

manual for study circle leaders

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International Cooperative Alliance

MANUAL FOR STUDY CIRCLE LEADERS

DHARM VIR, Ph. D.

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INTERNATIONAL COOPERATIVE ALLIANCE

Regional Office & Education Centre for South-East Asia

"Bonow House", 43 Friends' Colony, (East)

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PREFACE

Since its establishment in 1960 the ICA Regional Office and Education Centre (ICA ROEC) for South-East Asia has been devoting considerable time and effort to problems of cooperative education and training in the Region. It has organised a number of regional and national level seminars, workshops, training courses and experimental programmes particularly on methods and techniques of Cooperative Education at the field level. As a follow-up to these activities meant for cooperative trainers and field educators, it was considered necessary to organise some pilot projects through which relevant approaches and techniques could be tried out. Study circle method was considered as one of the educational methods suitable for trial and use in cooperative education programmes in the Region.

Pursuing this idea, the ICA ROEC in Sixties in collaboration with the National Cooperative Union of India and other State Cooperative Unions conducted a series of experimental programmes on the study circle method in Delhi and other places in India. The first two editions of this Manual were developed by the author during the same period. The Manual was initially used for training of organisers and leaders of study circles who subsequently used it in conducting member education activities in the field. The ICA ROEC also assisted in varying degrees the Cooperative Movements in Malaysia, Philippines, Bangladesh, Sri Lanka, Nepal, Republic of Korea and Singapore with regard to member education and study circle activities. The third edition of the Manual was published in 1975 and widely used by the Cooperative Movements in the Region. The Manual was translated into some of the national languages after making suitable adaptations to local conditions.

With the establishment of Cooperative Education Materials Advisory Service (CEMAS) of the ICA, cooperative education programmes in the Region

at the field level have received special attention. A training package on **Field Education Development (FED)** has been developed and is being adapted to conditions in South-East Asia. This manual will further help in the implementation of field education activities at the primary cooperative level.

We have received encouraging response from the users of the Manual and have also much benefited by their comments. We are now bringing out the fourth revised edition of the Manual incorporating the comments received so far, and the experiences gained by us through our association with the study circles and other educational programmes in various countries of the Region.

We suggest that the users of the Manual modify it to suit their particular requirements and use the same in organising study circle programmes. It is hoped that this revised edition of the Manual will be a useful guide for the development of study/action group activities. Any comments and suggestions from the users of the Manual and general readers will be most welcome.

New Delhi

DHARM VIR
Joint Director (Education)

HOW TO USE THE MANUAL

Suggestions for Trainers of Study Circle Leaders

The main target group for the manual are those elected or employed personnel of primary cooperatives, who are interested in providing leadership in cooperative education at the field level. The members of study circles may be those office bearers, employees, members and even prospective members who want to improve their performances and help in solving their socio-economic problems particularly through cooperatives.

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

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

MEMBER EDUCATION

It is often said that the people get the Government they deserve. This is equally valid for cooperative societies which are organised and run on democratic lines by members for improving their economic and social conditions. The efficient functioning and development of cooperative, therefore, mainly depend on the understanding of the members about cooperative matters, their ability to judge and act on economic problems, and to elect the right people to their board of directors. A question thus arises, what can be done to equip the membership to perform these tasks at the desired level? An obvious answer given to this question is that there should be training and educational programmes for members, managing committees and employed personnel at the primary and higher levels.

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

- (a) sense of social justice and mutual self-help,
- (b) respect for individual freedom, democracy and human equality,
- (c) interest in finding out relevant fact in any matter of common concern and solutions of problems,
- (d) knowledge of cooperative principles and practices, understanding of cooperative philosophy,
- (e) abilities to grasp the problem involved in achieving individual and group goals and to participate in problem solving.
- (f) skills of decision making, effective communication and team work, and
- (g) abilities to work hard and develop useful skills.

Keeping in view the above points, we will discuss some characteristics of an effective cooperative member education programme for a developing country. These are given below :

1. Many members of cooperative societies are illiterate, ignorant and apathetic towards any social change or economic development programme. To overcome their apathy, the contents of an educational programme should be involving and interesting.

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

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

Questions

1. What according to you, should be the outcome of your efforts in the field of member education ?
2. In the light of the points mentioned in Chapter I, examine the following methods of member education, Please check (✓) the methods you find suitable for your society.
 - () a. Distribution of literature.
 - () b. Individual canvassing by the cooperative officer.
 - () c. General body meetings.
 - () d. Film shows.
 - () e. Meetings of interested members in small groups.
 - () f. Any other.

