of development with developed countries. Some have tried to skip mid phase of development experienced by developed countries and tried to enter into modern age of industrial development which resulted in defused social systems with in built social contradictions. The people who got entangled in between have to bear all the tensions of radical change.

Cooperative systems which have to exist with the changing situations economically and socially have to face this inevitable contradiction. The Cooperative systems which cannot keep phase with same rate of development or rather the change get defeated and go into dissolution in the long run. Some countries which did not have Cooperative traditions are unable to give birth to any cooperative system in the face of capitalist economic development.

Not only this, some cooperative system I have to face the competition with the multi national companies who are raising head in the third world who gradually gain control over consumer as well as industrial sector. Sri Lanka has not faced this situation in the agriculture field which is a temporary satisfaction for the cooperatives.

Modern management systems have been introduced in those fields where multi-national companies influences. Even



private sector in the domestic scene gets inspired from this and draw technical know how in same way. Some are radicalising the management systems to cope up with the change by entering into computer era form antique or traditional systems. Competition among themselves if such they have to keep phase with this struggle everyday or perish. Cooperatives have become non-entities in the big competition and continue to play a very weak role in the economy. Some attempts have made to integrate the concept into socialist economic reforms which failed miserably due to mishandling of voluntary participation and democratic control by membership. What is the situation of our cooperative trainer in this struggle? Basically he has played an unimportant role in helping the cooperatives to face the struggle. No successful manager has converted himself to become a trainer due to poor salary structure and the weak social status a cooperative teacher enjoys. Even the management of cooperatives have underrated the achievements of cooperative education in bringing about management efficiency resulted in more surplus into the cooperative business. In some instances it is due to the monopolistic privileges they have enjoyed for a long time in distributing essential consumer commodities and channeling agricultural inputs including credit and other inputs. Sometimes the visible results cannot be achieved due to traditional theoretical education system and the capacity of the teacher himself.

The cooperative system in a country where there is a colonial rule emerges either as some form of resistance to the oppression or as a tool of avoiding uprising when it is employed and nurtured by the oppressor. Sri Lanka had experienced two major uprising: erupted from rural masses as a resistance to the oppression and developing into another one during late nineteenth century. The colonial government got the idea of cooperative as a social weapon from the Indian experience and was too willing to introduce it and develop it

under the blessings of the government itself. This guardian role by the government continued even upto now after independence leaving some allowances for changes in the political leadership but without change in the basic approach.

When we match this situation into the field of cooperative education, same attitude influences the education structure and the system. Government authorities not only decide the training policy, educational structure and focus and standard of the regular training courses, but also conduct examinations and issue certificates for promotions in the staff which in turn is embodied in the qualifications stipulated by the Cooperative Employees Commission. By this means the cooperative employees on one hand are subjected to control by the authorities in functions and on the hand influence by the authoratarian training system.

With this organizational background we have to consider the background of the cooperative teacher.

There is no history of development for the professional cooperative teacher in the cooperative movement in Sri Lanka until recent times. The national level training institution-school of cooperation was created in 1943 for many purposes including training of government officers, cooperative employees and leaders and even for undertaking extension and propaganda work. It had a cadre of field level cooperative officers coopted as teachers although they were not teachers by profession. Very few permanent lecturer posts were created but had a marginal effect in business management training in the absence of teachers development programme. To a greater extent, the cooperative officers who were attached to the school were in a better position with their practical experience in the field by undertaking supervision and auditing of cooperative organizations. Most of the permanent teachers

were graduates without any practical experiences in the cooperative organizations. They did not have any orientation of the cooperative ideology either.

The non-government cooperative teacher was a concept of very recent origins. Although there were honorary workers existed for some time. However these officers of the national cooperative council who are named staff officers district secretaries or education assistants do not represent a category of professional teachers but work as part time teachers. They undertake various other functions such as extension work, administration and cooperative promotional activities at the district level.

When we take a closer look at this category of teachers they have had schooling for 12 years average and about 50% of the group are non-graduates. Almost all the graduates are directly recruited from the open market of unemployed graduates. Practical experience in the cooperative sector is not a compulsory requirement for recruitment.

However, there is another category of cooperative teachers emerging now with the recruitment of education officers in the cooperative societies. These officers are normally operative or supervising level employees of the cooperative society. They do not conform to any particular required skills or formal qualifications other than vague descriptions without giving analysis of qualifications to suit the job. Basically most of the education officers have only ten years education in a public school. Sometimes they have undergone a regular programme of cooperative education which is examination oriented and

They have various types of background occupationally. Very rarely the societies spare an experienced middle level manager for this job.

However, all these teachers, whether they are university graduates or college students, they have been subjected to authoritarian public school system from their childhood. The education systems in the country is narrative and banking type which is deviated from reality by following a curriculum disconnected from life. The students have to be either coaxed or coerced to such a system and enforce teacher centred rigid discipline in the class room. The creative potential in a child is not explored other than forcing to them to cram for public examinations. On the other hand, traditional social system in which the Victorian values have been forced by the colonialists. Do not permit the children to enjoy freedom. This has become worst with the educated middle class working families in the cities rather than in the rural areas. The children become neurotic at least in some respects with the troubled family environment in the urban life.

Aim of the existing education system is different from the objectives of preparation of an individual for life became a fully functioning person. A.S. Neil the famous head master says 'Education should produce children who are at once individuals and community persons, and self government without doubt does this. In an ordinary school obedience is a virtue, so much so that few in later life can challenge anything. Thousands of students in teachers training are full of enthusiasm about their coming vacation. A year after leaving college they sit in staff rooms and think that education means subject and discipline. True they have not challenged or they will get the sack but few challenge if only in their minds. A lifetime moulding is hard to break. Another generation grows up and it imposes on the new generation the old taboos and moral and pedagogical insanities the dear old vicious circle. One sad fact is that the indoctrinated masses come to accept for evils for granted.

(Summerhilt)

The social systems of the above character produce people with imbalances and neurotic behaviour. Such a society has inbuilt negative characteristics of violence, crimes, delinquency and disorganized personalities.

The society has accepted the same system of cooperative education for the cooperative movement although the concept of cooperation struggled all the time to explore the possibilities of developing people to develop their potentialities in economic ventures as well as integrating their creative ability with a voluntary organization to achieve highest ideals of equity and social justice in the society. So many cooperative leaders and the advocates of cooperative ideals have emphasised the social justice through cooperative way of economic and social development. However, any attempts have not been made to change the system of education to suit such ideals of equity, freedom and development of human potentiality to bring about happiness and cohesion in the society. Instead, the cooperative authorities sponsored and nurtured a cooperative education system in par with the authoritarian public school system. Therefore one could see a contradiction of ideals with the process of development of cooperative executive and leaders.

In this background any facilitator who tries to design a development programme for cooperative teachers has to face the problem in depth taking into consideration many factors. Teachers level of development of personality and problems; the learning systems and process they have been subjected to; the existing cooperative training arrangements; role of teachers in the cooperative movement; teachers working environment; training demands created by the social economic policies and consequent change, future demands of development in the teacher to meet his challenge in the movement and existing emotional life to a teacher and his value orientations.

The response of the teachers on a field experience programme has been conceptually traditional. The strategy was limited to observation visits to cooperative societies on random basis without undertaking in depth studies. Sometimes they serve as guest lecturers in training programmes arranged by the societies or training organizations. The employees on operative and supervisory grades normally come to the regular cooperative certificate courses conducted at the centre or the school of cooperation by the teachers.