Reasons for your answers

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

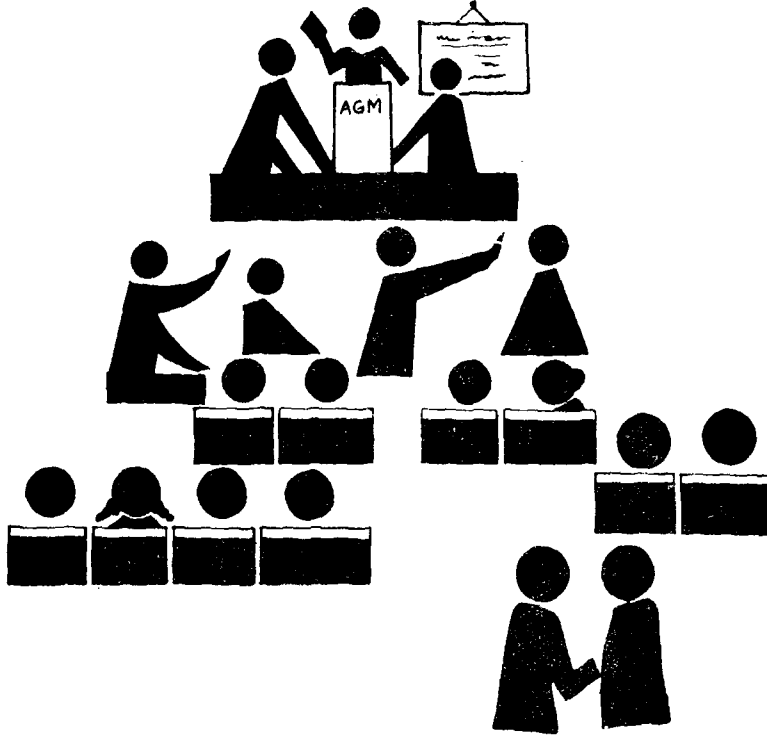
Weak points

Remedies

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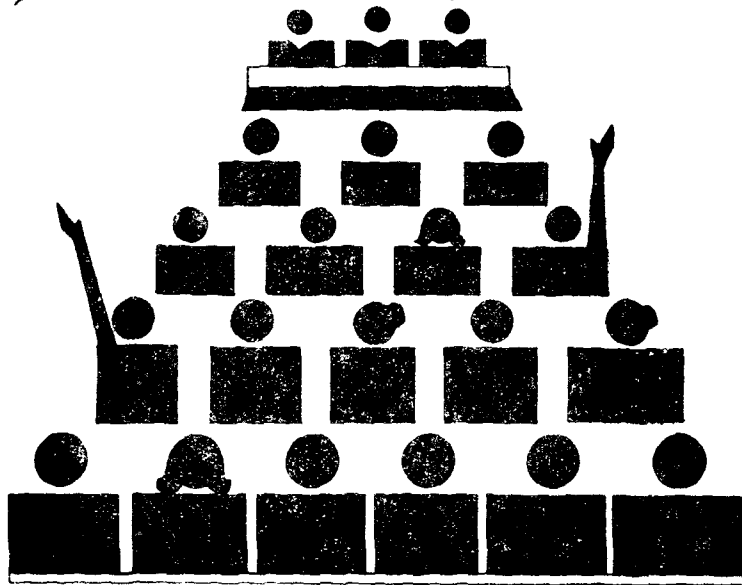
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General Body Meeting (disorderly)



(Orderly)

ANNUAL GENERAL MEETING



STUDY CIRCLE METHOD



Some of the main methods of adult education are training courses, individual study, group discussion, seminars and correspondence courses. All these methods, together with audio-visual aids, can be combined in such a way as to give a continuous, satisfactory and inexpensive educational programme. These methods have been used separately for adult education purposes but have not been very successful in attracting large number of adults and sustaining their interest. The study circle method mainly based on small group approach is a combination of several methods of adult education. It creates a continuity in educational programmes and ensures the active participation of members. Since the method is being used successfully in some countries of Europe, North America and Asia, let us examine its applicability to cooperative education system in South-East Asia.

Study circle method is being used by cooperative organisations in various forms for general and special adult education purposes. So different names, such as, study circles, study groups, study-cum-action groups, study clubs, etc. have been used. A study circle usually consists of 5 to 15 members, meeting periodically, (viz. weekly, fortnightly or monthly) in order to study a chosen topic and to discuss common problems. The topic may be studied with the help of a booklet, study guide or any other educational material suitable for study circle studies. Discussion on problems of local cooperatives is also undertaken.

The main aim of the study circle is to facilitate development of 'greater understanding' or insight into problems confronting members of the group. Through their regular studies the members are enabled to put their lives into a wider social perspective. They strive to improve standards of their present performances and solve some of the problems faced by them in their daily lives.

Another characteristic of the study circle is the collective nature of learning through communication among members including its leader. The study circle provides an opportunity to develop leadership qualities and inter-personal skills in small group situation. While pursuing individual interests, it also provides for

social contacts and satisfaction. Faere has rightly pointed out that 'Man is a dialogue animal'.

But the knowledge and experience which the participants bring to the circle are not enough. New information has also to be supplied to achieve the desired results. The participants acquire this information by ascertaining facts, reading study material, seeing a film and viewing a video cassette, going on field-trips, consulting an outside specialist and so on.

The written study material is usually divided into a number of lessons (learning units), each dealing with a different aspect of the topic under study. Special discussion sheets are also prepared to deal with a local problem. It contains readable and well illustrated text and some questions for group discussion. Some study material may be in audio-visual form. In this connection you may like to know about some study material prepared by the ICA ROEC and other agencies. Some of these agencies are mentioned in Annexe-I. This Manual can, in fact, be considered as an example of material for organisers and leaders of study circles.

The members of a circle can read the study material in their leisure time and assemble at a particular place and time for discussion on one of the lessons, under the guidance of a trained leader. They try to answer the questions given at the end of the lesson/discussion sheet.

Some study circles are associated with correspondence courses. The group answers are then written in the answer book by the leader or the secretary of the group, after consultation with all the members. Sometimes individual members correspond directly with the teachers. Answer books are sent by post for checking to the teachers working in the central organisation. The teachers check the group answers and return the books. Thus, the study circle work forms a cycle and provides for two-way communication at different levels.

In addition to individual and group studies, *problem solving* aspect is undertaken in study circle meetings. Members identify several problems which are analysed and their causes determined. Their leaders assist in finding out solutions of some common problems. Some of the problems would be because of performance discrepancies of members and cooperative personnel. In such cases the arrangements should be made by the cooperative for a suitable education/training programme.

Necessary assistance from external specialists may be sought for implementation of programme aimed at solving members/cooperative problems. How-

ever, a cooperative educator or local extension worker will be required to coordinate problem solving at the primary cooperative level. He will also furnish the groups with suitable resources as and when required.

If the cooperative has employed a trained extension worker or cooperative field educator he/she will provide valuable assistance in problem identification, performance problem analysis and solution at the local level. The ICA-CEMAS has developed a Training Package on Field Education Development and other material for training of such cooperative field workers.

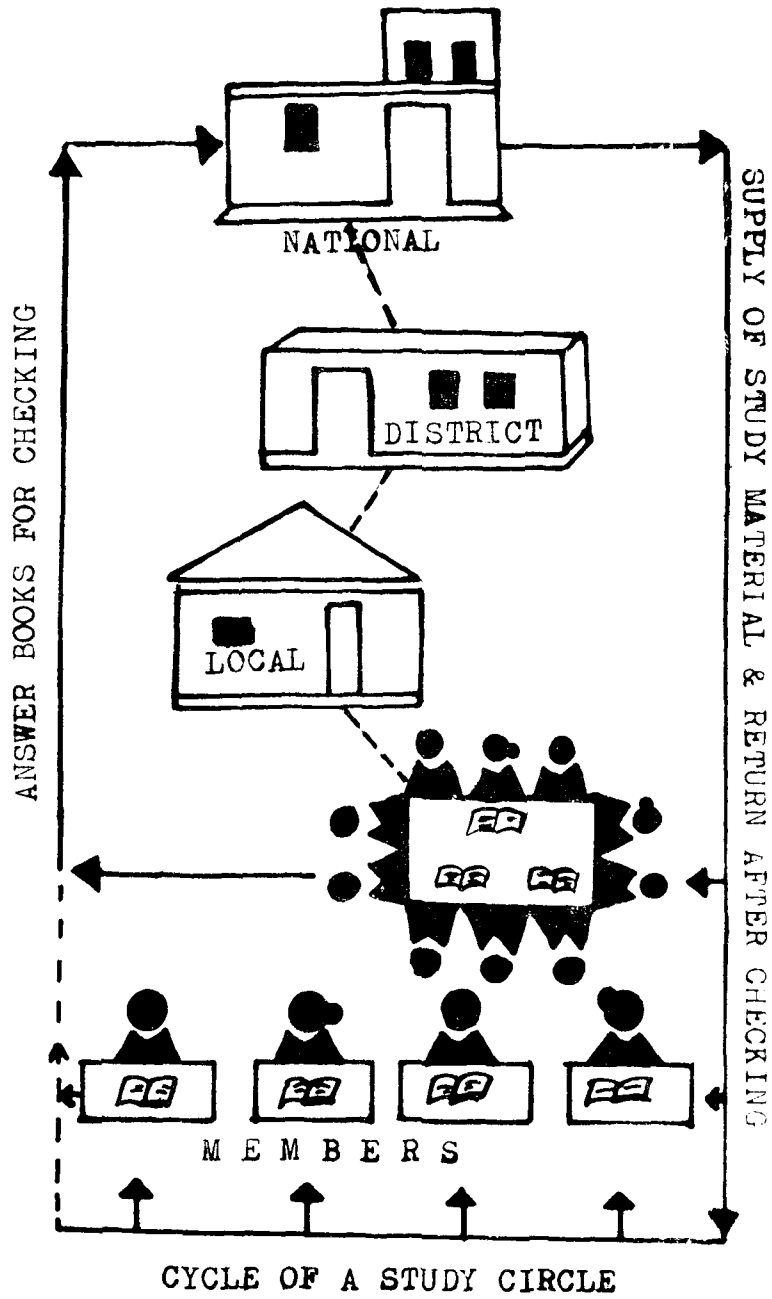
Group action may also be decided upon in study circle meetings and follow-up action taken by the individual members or group as a whole. For example, in the study circles organised under DANIDA/NIRD^P Project in Bangladesh, members study and discuss common problems and also practice thrift by depositing their savings with the cooperative. These small savings are collected by the Study Circle Leader (SCL) during periodical meetings of members. For more information, on study circle activities in Bangladesh and other countries, Chapter XII of this Manual may be consulted.

In short, it can be said that study circle is a dynamic and economic method of adult education. Study circles have varied forms. The work of each circle is tailored to cater to the needs and interests of its members. However the method provides a forum for its members for self-growth and development on the basis of self-help and mutual help. It also provides an opportunity to develop leadership qualities among members who are likely to participate actively and positively in cooperative meetings. For information on Leadership Development please see Chapter XI.

Questions for discussion :

1. What is a study circle ? How can it be used as an effective method of cooperative education ?
2. Suggest how you would use the study circle method for development of leadership qualities among members.
3. How can study circles improve the performances of members at the cooperative gatherings such as managing committee, general body meetings etc ?

CYCLE OF A STUDY CIRCLE



ORGANISATIONAL SET UP



Central Organisation

As shown in the diagram (CYCLE OF A STUDY CIRCLE), the Central Organisation for study circles is the national or state cooperative union in which the Study Circle Section/Correspondence Course Department is located. The teachers employed at this section prepare study material and visual aids on various topics, help in training the leaders and guide study circles through correspondence. Sometimes they visit the local societies to acquaint themselves with their problems. Such visits help the teachers in testing their ideas and producing more effective material and also encourage the local societies in organising study circles.

It is the responsibility of the central organisation to take the help of external agencies such as radio and television stations in conducting the member education programmes. Some lessons of the study material may be broadcast on these mass media. The members of the study circles would then listen to the broadcasts/telecasts and a group discussion would follow on the topics under study.

After completing a study course, the members and leaders of study circles may be awarded certificates by the central organisation. Arrangements should also be made to provide special incentives to study circle leaders.

District Level Organisation

The district cooperative unions or the business federation should have their own educational personnel to look after study circles and other educational activities for their member cooperatives.

The cooperative unions in several countries of the Region have employed cooperative educators/instructors to assist in the planning and organisation of cooperative education programme at the field level. These educators usually work as members of the mobile team and cover a large area. They are expected to conduct training classes/camps for members, committee members and employed personnel of primary cooperatives. They may also assist selected cooperatives in the identification of their educational and development needs. Most of these needs are related to performance problems of members, managing committee members, leaders or employed personnel of the cooperatives concerned.

These cooperative educators/instructors need intensive training in their work process, i.e. identification of performance problems, problem analysis and assistance in problem solving. They also need practical training in the preparation and use of educational materials including audio visual aids, discussion sheets, etc. according to local needs.

To assist the cooperative unions in their efforts to train the field educators, the ICA-CEMAS has worked out a strategy and developed a set of educational material and brought it out in shape of a Training Package on Field Education Development (FED). The ICA-CEMAS Unit in New Delhi also provides assistance in the training of field educators/instructors in various methods and techniques including participative methods such as FED Approach, study circles, study-cum-action groups etc.

As the leader of a study circle is essential for its efficient functioning, he needs training in conducting discussions and keeping the group together. Although the study circle leader does not need to be an expert yet he should be fairly knowledgeable about the topic/ problem to be studied. Therefore, special training programmes may be organised by the district cooperative unions or other corresponding bodies for such leaders, before a study circle programme is introduced in the field.