Therefore, the status of the teachers has been traditionally above the societies with all their deficiencies. Teachers became resistant to the ideas of becoming a learner in the society by sitting with their own trainees or members to whom they provide their advises. It has been a difficult exercise to change them to become open to receive new ideas and experiences due to rigidity created by the whole social system. On the other hand, it will not be possible for any teacher to appropriate experience by merely visiting the society with different objectives other than learning. They are unable to unlearn their naive learning experiences during their student day.

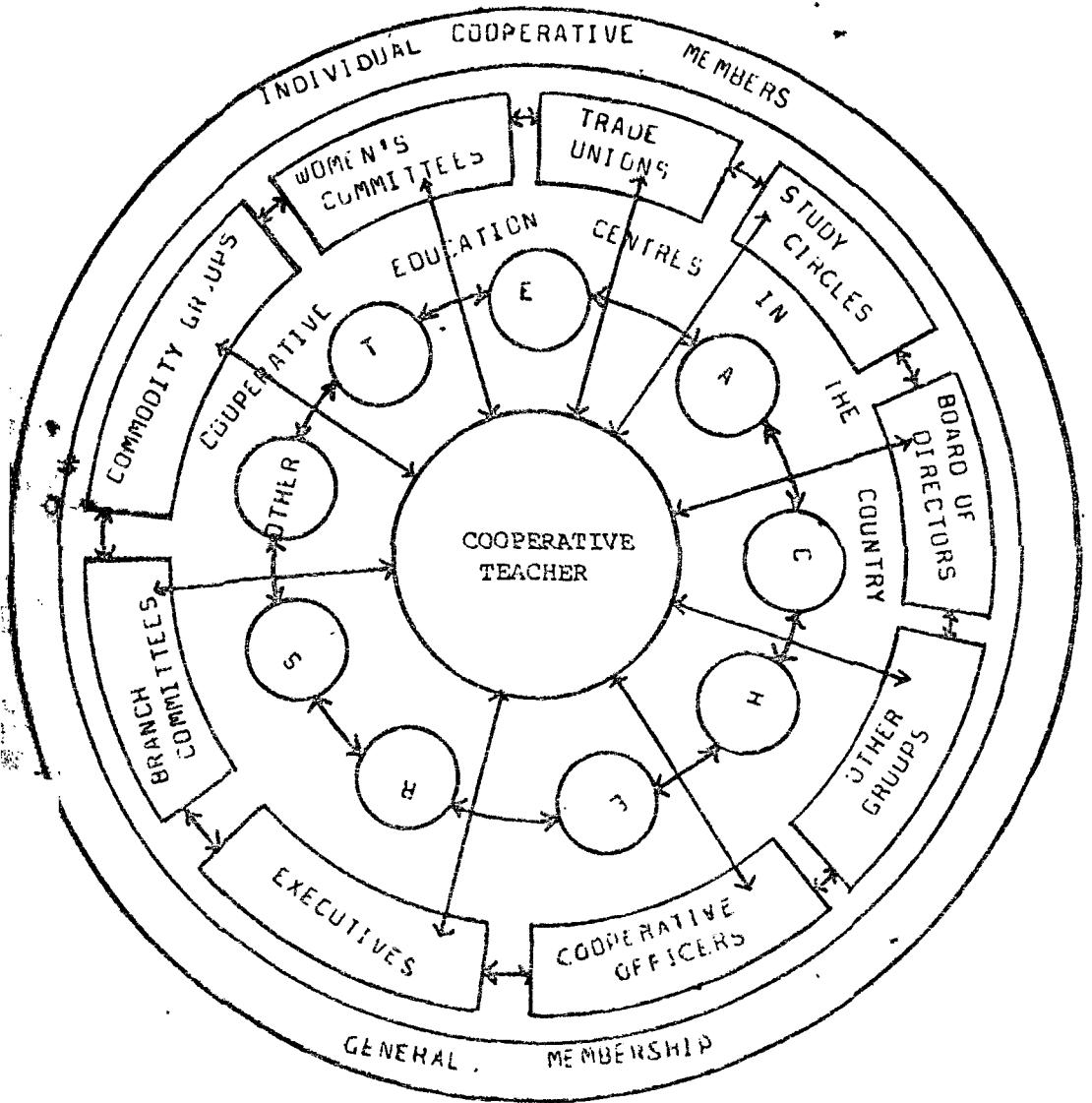
It is evident that any programme of practical experience should be integrated into a comprehensive teacher development programme. The field programme should be complementary to the achievement of total objective of such a programme. Another conclusion we could derive is that the facilitator has to deal with the personality development of the teachers to enable them to get optimum use of the programme with societies. This deals with the area of human relations too. In addition, the teachers should be given experiential training in andragogy and participative way of learning. They should develop the commitment towards advocating freedom to learn and learners domination over the learning process. When

these pre-requisites are fulfilled meaningful experiences will be gained by the teachers by association with cooperative societies.

However, some one could argue that the best way of providing field experience for cooperative teacher is to allow them to work as staff members in the cooperatives. This kind of arrangement will work better in some respects. They will be able to gain experiences in the job by performing it. He will also experience the environment and the problems of the organization from his point of view. The difficulty of looking at a problem as a person who is not involved in it will arise. On the other hand he will not be able to take a clear view of the various issues connected to one issue. He will be able to critically analyse when he is not involved in the situation personally. In a way he will lose broad perspective of the total organization which will hinder correct judgement.

Any planner of a field expertise programme for teachers has to consider other aspects from the cooperative societies point of view. Unless the society has an understanding with promoters of such a programme and unless they are assured of at least indirect benefits of the society, they will not be prepared to give their cooperation and spend their resources. On the other hand, the societies suffer for want of training for their staff and members. If the teacher attached is in a position to render at least a marginal service in that respect the results in terms of contribution towards teacher development would be very valuable. This also provides an opportunity to develop understanding between the cooperative teacher and the society. Ultimately the teacher will experiment on his new experience and appropriate the learning by merging with the society environment.

CONCEPT OF FIELD TRAINING (EXPERIENCE) PROGRAMME



PROCESS OF INTERPERSONAL RELATIONSHIP OF A COOPERATIVE TEACHER IN A COOPERATIVE SOCIETY



## CHAPTER 3

A NEW STRATEGY FOR  
FIELD EXPERIENCE OF COOPERATIVE TEACHERS

The analysis of the problem of teacher development reflects the training needs of the cooperative teacher in the field. Based on the above analysis one could filter those need into programme objectives which will serve their personality development as well as development of social skills to become an efficitive resource person to the cooperative sector. While developing technical skills and improving their knowledge in various connected fields by the institutional training programmes, field experience programme should supplement and reinforce the development for application and practice.

What should be the objectives of such a field experience programme? We could widely break down these into three catogeris of objectives.

**COGNITIVE OBJECTIVES:**

To enable cooperative teachers

to:

- (a) Explain the objectives, functions and structure of the Cooperative societies interms of economic and social development.
- (b) Analyse the working arrangements of the societies and their problems of management, business and member relations.
- (c) Relate the pedagogical learning to the society arrangements and assess the relevance of such learnings.

## AFFECTIVE OBJECTIVES:

To enable cooperative teachers to:

- (a) Assess his own behaviour in the process of interaction with various personalities and groups at various levels.
- (b) Analyse the personality problems of himself/ herself
- (c) Assess the required behavioral change necessary to become a successful facilitator and develop the willingness to the change.