The leaders working in a town/village should meet frequently and discuss common problems. The Union may also sometimes arrange meetings of leaders from several study circles at convenient places to discuss their problems. Their achievements may be given some recognition at these meetings. The study circle leaders should be given facilities for conducting meetings and some incentives.

Local Cooperatives

The primary cooperatives should consider education and development as an essential part of their business. So they should provide funds and facilities for educational and member relations activities. All cooperatives should make provision for cooperative education of their members and others as a matter of cooperative principles and good business practice. The local cooperative society should give publicity to the study circle activities and may decide to start one or several circles after consulting the members. The members/cooperatives may suggest some subjects and leaders for conducting the circles. Such leaders are sent to the district cooperative unions for training.

Depending on local conditions, the societies may pay some honoraria to study circle leaders for the study material and other expenses on study circles and supervise the work of the circles at the local level. They may appoint an Education

Committee and a part-time secretary to coordinate study circle activities and look after other educational activities at the local level. The local society should follow up the common problems and assist the members in getting them solved. So it will be worthwhile for a large sized cooperative to have a full-time Education Secretary.

Study Circles

The Members of study circle may be members, prospective members, managing committee members or employees of a cooperative. Special interest groups such as farmers, landless labourers, artisans, women, youth or employees of cooperatives may form separate study circles. Even those intending to form a cooperative or a pre-cooperative can form a study circle for their studies cum action and other developmental purposes.

So there can be more than one study circle in a cooperative. Each study circle consists of a leader, a secretary and a number of members. The leader will organise the study circle on a chosen topic, lead the discussion and encourage active participation by the members. The secretary should assist the leader in his work by arranging the group meetings and writing the group reports. The secretary should also help in keeping contact with the cooperative field educators or organisers of the programmes. A group may choose its own leader and a Secretary.

The study circle meetings take place weekly or fortnightly for group study discussions and question-answer work on the problem or lesson under study. If some of the members have not read the lesson/discussion sheet, it may be read aloud in the meeting. Reading aloud is particularly required for the illiterate/semi-literate members to whom the contents of the lesson may be further explained. Help of available audio-visual aids should be taken to ensure effective communication to be followed by group discussion.

Members

The members of a study circle study the lesson/discussion sheet in their free time and try to answer the given questions on their own. In addition to pursuing their individual study, some literate members may be requested to read out the lessons to illiterate members of the circle. The members should also be encouraged to discuss their common problems, take necessary decisions and action, and assess the results of the efforts made with the help of their own cooperative.

Questions

1. What organisational set up will you suggest for effective implementation of study circle activities in your cooperative/area ?
2. Whether it is possible to have a two-way communication between the central organisation and the members through study circle programme.

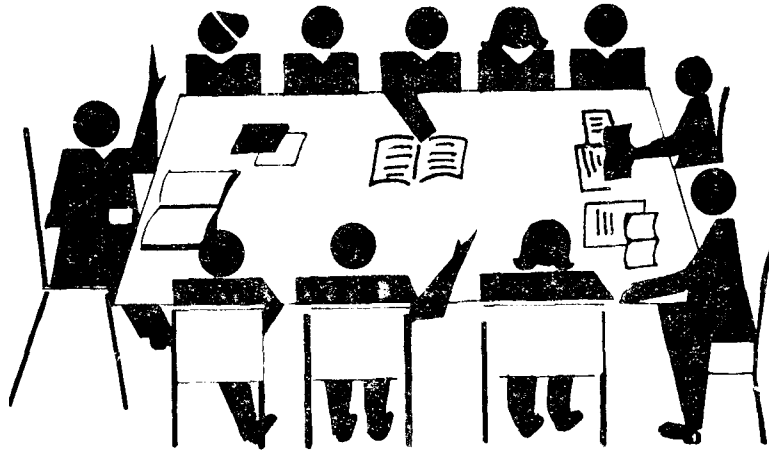
THE STUDY CIRCLE LEADER

IV

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

Duties

1. To make advance preparations for the study circle meetings.



2. To organise the study circle and conduct its meetings.
3. To encourage the members to prepare in advance for the problems of a lesson to be discussed.
4. To introduce the subject/problem of study to the members.
5. To find out the educational needs and interests of members of cooperative and pass on this information to the sponsors of member education programmes so that suitable material may be made available for use in future.
6. To correspond with the cooperative field educator and arrange for resource persons whenever necessary.

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

Qualifications

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

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

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

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

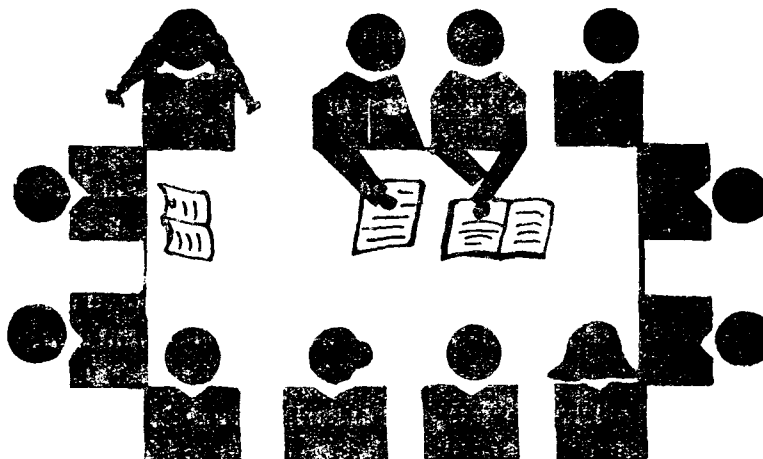
Group Secretary

The leader should be assisted by a group secretary. In absence of the chosen secretary, one of the members present in a meeting may act as the Secretary.

Duties

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

4. To draft the report of group discussions.



5. To arrange for some refreshment or recreation for the circle members.

Qualifications

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

Training of Leaders

It is ideal if a group elects its own leader and secretary. In the absence of an organised study group, the leader may be selected by the local cooperative society. The secretary of the group should be selected in consultation with the leader. Both must undergo some training. Both must be approved by the prospective study circle members.

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

Questions

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

Reasons for your answers

- 1.....
- 2.....
- 3.....
- 4.....

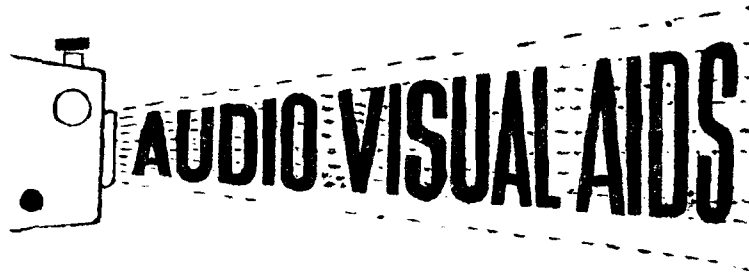
STUDY MATERIAL & AUDIO-VISUAL AIDS

V



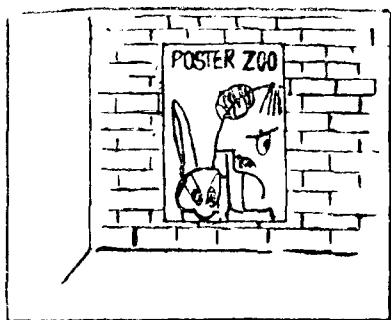
A study circle needs guidance. Part of the guidance can be given by the study circle leader and part through suitable study material which members will read in advance in their free time. This means that the relevant study material must reach the members sufficiently in advance of the meetings. Study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

1. A suitable publication on the topic of discussion accompanied by study guide and supplemented by local resource material.
2. Special study material prepared by the central organisation consisting of lessons, self-learning modules etc. This material may be in print, cassettes (audio/video) or any other appropriate audio-visual form.
3. Discussion sheets containing points for discussion and questions on the important problems. Separate discussion sheets should be used for different meetings.

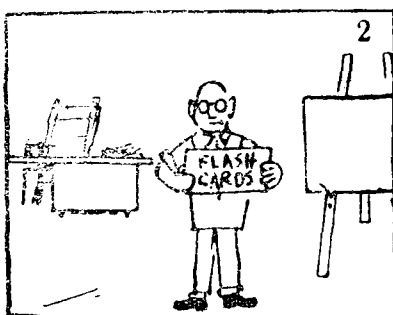


The study material may be accompanied by some visual aids, for example, posters, charts, cassettes, etc. Visual-aids should help to clarify and illustrate the study material to be discussed by the study group. A leader may also prepare his own visual-aids. The chalk board is a very helpful instrument for this purpose

If some part of the study material needs further explanation, the leader can prepare illustrations on the chalk board in advance. It is also possible to use effectively the following audio-visual aids for study circle meetings.

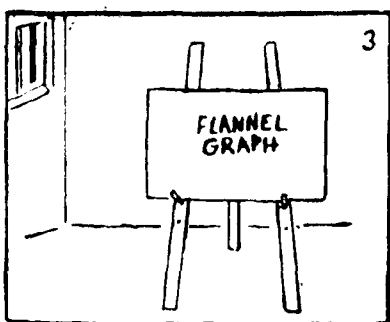


1. **Posters** can convey messages quickly and attractively. They must be prominently displayed. But the poster should be closely related to the topics studied by the group. Some posters may be prepared to publicise study circle activities.



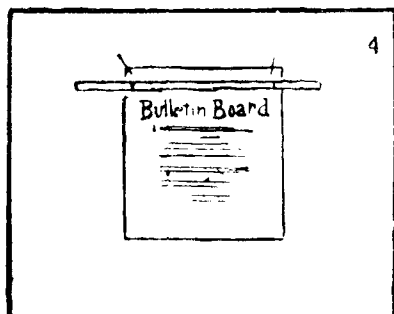
2. **Flash-Cards** are a serial set of pictures telling a story or describing the development of a society. The cards must be large enough to be clearly visible to a group of about 20 people. A commentary is generally written on the back of each card. The leader, while explaining, can adapt this commentary to local conditions. Sets of interesting flash-cards are available

in some countries on general development and cooperative themes, particularly on service cooperatives.

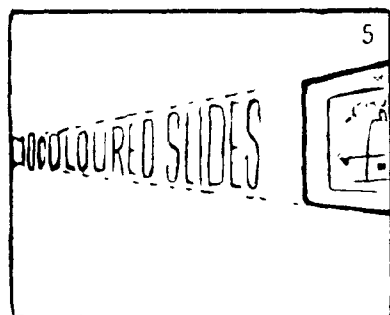


3. **Flannelgraphs** are excellent for visual presentation. The flannel cloth can be permanently mounted on a large board (1x2m) or on smaller panel for easy carrying. Also unmounted flannel cloth can be used to cover a large board placed so that the audience can readily view it. An important advantage of the flannelgraph is that major points, key words and

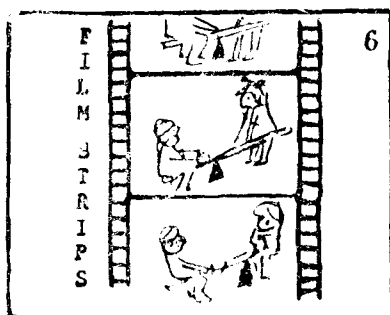
illustrations can be put on the board as they fit into the discussion. Large lettering is needed. Each item which is to be presented must be backed with sand-paper or some other coarse material. In this way it will readily stick on the board at the appropriate place.



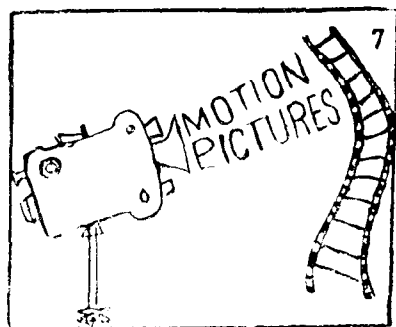
4. The **bulletin board** is the source of everyday information required by cooperative members. Notices, clippings of current interest, committee notices, group answers to questions and relevant information can be placed on the bulletin board, located at a place easily accessible to the members. Space may be provided on the board for important news of interest to the members, such as agenda for study circle meetings.