## PSYCHOMOTOR OBJECTIVES:

To enable cooperative teachers to:

- (a) Test new methods techniques and new ideas in the society for self-appropriation.
- (b) Prepare training materials based on the experiences in the society to be adopted in the institutional training programmes.
- (c) Assist cooperative societies to develop an internal cooperative education and training system.
- (d) Assist cooperative societies to develop a positive education environment for staff, leaders and members.
- (e) Conduct on the job training programmes.

The organizer of the field experience programme has to take stock of the target group and decide on the grouping of the entire target group. It is always advisable to select to groups work together and meet together like in a provincial cooperative education centre. It would become easy to work with such a group as the interaction process is spontaneous and progressing every day. The facilitator will

find easy to build up such a group in the whole exercise. This kind of grouping facilitates even practical arrangement and feedback. The facilitator would be in a position to evaluate occasionally the behavioral change in the individuals in a group as well as behaviour as a group.

This does not mean the facilitator has to deal with only the centre group. He should certainly deal with teachers individually when it is found relevant to solve problems.

The organizer who attempts to implement such a programme should not function as a manager of the programme in the strict sense, but should be a facilitator for the programme. The programme based on the objectives should be flexible and represent the fulfilment of need of the teachers. The priorities and emphasis of the objectives differ depending on the level of the teachers and the cooperative system in which they exist.

The programme or the design of the programme should be drawn up taking into consideration the need of the participants. He has also to consider the situation of the societies. However, I would like to sketch a general format of such a programme based on the experiences in Sri Lanka.

The cooperative teacher should get himself introduced to the various types of groups in the society. First breakthrough is the board of management and the chief executive of the society. The experiences has shown that many cooperative teachers have not visited societies, formally other than attending some seminars. They have never been interested in paying visits to the society to maintain good relations. They went on attending to formal business only.

Sometimes they have visited the cooperative society for collection of data. Lack of knowledge of practical aspects of the society has reflected in the class room. Therefore, the teachers have the tendency to discourage discussions or raising a question in the classroom. They have to be satisfied with lecturing and dictating notes whether they like it or not. The situation becomes a really agony when the class consists of cooperative employees who have put in several years of service in a cooperative society.

Sometimes it would become necessary for the facilitator to visit the cooperative society early and make arrangement with the management convince them on the mutual benefits of such a programme.

The facilitator has to sit with the teacher concerned and map out a detailed programme to suit him or her. Through briefing has to be included in the programme so as to enable him to understand the obligations he has in the programme. Next step of the programme would be to meet the teaching staff of the centre as a group. They have to be briefed on the objective and the ultimate goal of the programme. The group function as an encounter group has to be emphasised. The group has to share each others experiences from the cooperative societies they visit and as a group find solutions to the problems they have confronted. It has to be assumed that the people in the society also expect some advice from the teachers, for which he could not find solution when it is connected to a subject he is not versed. Further more the group should discuss about the human relations problems they have confronted and also the personality problems these are faced with all the teachers have to be issued with notes, books and specimen programmes.

It is desirable to allow teachers to select their own society at their wish. It will help the programme to a greater extent. It is desirable to introduce the teachers to the board of management and executives by the facilitator even though the teachers are known to the society. We have seen the reaction and positive response to such a meeting during our experiments. The mutual understanding and friendly atmosphere created at the first meeting go a long way building up the programme. The teachers should be asked to keep a track of board meetings and attend and observe them whenever possible.

The cooperative teacher gradually extends his horizon gradually upto the general membership through branch committees and the staff of the cooperative society. He should reach all the formal groups such as sub-committees, branch committees, and women's groups that influence the power structure from background.

What should be the approach that should be taken by teachers in studying the organization? Traditional belief is that the human actions, and behaviour patterns of the groups should be studied objectively. This means the social phenomena has to be studied as they are things. Accordingly a strict separation of value system of the observer and the facts should be observed.

He should observe a detached view of the situations and event. By this approach the observer explain them as they are reducing them to that which could be comprehended with tools of qualitative measurement. They maintains a certain amount of rigidity and static norms for this.

The question arises whether this approach could help a cooperation teacher to understand and interpret the dynamics of a cooperative society. Cooperative society

being a social reality in ever changing. Quantitative measuring tool do not facilitate defining such an organism. The observer has to touch the causes and roots of every issue. One particular situation in the society cannot be taken as a totality without considering the interconnected underlying element and their social environment. Social events are not just things. Not even the observer can become detached from the events under observation as they themselves are an integral parts of the society who possess ideas of their own about things and happenings.

The social events are unpredictable and cannot be controlled in a laboratory. Therefore, quantitative analysis and computation based on such analysis are unrealistic. The teachers will tend to come to wrong conclusions and suggest impracticable ideas.

Any situation in the society has to be understood with its complexity and totality of factors which interest and interplay. The ultimate result, would be the possibility of re-arranging and improving affairs and remodelling the structures when necessary.

The cooperative teacher has to start the in depth study by stages after his introduction to the society. As an orientation he should study the constitution, working rules, annual budget, audit reports and monthly statements, progress reports and all the relevant documents in the society. He has to study the work distribution, duty lists, reports of sub-committees and minutes of board of directors meetings also. In depth study is not considered as necessary at this stage.

At the next stage the teacher should be prepared to examine closely the social reality of the society as against the ideals. They should attempt to grasp the conflicts and tensions of the society by observing meetings and discussions. It would become difficult to go further with a group which is not enlightened on the reality of the organization. He has to appreciate the problems faced by the groups interacting within the society.

It is very important to keep notes of his/her emotional re-actions to any given visit going into personal details and giving frank impressions. The note should not be an official report or an official diary but a personal sketch. It is always better to receive a copy of the note by the facilitator of the programme so that he would understand and encourage the teacher to go ahead with the programme. He will feel the progress made by the teacher and help him to progress when necessary. On the other hand, he will be able to understand the personal reactions and behaviour of the teacher in a given situation and the psycho-social character of the teacher. These notes are useful for the discussions in the encounter groups at the centre.

The encounter groups should meet as regularly as possible at this stage because of the importance of the visits to the societies at the beginning. Any successful insertion into the society by the teacher is made at this stage. Failures at this go a long way in building up interpersonal relations. Sometimes, the teacher has to abandon dealing with that particular society in frustration. We have experienced such situations in very few cases where the teacher was unable to get over with the negative re-actions created at the society by his behaviour.

On the other hand, the facilitator will be able to assess the personality of the teacher by his re-actions to society groups and their conflicts and from the discussions at the centre. He uses this assessments and analysis for building up the teacher as an individual. His level of perception has to be improved.

The teacher has to get merged into the total reality of the society to perceive the situation better and analyse the emotional life of interacting individuals and the groups within the society. The society has to accept him/her as he comes from outside to do a study and to do things for mutual benefit. However, if the teacher tries to identify himself with a group he will lose his identity and start following behavioural pattern of the groups and action pattern of the society. They will not be able to perceive things properly or fulfilling his task. He has to maintain a critical distance from the society group actions.

The facilitator of the field experience programme has to undertake occasional visits to the societies specially when the teachers are confronted with problems. This action will enable him not only to bring about a cohesion but also gather information on the affairs of the society as well as the situation in regard to interpersonal relationship between the teacher and the society. The information would also be useful at the time of centre group meeting.

At the next stage the teacher enters into a period of showing interest in performing a role of an influencing factor in transforming the society to become more dynamic among its group of customers. One could argue assessing this role is irrelevant to a field experience progresses for teachers. The programme should provide opportunities for development and transformations of the individuals and the groups involved in



the process. The process should culminate in joint achievement of training objective. The teacher, by this time should be able to identify the broad areas of gaps and convince the society about developing training system based on the need of the organization. The strategy he follows in achieving this is reflecting his analysis and findings with the groups concerned. Action and reflection is two sides of an integrated process.

The teacher begins to collect data on specific problem areas in relation to deficiencies. Where the training could contribute towards finding solutions. The broad information the teacher already possesses supplement this data. Various strategies could be adopted to fulfil this task. Study of official documents examination of case histories, observation of different reactions of people to a problem are some of the methods one could follow. The key persons within the groups are able to provide information which helps to gain better understanding of a particular issue. Varied sources effective method which can be used. However rigid and prefabricated interview procedures have to be avoided as it creates an artificial atmosphere of gathering information. This procedure enables the teacher to re-assess the hypothesis he has already arrived at and look through new dimensions. Basic objective of such an exercise is to understand how they see their situation, what major problems they confront during their society life and in the final analysis consciousness of the people about their problems. The observer should not at any time attempt to impose his opinion on the people in which he will not be able to get at the reality of a situation.

The teacher has to organize the information systematically and interpret it. This includes analysis of actual situation of the group (society) and their perception of the situation. The gap between the reality of the situation and the level of perception the people have forms the need

for educational process. Normally, people perceive things based in the their emotional growth, up bringing and the self image created in the process. Childhood conditioning influences the perception which result is naive thinking sometimes. Sometimes, this results in taking refuge in passivity and resignation.

The teacher would analyse the gap between the reality and perception and present his findings to the society at different levels. This includes board of management, staff and other formal and informal groups. Such presentation could motivate the groups to create a critical awareness of the problems of the society which could be solved by an educational programme. The people involved in the development of the society should become conscious of the existing reality and changing dynamism.

The analysis of the gap will provide the cooperative teacher a basic foundation on which he could develop a relevant internal education plan with the groups for the society. The all level discussions and the group opinions will provide a check list for his conclusion and suggestions. He is now in a position to filter all the need into programme objectives. In this process personal interest and organizational need are it intergrated together and filtered. When the objectives are decided he could break down objectives into activities.

The ~~training~~ activities could cover many categories of groups. Various types of cooperative staff, board of directors, commodity groups and branch committee too could be included. The teacher follows systems approach in designing the programme which could include following steps as indicated by Ivovk Davis.

1. Analyse the overall system.
2. Analyse task or job.
3. Specify required knowledge and attitudes.
4. Determine capabilities of target population.
5. Identify the training need.
6. State learning objectives.
7. Organize learning resources.
8. Select appropriate teaching strategies.
9. Motivate and inspire the trainees.
10. Field test and evaluate the system.
11. Implement the system.
12. Constantly monitor learning system.
13. Review and adopt.
14. Field test and evaluate criterion measures.
15. Develop criterion measures of task proficiency.

These basic steps are divided into more detailed manner to be followed by the teacher in developing the training system for the society. They could be summarized as follows:

1. Study human environment of the society which affect educational aspects.
2. Study and analyse:-
  - (a) Realization of three objectives of the system. (Stability, growth and interaction).
  - (b) Strategic fact of the system.
  - (c) The process which link main parts.

- (d) Ways of facilitating adjustments by processes.
  - (e) Recognition of distortions or irregularities in the system.
  - (f) Dealing with distortions and irregularities in the system.
3. Analyse of data collected.
  4. Logical findings.
  5. Study of functioning of sections (if any) in relation to the function of the organization.
  6. Analyse logically the system and identify general items.
  7. Collect data on the organization and critically analyse the objectives of the society and its actual performances.
  8. Comparison between the objectives with the organization of the society.
  9. Identify the required jobs and the human responses of the society.
  10. Preparation of job analysis.
  11. Study work performance of ideals category.
  12. Study behaviour in his/her role.
  13. Study the use of information to determine and control these bodily movements that are necessary to skilled performances.
  14. Prepare documentations and presentation.
  15. Presentation of facts to the involved groups.
  16. prepare final documentations.

17. Prepare documentations on the present educational arrangements.
18. Prepare documentation on present levels and arrangements of educations vis-à-vis actual needs.
19. Identify what to teach.
20. Identify what not to teach.
21. Discuss with target groups and management.
22. Finalize documentation on the actual needs.
23. Organize needs into a priority system.
24. Screen needs through selected norms.
25. Translate surviving needs into programme objectives.
26. Indicate progressive sequence of activities scheduling activities.
27. Define clearly limits of programees in the form of purposes, directions, content and methodology.
28. Decide the depth, length, time and other details of the sessions.
29. Presentation of the training programme.
30. Carrying out the programme with the groups in the society.

Something has to be said about the duration of the field experience programme. Sometimes, this could be taken as an on-going activity by the teacher though it is in built to an integrated programme of teacher development. However, this activity has to be continued permanently as the cooperative teacher has to exist with changing situations in the cooperative sector. A cooperative society represents the total cooperative sector at the micro level. It absorbs all the political and social-economics pressures of the contemporary society and reflects the aspirations and anxieties to the cooperative movement.

On the other hand, the teacher should have a flexible time schedule at the beginning up to the culmination of internal training system in the society. This should be flexible and be able to adjust to any change. It is difficult to predict any thing in a human institution. Sometimes the expected response from the society may take a long time than scheduled. It is also possible to observe the progress as very slow than the exputed duration.

The time schedule provides for the teacher a guideline and a check list for his guidances. This could co-ordinate with the total programmes of the education to avoid broad gaps among the progress made by other teachers.

The facilitator of the field experience programme should have feedback system developed to watch the progress of the programme. This could be done in two ways.

1. Insisting on main training a record of personal notes on the visits to the societies by the teachers.
2. Personal dialogue with the teachers and discussions at the encounter groups at the centre.

The personal diary of the teacher is very important as it gives the personal re-actions to field situations which reveal not only the situation in the society but also the teachers inner self and the level of personal development. The teachers could be supplied with a mainfold book so that they will be able to send a duplicate of the observations notes to the facilitator. However certain amount of advice, guidance and persuasion is necessary for the teacher to maintain such records. Normally, they tend to write impersonal and formal reports which do not reveal anything. The facilitator could not get optimum result at the beginning

according to our experience. Gradually, however, they tend to become quite outspoken and sincere in their remarks. This develops when they begin to become open.

Discussions coupled with these notes provide a positive base for the facilitator to assess how things are. He keeps constant touch with the developments. So that he could help and facilitate the process of development. He has to be patient although the ambitious plans and objectives are there.

The teacher has to discuss and come to conclusions with the facilitator and the rest of the teachers in the centre. Each step has to be checked with the society groups for their comments and agreement. It is necessary to deal with the society groups as a person who facilitates learning process rather than a traditional teacher. The training groups are the persons who take decisions as to what they should learn.

The programme only provides the tentative guideline for learning. The teacher has to observe following factors in facilitation:

- (a) Establish a climate conducive to self analysis and self direction.
- (b) Assessing needs and interests of the individual for further learning in the light of his model of what he wants to become.
- (c) Helping him to formulate his step by step learning objectives.
- (d) Helping him to identify resources available to him and map out a sequence of learning experience.