5. **Coloured slides** are easy to assemble and use. They are popular and adaptable to many purposes, for example, presentation of financial reports, activities of cooperative societies or study circles. Proper planning must precede the showing. The slides must be selected and put in a coherent order. The commentary on the slides should be prepared in advance.



6. Sometimes, coloured slides **film strips** are available with recorded commentaries. They are excellent for training and discussions, provided the commentary is good and can be understood by the audience. Sometimes a translation into the local language may be needed. The show may be followed by questions and answers and discussion.

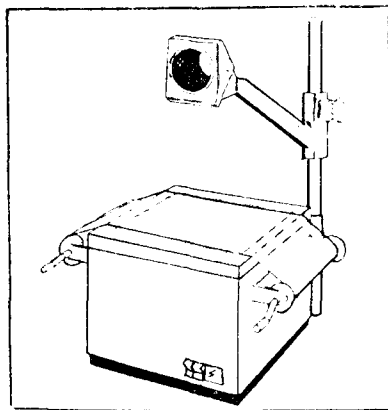


7. 16mm or 8mm **films** related to the topic under study are useful. However, before showing a film, an advance planning and arrangements are required. First of all, the leader should make sure that the film is in good condition and suitable for the purpose. The projector must be in good working order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

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

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

The cooperative field educators and organisers of educational programmes should of course ensure that study circles receive adequate and timely assistance in shape of audio-visual aids and resource persons. To achieve this, they are required to have effective coordination with cooperative mass media and other organisations. The use of mass media such as films will usually attract a large audience including members, hence arrangements should be made accordingly. It may however be ensured that the message of media is effectively communicated. Encouraging questions and comments from members and arranging small discussion groups by dividing the audience according to their needs and interests soon after a film is shown, would help in effective communication.

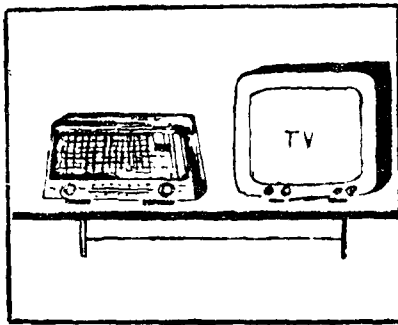


spirit pens. It is also necessary to

8. The use of Over Head Transparencies (OHTs) – ready made or teacher made are increasing in the field of cooperative education and training in the Region. These transparencies can be conveniently used by the resource persons, organisers or even study circle leaders if adequate arrangements are made at the meeting place.

The users should have access to blank sheets of transparencies and coloured sheets. It is also necessary to arrange the meeting at such a place where electricity is available and over head projector can conveniently be used.

The use of over head transparencies is more convenient and effective and less expensive than other projected aids such as slides, film-strips, films etc.



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

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

Audio-visual aids in cooperative member education work must be used with care. A proper planning should be under-taken before the actual use. In urban areas the tastes of people have now become more sophisticated. Therefore, audio-visual media which are in way sub-standard will not be acceptable. Finally, it must be kept in mind that audio-visual aids are essentially a means for improved communication between the teacher and the learner.

Questions

1. How can you encourage the members of a study circle to use their free time for studying the lesson to be discussed in the next meeting ?

2. On what topics would the members of your society like to have study material ? Please indicate, in order of importance, three topics :

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

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

Type of audio-visual aid	Contents
.....
.....

3.1 Could you procure it on your own, what assistance would you require ?

3.2 Reasons for using an a.v. aid.

DEALING WITH PEOPLE (PERFORMANCE MANAGEMENT)

VI

Human performance refers to an action of a member or other persons which can be observed. Performance management is the art of dealing with people, influencing their ideas, attitudes and behaviour towards desired performance. It is an approach in which good human relations feature prominently. The approach focusses on giving practical rules of human relations and expects that appropriate application of these rules by a Study Circle Leader would result in desired behaviour (performance of members.) These rules of performance management which would make it more likely that member/group performances will improve are summarised below :

1. **Provide positive and adequate** response when people say or do what you want them to.
2. **Provide a model** for what you want people say or do whenever possible.
3. **Remove obstacles** that hinder people from performing as desired.
4. **Consider providing** suitable punishment when they do not act as desired, but it is better to,
5. **Ignore the situation** when people do not behave as desired.

These rules of dealing with people (performance management) are useful to study circle leaders and others who are concerned with getting things done in a democratic atmosphere.

For more information on and some practice of the principles of performance management use Red Module-I (Performance Management) of Cemas Field Education Development (FED) Material brought out by ICA-CEMAS, Geneva/ New Delhi.

Question for discussion

1. When members meet you on an appointed time, you may appreciate their punctuality. What will you do if some members got slightly delayed in attending the meeting ?

HOW TO ORGANISE A STUDY CIRCLE

VII

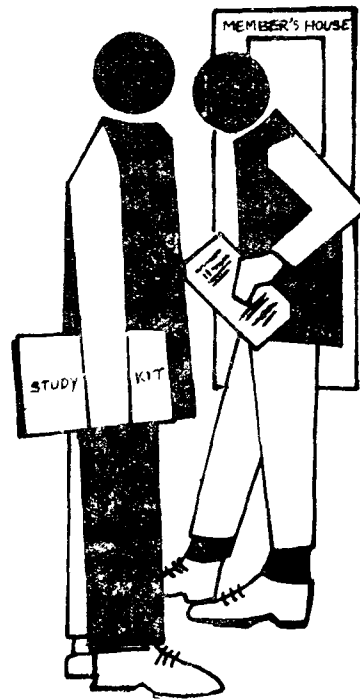
1. The courses/topics and the material available for study circles should be publicised among the members and prospective members of the cooperative society at least one month in advance. The members should be informed about the course personally or through organised groups like the managing committee members of the cooperative society, trade union workers etc.

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

3. Ideally, to start with, there should be about 15 members in a study circle. The attendance should not be below 5 and above 15 members including the secretary and the leader. The employees and the office-bearers of the cooperative society should be encouraged to join the study circle. They may occasionally attend meetings as resource persons or observers. All interested members of the society should be given an opportunity to participate in study circle courses/activities.