- (e) Helping him continuously to evaluate his progress toward his objectives and repeat the cycle.

The teacher has to decide when to evaluate who should evaluate and what to evaluate. Evaluation format has to be designed carefully from the point of view of the learner. This should provide assessment to modify plans and training activities.

What is the contribution of the programme outlined above towards total development of a cooperative teacher through field experience programme? What is the learning experience he gains out of such a programme?

Main role of a teacher or an educator is to provide learning experience to trainees through a logically formulated training programme or a training session. He develops not only the skill as a facilitator but also participants in the process as a learner. When he adopts a systematic development of a training programme with the society he learns and practices the various components of such an exercise. This provides actual training ground for him unlike in a laboratory training programme of programme planning and implementation. He learns the functioning of the society systems, its complexity, problems and dynamism. He develops a training programme with the groups which is realistic and practicable in terms of society needs. He gets an opportunity to prepare training material such as case studies, ranking, exercises, role plays, intray exercises and audio-visual material based on actual management situations in the society.

The teacher would participate in the meaningful experience in changing problematic situations into achievements in terms of management efficiency and business



of a society. He will feel the changing process and its implications on the individuals and the organizations. He will participate in the permanent process of action and reflection.

The cooperative teacher who undertakes these experiences would not get isolated from the main focus of the programme- gaining enough field experience for his total development- although he will have an intensive association with the society and its people. The society would ultimately see some positive change has been experienced which could become a permanent change towards development. This will uplift the image of the teacher in the society deviating from the traditional concept.

The teacher will gain confidence and skill for facilitation at the centre group meeting of the teachers. The problems, conflicts and tensions he encounters at the society is discussed and analysed in these meetings. Constant group meetings are held not only to decide these problematic issues but also to analyse the teachers re-actions and responses to the experiences, so as enable him to become an open and fully functioning person. The facilitator helps the group to develop group cohesiveness and interact each other to achieve meaningful group experiences for each others benefit.

Carl Rogers analyses the hypothesis of the intensive group experience as follows: "A facilitator can develop, in a group which meets intensively, a psychological climate of safety in which freedom of expression and reduction of defensiveness gradually occur.

In such a psychological climate many of the immediate feeling reactions of each member toward others and toward himself tend to be expressed.

A climate of natural trust develops out of this mutual freedom to express real feelings, positive and negative. Each member moves toward greater acceptance of his total being his emotional intellectual and physical being as it is.

With individuals less inhibited by defensive rigidity, the possibility of change in personal attitudes and behaviour, in teaching method, in administrative methods becomes less threatening.

With a reduction of defensive rigidity, individuals can hear each other can learn from each other, to a greater extent.

There is a development of feedback from one person to another, such that each individual learns how he appears to others, and what impact he has in interpersonal relationships.

As individuals hear each other more accurately our organization tends to become a relationship of persons with common goals rather than a formal hierarchical structure.

With its greater freedom and improved communication, new ideas, new concepts, new directions, emerge. Innovation becomes a desirable rather than a threatening possibility.

(Freedom to learn)

Any programme of activity has to be evaluated to control the programmes and improve the quality and relevance of the programme. The evaluation of the programme would be in terms of gains of result vis-a-vis the objectives. However, it is desirable to adopt a multi dimensional approach to evaluate the programme. The assessment could be undertaken by the participants- cooperative teachers, facilitator and outside evaluators. The content and the matter is constantly

evaluated by the teachers by matching the new ideas with their experiences and experimenting on these lines in their personal life and in the society. He critically evaluates the changes within himself and the achievements in the society. These assessments are discussed at the centre with the other colleagues and the facilitators of the programme and suggests necessary changes in the programme. He exercises the same procedure with the society. This would mean that the programme has to be flexible.

However as the programme is focused upon the development of the cooperative teacher the impact is visible in his behaviour. Therefore, the assessment could be made in terms of his behavioural change. Behavioural change occur on the basis of the progress made of the knowledge, attitudes and skills. The symptoms are shown in his expression of sentiments and subject matter knowledge, mental and physical re-actions to external stimuli and performance at work and creation by the participants. However, it is difficult to estimate the contribution made by the programme on the development of the teacher as the approach is an intergrated model. There are other inputs other than the teachers field experience programme such as participation in the institutional training programme on various aspects of facilitators. The evaluation should take place at different levels immediate reaction level and performance level.

Discussions of the things discussed at the session gives the facilitator some idea of the impact the session has on the participants.

Various other forms of evaluation could be used evaluating the programme. Questionnaires to be answered by the teachers, personal diaries, observation on the performances, and productions are some of the methods which could be used for evaluation.

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Ultimate goal of the evaluation of the cooperative teachers field experience programme would be to assess the appropriateness and the relevance of the programme to meet the deficiency created by the educational and social-economic environment of the teacher, and to make necessary adjustments and changes in the format and functioning of the programme to become meaningful for the participant.

## CHAPTER 4

CHARACTERISTICS OF AN ENCOUNTER GROUP.

The working arrangements of the cooperative teachers field experience programme centres around group process. Although the teacher deals with the society individually he deals with groups and their interactions. Therefore he has to gain experience in dealing with groups through experiential learning in a group.

Study group at the centre should develop as a cohesive and integrated group to achieve maximum learning experience. They interact each other on the problems and the experience gained from the societies. However, this does not mean that we can take for granted that the group develop these attitudes just because of their meeting together. They may have been working together for a long time, but could have been isolated personalities without knowing each other. It is evident that such groups do not function as good study in a proper sense.

It is imperative to develop group spirit among the teachers in the centres to go through the programme of field experience as a group as they do not function as a group under an authoritarian control but as a self governing group.

The person who undertakes to direct a field experience programme as an integral part of teacher development has to face the challenge of working with different type of personalities who are much exposed to conditioning of early life. They sometimes show neurotic type of maladaptive behaviour. This type of personality normally becomes the cause of disintegration of groups they are not open to interaction and experience and to become open and existential. Therefore the facilitator has to undertake personal counselling and individual therapy.

The facilitator has to observe and understand the different personalities in the centre groups. This exercise might take considerable time. He has to maintain a good personal rapport with all of them although they represent contradictory interests in the group or any negative attitude toward the total programme. He has to study the personal history of the personality, his psychosocial environment and causes of any maladaptive behaviour. He has to use his frequent visits to the centre for building up the persons. He has to keep in mind that so long as they have frozen minds they will not have any foundation for change and improvement.

However we have to assume that all the group members are mentally healthy although they are different personalities developed from childhood in different psychosocial environment. They will show different stages of conditioning. It is not necessary to adopt methods of clinical analysis for diagnosis of any personality disorders as in the case of a disorganized personality. However he could make use of simple tests such as rating scales, measuring tests of intelligence or productive techniques to a certain extent.

The facilitator has to be familiar with methods of therapeutic counselling which may be directive or non-directive. He has to use his critical mind to determine the correct applications of individual therapy and group therapy.

The behaviourists developed the method of group therapy by using various forms of group dynamic for leadership development. These approaches have been based on psychodynamic theory and techniques. The recent emphasis was to learn through self discovery during group experience.

The humanist school of psychologists use group method from the point of view of the clients or members of a T group. The role of a facilitator or a group leader differs from the behaviourists concept of group therapy.

According to the humanist school he adopts non-directive role in the group.