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

5. If there are not many applications for attending a study circle on a particular topic, and the society nevertheless decides to organise the study circle, then the leader and secretary may be selected by the society. The leader and secretary



might then do some canvassing for the proposed course. A list of persons willing to attend the courses should be prepared. Survey forms (specimen appended hereto) may be used to collect information about the interested members. If the group contains less than five members, the idea to run a study circle on that topic may be dropped.

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

7. A programme of meeting will be decided in the first meeting in consultation with the members. It should be flexible, but the decisions must be adhered to.

8. The topic for study should be introduced by the leader to stimulate discussions and encourage questions from the members. So it is essential for the leader to make advance preparations.

9. It should be made clear to the members that they are generally expected to make contributions towards the cost of running a study circle. They should understand that the study circle is their activity, to be organised by them. The leader is there just to assist them. The leader should also explain to the members the usefulness of the study circle programme. In his argument he might stress the importance of the studies for a better understanding of local problems, and development of a sense of responsibility for the cooperative society among those participating in the studies.

Questions

1. Out of the following, check (✓) the statement most acceptable to you :
 - () a. A meeting of prospective members should be called and the proposal discussed with them.
 - () b. A meeting of all the members and general public should be called and a speech made by a well-known leader.
 - () c. The members should be invited to witness a film-show.Give other suitable suggestions on action to be taken for starting a study circle.
2. What type of accommodation will be best for a study circle meeting? Can meetings take place by rotation at the members' residences?
3. Please examine the SUMMARY OF REQUIREMENTS FOR STUDY CIRCLES and discuss its implications for organising study circles in your cooperative/area.

Survey Form

STUDY CIRCLE COURSE ON “.....”

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

1. Name of the candidate.....
2. Address.....
3. Age.....
4. Male/female.....
5. Occupation.....
6. Position in the cooperative : member/M.C member/office bearer/other.....
.....
7. Educational background.....
.....
.....
8. Experience in the field of Cooperation.....
Cooperative Education :.....
Other :.....
9. Can you attend the weekly/fortnightly meeting of the above study circle regularly and punctually for the coming six months ? Yes/No
10. Additional topics or problems which should be discussed at the study circle meetings.....
.....
Remarks.....
.....
.....
Name of surveyor.....
Address of Sponsoring Cooperative.....
.....

Summary of Requirements For A Study Circle

1. Suitable number of copies of the study material on the topic of discussion and if necessary answer books for individual participants.
2. Scribbling pads and pencils to be used by the group secretary and other members.
3. Envelopes, postage stamps and other stationery to mail the answer books.
4. A tape recorder with accessories (battery operated for rural areas).
5. A chalk board (with chalks of different colours and a duster) and other audio-visual aids.
6. Library and reading room facilities.
7. Suitable accommodation for at least twenty persons with comfortable seating and adequate lighting arrangements. Local adult education centres, school buildings, or society buildings, if centrally located in the area, may be used for study circle meetings.
8. About 15 members interested in the programme of the study circle. They should be able to devote about two hours of their free time per week or fortnight to attend meetings.
9. Cooperative Field Educator for initiation, support and coordination of study circles at local level. Each cooperative should have an education committee and an education secretary.
10. A teacher at the central level who may be able to check answer and return the answer books in time.
11. Arrangements for refreshments, and some incentives to leaders.
12. Conveyance arrangements for the resource persons.

Question for group discussion

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

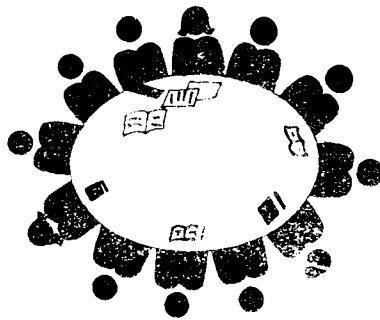
GROUP DISCUSSION

VIII

Group discussion is one of most effective and popular methods of adult education. It involves exchange of information, ideas and pooling of experience by a group of people assembled to study and decide on a specific topic or problem. It is a democratic process of organised conversation among the members of a small group seeking common goals.

Preparations

1. Ensure that the study circle leader, secretary reach ahead of time given to other members. Arrange seating of the group in a circle so that all those present can see each other.
2. If possible, arrange the group at a table as shown below (Illustration A&B). In a home setting the seating arrangement may be informal.



'A'



'B'

3. Start by welcoming the members present. Do not start until you are sure that everyone is comfortable.
4. See that all members know each other. If a newcomer joins the group later, introduce yourself to him and him to the group. Learn everyone's name as soon as you can.

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

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

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

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

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

Conducting the Meetings

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

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

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

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

5. Follow the rules of performance management and encourage participation of members. However, you may interrupt the unduly talkative member as tactfully as possible; and ask the opinion of other members on the point under discussion.

6. Always try to keep the discussion to the point. It is not necessary that the member should always address the chair (study circle leader); they may rather learn to talk to each other directly.

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

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

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

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

Concluding the Meetings

1. Ask the group secretary to write the group answers/report immediately after the discussion. Try to get a unanimous approval of the group before the report is sent to the teacher for checking or to the Co-operative Field Educator for action.

2. Encourage the group to frame questions and address them to the teacher/cooperative field educator for answers.

3. Call attention to unanswered questions in the study material for future study.

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

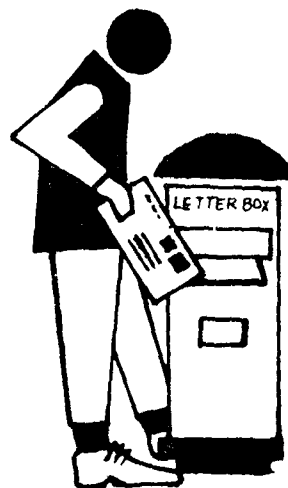
5. Thank the members for their participation and invite their comments on the meeting.

6. The secretary should finalise the group report/answer in consultation with the study circle leader and send it to organisations concerned immediately.

Problems of a Discussion Group

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

1. **Late comers** : Do not wait for late-comers. It is best to start the discussion even with a few members who have come in time and close the discussion at the



fixed time. It is harmful to drag on the discussion simply to fill up time. Have a personal talk to late-comers at the end of the meeting.