The centre group is expected to function as an encounter group. However, this is not considered as a group meant for psychological therapy in the clinical sense but functions as an informal group motivated to achieve development of personality through interactions by maintaining interpersonal relations. The members therefore discuss not only their experiences of the societies they visit but also their personal attitudes towards others and various reactions to stimuli during daily life.

During our experiences as a facilitator of centre groups the feedback to narrations and episodes has been negative and completely frozen at the first instance. Sometimes negative. The very situations were used for assessing ambiguous side of different personalities which ultimately resulted in selecting structured group exercises from vast resource of literature. The facilitator should not be ambitious over the success in achieving group cohesiveness within the time stipulated nor he should get discouraged over any slow progress.

The concept of encounter group is appropriate for the field experience programme as it accelerates the personality development of the teachers as well as provides personally appropriated learning experiences to be adopted during their dealings with the various groups in the societies. Commodity groups, women's groups, branch committees, staff, trade unions etc. The teachers will ultimately become good facilitators in these groups depending on the personality development they possess.

The teachers encounter group takes many forms depending on the objective of the session. Sometimes, it

will promote in sight into personality problems. Sometimes it may facilitate self discovery or it would function to develop social skills.

The group may adopt methods of psycho drama, socialization or transactional analysis.

We had to use various types of approaches and method depending on the nature of the groups. One thing was clear. Almost all the groups had similar characteristics the absence of any experience in self analysis. Therefore, some structural experiences based on transactional analysis and to go therapy were used for identification of various reasons as why the members behaved this way or that way. These exercises were introduced to them after going through some experience of mutual respect and developing group cohesiveness because the members would not reveal their mental attitudes unless they are sure of maintaining their self.

However, none of the negative exercises is sensitivity training were used.

Group dynamics cannot be restricted to develop individual personalities a group cohesiveness. It should train teachers to maintain better interpersonal and group relations to solve interpersonal, group and organizational problems and improve communication problems with others. The strategy followed is simulated group games in the group sessions at the centre.

Group exercises are introduced in the sessions in the following areas of problems prevalent in the societies generally.



1. Contradictions, conflicts and tensions among individuals and various sections in the organization.
2. Clash of interest among people and the organization.
3. Behavioural problems in the society.
4. Problems of maintaining better communication system in the organization.
5. Motivational problems of people in the society.

There should be a basic conviction with the facilitator to employ encounter group to implement an effective experience programme. He should use the method of non-directive facilitation as against directive facilitation. He should have the primary belief in the potentiality of human being, in regulating their development and creating new things.

There are some basic assumptions underlying the concept of encounter group. Carl Rogers has summarized these basic ideas as follows. (Ref. Freedom to learn and encounter groups).

The encounter group is an unstructured group. The purpose and the situations have to be decided by the group. The leaders facilitators function is to facilitate expression and to clarify the dynamic pattern of the groups struggle to work towards a meaningful experience.

The objective of such a group is to achieve personal growth and the development and improvement of interpersonal communications and relationships through an experiential process.

Normally the group process commences with a milling around. The facilitator clarifies that he will not direct anything in the group and the absolute freedom to express and counteract is assured. Generally groups start with a resistance to personal

expression or exploration. Then the members start disclosing their first existential feelings in regular terms directed towards other group members or the group leader. Living out such experience the members become by initiation in expressing and exploring meaningful material with personal meaning. With the development of openness among the group, they bring into the open, feelings experienced in the immediate moments by one member towards another. In the process, they develop healing capacity in the group. Then the self acceptance and process of change begins. Consequently in the process of freely expressive interaction the individual rapidly acquire a great deal of data as to how he appears to others. Confrontation, helping outside the group sessions, the expression of positive feelings and closeness are the subsequent resulting process that occurs during life time of an encounter group.

Ultimate goal of the concept is to develop a fully functioning person who is existential and open to experiences.

There are also basic conditions in the effective use of this group method.'

The individuals should use the sessions to reveal themselves in terms of open reactions, responses to ideas. If this situation does not prevail in the group the group session become a farce. Here, the facilitator has to do many things to develop individuals into this level.

The group members normally learn about their own behaviour through feedback by others in response to his presentation of his own self. Change in the personality takes place over a period of time accumulating the changes in the attitudes. We assume that the open and authentic feedback communication emerges in the group.'

The group should have an atmosphere of trust, understanding and non-defensiveness. Human beings become defensive when their ego is threatened by external forces alien to them according to their thinking. The members feel free to express themselves, and respond openly to others when this threat is absent.

The organization should ensure enough opportunities to experiment and experience their new behaviour confidently. They become reluctant to practice it when the environment does not permit such an exercise. They should be allowed to practice such behaviours where they feel confident and sure of the results.

The facilitator should ensure the reality of the consequences of changes suggested at the sessions. They should not be fanciful ideas restricted to the closed group.

The group should guarantee a process of educating group members on how to learn or process of learning so that they could rely on their own initiation.

Thus, the teachers would be able to find new suggestions not only to their personality problems but also to their problems of experience in the societies for general application.

What are the goals and outcomes expected from the centre group?

1. To create awareness of our own feelings and ideas within ourselves and about others. ( To become existential)
2. To be able to be open to feelings and ideas of our own become more receptive to a wide range of expressive behaviour in others.
3. To develop a high regard for the significances of feelings in living and working.

4. To expand the repertoire of behaviour, develop skill in behaving in new and different ways.
5. To integrate into a more coherent whole the various parts that make up our personalities so that our identify is clear and more complete.
6. To match our experiences in the group to our working situations and to perceive the incidents and personalities as they are.
7. To develop social skills for us to get integrated into the community with which we work and help them to change and develop in the aspirations.
8. To help the interest groups in the societies to maintain a constant and open dialogue within the organization and to avoid interpersonal or intergroup conflict which will result in efficiency and development.

The group has to function as prospective helpers to solve problems effectively, maintain dialogue among people, organize study groups or work groups, and build group cohesiveness in the society in addition to their learning to develop themselves in the group. The centre group is a simulation of a community or an organization which reflect all the complexity of the society.

The process of change in an encounter group was explained by Kurt Lewin as a process of unfreezing, changing and refreezing. The facilitator of such a process has to decide how to start and on what level. The behaviourists have explained that the process become easy with a group of strangers. However, it is difficult to find such group in one identical organization. Teachers group in a centre or a college is a homogeneous group in that respect. Therefore, the facilitator has to adopt strategies of personal counselling as well as group experience.

He has to create a positive atmosphere for active participation in the programme by the group members.

The group start discussing their problems without a strict time schedule and agenda. They are encouraged to explain the issues with data for analysis by the group. They analyse the data, identify the issues in depth for conceptualization practice and generalization. This has been named "the here and now focus". (Existential)

Lewin has indicated that unfreezing occurs best when

1. Normal routines are removed so that we can take stock in a process of self diagnosis.
2. Usual social supports are shifted to create a disequilibrium.
3. Discrepancies between intended and actual behaviour become known through feedback in an open supportive environment.
4. Anxiety is indicated by these discrepancies to an extent that motivates an individual to consider change but not to the extent that it threatens or immobilizes.
5. Conditions are psychologically safe through reduction of threat and barriers to change.
6. Willingness to change is successers rewarded in some ways.

When the group feels comfortable in their mind due to disequilibriums they feel motivated to search for new ideas, actions or belief for change of behaviour. They interact each other quoting from their experiences and the social

environment. Each member search for appropriate re-actions and behaviour to their back home situations in the societies. They do not feel annoyed or embarrassed when the others counteract with arguments and become open to new experiences. The usefulness and effectiveness of the group sessions is determined when they match these experiences to those actual situations. Visible results from this exercise encourage them to go through the process contiondously.

As the discussion process proceed, the members tend to question their own value orientations and social consciousness and perspectives. They start critically evaluating their knowledge, attitudes and skills. Sometimes they are compelled to review their self-image and self concept.

It is necessary to develop skills in inquire, data collection, analysis, experimentation and evaluation to understand the changing situations.

Ultimately the group members should become agents of change by perceiving need to proceed with contineous learning and growth with self initiation. This process in turn assist the change toward development in the social system.

The facilitator has to difficult fole of modulating and regulating this process. He has to consider the members ego strength, their ability to hear without undue threat what others say to them, their ability to communicate their thoughts and feeling with minimum distortion and their awareness of what will take place and their free decision to attend.

The experience under the field experience programme has shown that the laboratory experiences for many days do not give results expected due to stress of the participants,

inability to appropriate the experiences properly due to tensions created. Better results could be achieved with continuous and phase out sessions over a period of time. One or two day sessions would be ideal for this purpose. However, he has to observe the progress of the group and try to share their feelings to introduce more experiences. He cannot coax groups to behave as he wants or the group cannot coax any member to behave as they want him to do.

The group sessions should not be limited to group dynamics or personal counselling as the primary purpose is to make the group members open and ultimately help the societies in their day to day issues by consultation. This development has to take place with the teachers improved perception and rationalization of various situations. The groups are trained to explore the experiences in group dynamics to analyse and feel various alternative approaches. They feel the distortions during communications. They realize how they perceive things depending on their conditioning of self. They see their own colleagues present different arguments to counteract their ideas. They appreciate others intellectual reactions. They realize the extent of clashes in interest and the difficulty of matching different ideas to come to group opinions. He would contribute his ideas and try to reveal new thinking through interactions to become new experience for him to change his behavioral pattern.

The group suggests alternative ideas and test in the laboratory situation in the group. This would bring role play situations. Role analysis, Interpersonal confrontation or group problem solving exercises. The members not only find better solutions but also change their behaviour which ultimately resulted in personality development.

What are the possible learnings they gain out of group experiences for general application? Sometimes they are able to transfer the experiences back in the field. The situations could be perceived better and handled skillfully as they know the learning process themselves.

When the group dynamics is integrated into a programme like field experiences programme, laboratory learning become realistic and the members would be able to sustain the learning experiences better. It would provide follow up experiences and become closely related to work setting and on-going organizational activities.



References:

1. Carl Rogers - Freedom to learn.  
Encounter groups.
2. Kurt Lewin - Field Theory in social science.

APPENDICES

Basic documents issued to the Cooperative teachers at the pilot experiments in Sri Lanka.

	Pages.
1. Introductory note to Cooperative teachers.	i - iv
ii. Model programme.	v - xvi
iii. Format of the note book (in duplicative)	

## INTRODUCTORY NOTE ON CO-OPERATIVE TEACHERS

### FIELD EXPERIENCE PROGRAMME

#### Introduction

Field programme of the co-operative teachers training project is an integrated aspect of the total work programme. This represents a very important feature, when we consider the characteristics of the present day co-operative teacher, who is working in either a regional centre or co-operative college.

There had been requests coming from some teachers in the centres, through the N.C.C. to the project for formulating a field training programme for the teachers. Therefore we would consider this very important, that we launch a systematic and meaningful field study programme for the teachers so that they will be able to conduct training programmes at the centres and in the field effectively.

#### Objectives:

You will be able to achieve the following objectives, after active participation in the proposed field programme:

1. You will get familiarised with the functions of various categories of employees and other persons in a co-operative society, and study their problems closely.
2. After completion of the institutional training programmes of the projects, supplemented by this field programme, you will be able to assist the local societies to develop an internal education system.
3. You will be able to assist local societies, to develop positive education environment.

4. You will be able to develop yourself, to become a good educational counsellor, who will be a resource for local societies.

Duration:

You may have to restrict the field programme to two years, because of the limitation of the project. This does not mean that this programme will be terminated, instead, this will become the process of development of your personality and field experience.

In accordance with other activities of the project, this field programme will be supplement to other project activities conducted at various places. The experience you will gain from these activities will be validated and tested during this field programme. We always expect you to critically evaluate the relevance of the material and the experience from these activities, to field situation.

Work Plan:

Field programme will start with introduction to the co-operative society, which has been decided at the previous discussions.

You may have to plan your activities, after meeting various categories of persons in the co-operative society, and to get all the information with regard to its history and development on the present structure.

Generally, you are expected to emphasise on educational arrangement in the society and therefore, impact on the development of the society. You will have to understand the attitude toward education by the management

including Board of Directors and the Executives.

This is essential for you to become a virtual member of the organization who lives with the problems and the achievement of the society and understand the actual problems faced by the society. Then you will find solutions which will fit into the social and economic background of the society.

You will have enough opportunities to test the technical aspects of project activities in the actual field situations. You will be able to identify training needs, prepare training material and training packages and assist the society to organize education development of the society and advise on education management.

Furthermore you will be required to analyse the operational aspects of the society, educational programmes and create with the assistance of the management of the society a positive educational environment.

Project staff will come and meet on ad-hoc basis and discuss with you the problems you have faced and the experiences you have gained in the field. They will join if you in field programme when it becomes necessary.

You will work as a group of people, who are interested in knowing the organization and the people and help them to bring about efficiency in management, and improvement of quality of services. You will form into a group in the centre. Your group members will help each other to try to find collective solutions. You will meet regularly and discuss your experiences in the societies and exchange ideas. You will also discuss your reactions to the situations faced by you.

You will merge into the various formal and informal groups in the societies too and become a member. You will find

solutions to their problems with them, not for them.

Copy of tentative programme is attached. You will decide on the programme yourself and you may design your own programme in accordance with situations in the society and the centre. This is merely a guideline given by the project.

### Conclusion:

Ultimate aim of the field programme of the teachers will be achieved when you become educational counsellors to the societies by the process you will assist various groups to engage in an integrated sequential programme of life long learning.

You will reach optimum point when you are able to help them to achieve self-actualization. You will follow the following steps in the process:

1. Establish a climate conducive to self analysis and self direction.
2. Assess the need and interest of the individual for further learning in the light of what he wants to become.
3. Helping him continuously to evaluate his progress towards his objectives, and repeat the cycle.

The ideal achievement of the field programme would be the integration of learning process with the individuals requirements which will ultimately result in critical awareness and self realization of ideals.

MODEL WORK PROGRAMME FOR

v.

FIELD EXPERIENCE PROGRAMME FOR COOPERATIVE TEACHERS

TIME SCHEDULE	ACTIVITY	STEPS	PARTICIPANTS
Three months	Introduction to cooperative Society.	1. Preliminary discussions with Cooperative teachers and facilitators of the field experiences programme.	
		2. First meeting of the centre group.	-do-
		3. Meet Board of Directors of the society along with the facilitator.	Cooperative teachers facilitator and the board of directors.
		4. Keep observation in notes and maintain a diary,	Cooperative teacher.
		5. Discussions with the centre group.	Centre group facilitator.
		6. Attend branch committee meetings.	Branch committees. Secretary to the society and cooperative teachers.

TIME SCHEDULE	ACTIVITY	STEPS	PARTICIPANTS
		7. Keep notes and maintain a diary.	Cooperative teacher.
		Centre group meeting.	Centre facilitators.
		Read documentation on the Cooperative society	Cooperative teacher.
		Attend and observe proceedings of a society general meeting.	Cooperative teacher and representatives of the society.
		Keep notes and discussions with the centre group.	Centre and the facilitator.
		Attend and observe branch general meeting.	Cooperative teacher. Branch member.
		Keep notes and discussion with the centre group.	Cooperative teacher and centre group with the facilitator.
		meet and discuss with member on random basis.	Cooperative teacher, individual members.
Two months	Familiarization with membership.	Keep notes and discussions with the centre group.	Cooperative teacher, centre group and facilitator.



TIME SCHEDULE	ACTIVITY	STEPS	PARTICIPANTS
		Meet informal groups of members and discuss on their aspirations.	Cooperative teachers members groups.
		Keep notes and discuss with the centre group.	Cooperative teachers centre group and facilitator.
Three months	Familiarisation with staff of the society.	Interview with the executive staff,	Cooperative teacher society staff.
		Maintains observation notes and with the centre staff.	Cooperative teacher and centre group with the facilitator.
		Study work distribution and talks of the staff.	Cooperative teacher.
		Meeting with the centre group and the facilitates.	Cooperative teacher. Centre group.
One month	Familiarisation with the management organization of society.	Collect and study all possible documents in the society. (Bye-law working rules, audit reports and progress reports etc)	Cooperative teacher.

TIME SCHEDULE	ACTIVITY	STEPS	PARTICIPANTS
		Analysis of existing situation of the society vis-a-vis members need.	Cooperative teacher.
		Discussion with the centre group.	Cooperative teacher centre group and the facilitator.
	Familiarisation with business operations of the society.	Observe function of the society and study problem.	Cooperative teacher.
		Observe functions of the staff and study problems.	Cooperative teacher.
One month	Take analysis.	Collect data on the organization and critically analyse. The observes of the society and actual performance.	Cooperative teacher.
		Comparison between the objectives and the organization of the society.	Cooperative teacher and society staff.

TIME SCHEDULE	ACTIVITY	STEPS	PARTICIPANTS
		Discussions with centre group.	Cooperative teacher, centre group and facilitator.
One month	Job analysis.	Analysis of jobs.	Cooperative teacher and society staff.
One month.	Skill analysis.	Analysis of skills required to perform jobs. Discussion with centre group.	Cooperative teacher and society staff. Cooperative teacher centre group and facilitator.
One month.	Performance appraisal of the employees.	Appraisal of the total organizationa Appraisal of various sections. Appraisal of staff.	Cooperative teacher and society staff. Cooperative teacher and society staff. Cooperative teacher and society staff.
One week	Presentation of appraisal to the society.	Discussion with centre group. Discussion with the Board of Directors.	Cooperative teacher and centre group and the facilitator. Cooperative teachers and the Board.

TIME SCHEDULE	ACTIVITY	STEPS	PARTICIPANTS
One month	Identifying training needs.	Prepare documentation on the present levels of training.	Cooperative teacher.
	i. Basic organizations needs.	Discussions with the centre staff.	Cooperative teacher centre staff and the facilitator.
	ii. Individual needs of the leader staff and the members.	Identify performance deficiencies.	Cooperative teacher leaders, staff and individual members.
		Identify what to teach.	Cooperative teacher.
		Identify what not to teach.	Cooperative teacher.
		Discussion with the centre group.	Cooperative teacher centre group and the facilitator.
Two week	Translate need into programme objective.	Discuss with society staff.	Cooperative teacher and the society staff.
		Discuss with members.	Cooperative teacher.

TIME SCHEDULE	ACTIVITY	STEPS	PARTICIPANTS.
		Analysis conflicting interests of persons and groups in the society.	Cooperative teacher.
		Discussion with centre group.	Cooperative teacher centre group and the facilitator.
Two months	Preparation of a training programme.	Decide on dynamic integration theory (Indicate progressive sequence of activities and scheduling of activities.)	Cooperative teacher.
		Define clearly limits of programme in terms of purposes climate content and methodology.	Cooperative teacher and target group.
		Direct the length of their individual sessions.	Cooperative teacher and target group.
		Vary the depth of activities	Cooperative teacher.
		Specify the limits in size of various activities.	

TIME SCHEDULE	ACTIVITY	STEPS	PARTICIPANTS
		Assess the cost of training.	Cooperative teacher.
		Arrange physical setting.	Cooperative teacher.
		Consider target group and their training needs.	Cooperative teacher and target group.
		Decide on the depth of emphasis for various programme areas.	Cooperative teacher.
		Decide strategy for maintaining harmony and friendliness among target groups.	Cooperative teacher.
		Select informal physical facilities.	Cooperative teacher.
Two week	Formats of learning.	Imagine creatively ultimate results of the integrate aspects of the programme.	Cooperative teacher.

TIME SCHEDULE	ACTIVITY	STEPS	PARTICIPANTS
One month	Training environment.	Identify ways in which the target groups are organized to conduct training activity.	Cooperative teacher and target group.
One month	Training environment.	Identify suitable ways for individual and group learning.	Cooperative teacher and target group.
One month	Training environment.	Discussions with centre group.	Cooperative teacher centre group and facilitator.
One month	Training environment.	Study human environment of the society which affects training.	Cooperative teacher.
One month	Training environment.	Plan and arrange for possible training environment in the society.	Cooperative teacher and society management.
One month	Training environment.	Discussion with the centre group.	Cooperative teacher, centre group and the facilitator.
One year	Implementation of the programme.	Conducting training programme with external resources when necessary.	Cooperative teacher, target group, facilitator and external resource persons.

TIME SCHEDULE	ACTIVITY	STEPS	PARTICIPANTS
		Occasional discussions with the centre group.	Cooperative teacher centre group and the facilitator.
Continuous.	Educational counselling.	Establishing a climate conducive to self-analysis and self direction	Cooperative teacher and target group.
		Discussion with the centre group.	Cooperative teacher centre group and facilitator.
		Assesing needs and interests of the individuals for further learning in the light of his model of what he wants he become.	Cooperative teachers and target group.
		Helping to formulate his step by step learning objectives.	Cooperative teacher and target group.
		Discussions with the centre group.	Cooperative teacher centre group and the facilitator.



TIME SCHEDULE	ACTIVITY	STEPS	PARTICIPANTS
		Helping individuals to identify the resources available to him and map-out a sequence of learning experience.	Cooperative teacher and target group.
		Helping him continuously to evaluate his progress towards his objectives and repeat the cycle.	Cooperative teacher and target group.
		Discussion with the centre group.	Cooperative teacher centre group and the facilitator.
Continuous	Evaluation of the programme.	Decide when to evaluate who should evaluate and what to evaluate.	Cooperative teacher.
		Formulate the evaluation format.	Cooperative teacher.
		Collecting the data.	Cooperative teacher and target group.

COOPERATIVE TEACHERS

FIELD TRAINING PROGRAMME

Name-----

Centre -----

Society Assigned -----

Date of visit----- Date of Despatch  
of this note

SUBJECT :

TIME SCHEDULE	ACTIVITY	STEPS	PARTICIPANTS
		Analysing the data and interpretation.	Cooperative teacher.
		Modify plans, operation and programme.	Cooperative teacher target group centre group and the facilitator.
		Discussions with the centre group.	Cooperative teacher, centre group, and the facilitator.