2. **Apathy** : Members who appear bored should be encouraged to participate. During discussion, one of the inactive members may be asked to summarise the points and the opinions of others may be solicited.

3. **Some members talking too little and others too much** : The person talking too much should be allowed to express their points in 2-3 minutes. They may be asked to write down the points and discuss them with the leader individually after the general discussion is over. The persons talking too little may be encouraged to give their opinions on appropriate issues. Each member in turn might be asked to give his opinion.

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

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

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

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

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

sonal offending remarks should be discouraged. The offending members may be approached after the discussion either by the leader or through other members.

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

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

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

9. **Inaccurate information given to the group** : Sometimes members pass on inaccurate information to the group and thus a wrong conclusion may be drawn. The members may be asked to give the source of their information. The study material and the teacher or cooperative field educator will help you in getting authentic information.

Questions for discussion

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

GROUP PROGRESS

IX

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

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

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

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

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

For your guidance, a check list for evaluating group progress is given at the end of this chapter. The list should be used after a study course is over. It may also be used periodically as mutually agreed by the members of a study circle.

Questions for group discussion

Check (✓) the statements acceptable to you.

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

Reasons :

2. In the light of your experience, please suggest changes you think are necessary in the check list.
3. Consult Chapters I and IX and determine general objectives and criteria for evaluation of your study circles.

Check List for Evaluating Group Progress in a Study Circle Programme

(for use of the leader)

Instructions : Check (✓) either "Yes" or "No" and add your score. You may consult your records in order to give an accurate answer,

	Yes	No
1. The notice and agenda papers for each study circle meeting is circulated in advance.	—	—
2. At least five members attended each of the meetings	—	—
3. At least ten members attended the meetings of the study circle	—	—
4. Most of the meetings started in time	—	—
5. Most of the members studied the lessons topic in advance.	—	—
6. The general body meetings are attended by the majority of the members of the group	—	—
7. The majority of the study circle members present at the general body meeting spoke on relevant issues	—	—
8. Most of the members studied the reports of the society in advance	—	—
9. At least one of the members was a person below 25 years of age.	—	—
10. At least one of the office-bearers of the society was a member of the study circle	—	—
11. At least one of the employees was a member of the study circle	—	—
12. If the topic was of a general nature and there was no special study circle for women, at least one woman attended the study circle course/programme	—	—
13. The members or their society paid the cost of study circle meetings	—	—
14. The majority of the members have acquired a fair knowledge of cooperative principles, practices and other subjects studied.	—	—
15. They agreed on the utility of these principles to help solving their socio-economic problems	—	—
16. Most of the members wish to continue their education through study circles	—	—
Total	—	—

TECHNIQUES OF GROUP DEVELOPMENT



Development of team spirit and leadership qualities in membership is one of the main aims of cooperative education programme. These qualities can best be inculcated well through small group approach. Study circle method based on small (face to face) groups is well suited for development of cooperative leadership at the grassroot level. Some techniques of group development have therefore been incorporated in this chapter.

Definition of a Group

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

- (a) It consists of two or more people having common interests and objects;
- (b) there is interaction and communication between the members;
- (c) there are one or more symbolic objects present; e. g. the objects and principles of cooperation; the motto of “all for each and each for all”;
- (d) each person has some kind of relation with other members and one or more symbolic objects. For example, in a primary cooperative members and their leaders have specific roles and relations. They have common symbols such as the cooperative flag;
- (e) they have unit awareness, viz. among the board members of a well run cooperative society.

Why Groups Fail ?

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

- () The atmosphere inhibits group action, e.g. in a teacher-oriented class.
- (2) The group is not composed of the right combination of persons. Their objects and interests differ too much.
- (3) The members lack skills in playing their respective roles.

- (4) The organisation is not suitable for accomplishing desired purpose. For example, cooperatives being mainly business organisations are less suitable for political or charitable purposes.

Diagnosis of a Group

Sociability of individual members and social climate of a group can be measured with the help of psychological tests and sociometric techniques. For example, the teacher of a class may ask his students to name three most popular classmates in order of their preference. He may ask each individual student to note down these names on a slip of plain paper and hand it over to him. The students may write confidentially three names in order of popularity and they need not put their own names on the slips to avoid identification and consequent unpleasantness. These slips duly completed should immediately be collected by the teacher in the class itself. The results of data collected from students may be analysed and if necessary results announced in the class. Use of such a technique will arouse much interest in the class and will lead to improvement in the social perception of students.

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

Objectives of Group Development

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

- (1) To make the members of a group interact and participate in an educational activity.
- (2) To make the members understand that each of them can be more effective when they belong to a group.
- (3) To develop in them ability to express their ideas and communicate in a small or large group.
- (4) To develop interest in group work, and social outlook.

- (5) To develop democratic values and social attitudes among members and thus promote cooperative leadership.
- (6) To develop ability to think quickly, clearly and critically.

Techniques of Group Development

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

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

I. Problem Census

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

II. The technique of ‘Problem Solving’ should ensure the following steps :

- (1) Identification of the real problem e.g. farmers pay more when they are not organised.
- (2) Collection of facts and relevant figures for solving problems, e.g. the rate of interest charged by private traders, and by the cooperative societies, etc.

- (3) **Analysis and Projection** : Finding out suitable solutions (through brainstorming, buzz groups, etc., to be discussed later).
- (4) **Decision Making** : Selection of suitable means out of the alternative ways to solve the problems e.g. organization of a thrift and credit society, and education of members for that purpose. The technique of 'role playing' may help in focussing on problems in implementing a decision.
- (5) **Action** e.g. calling a meeting of active farmers with the help of the local cooperative educators and deciding to have study circle on bye-laws of a thrift and credit society.
- (6) **Evaluation of result** : whether members participate in the meeting of study circle and are ready to organise a thrift and credit society.

III. Brain Storming :

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

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

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

- (1) The chairman uses the cash of the society for his own purpose. (Example: when the auditor asked the society's cash to be produced (Rs. 395.75) he produced four notes of 100 each and said the society's money was included in the 400).
- (2) The accounts of the society are not written regularly. (A member of the managing committee asked for the cash-book to be shown to him and it was found that the book was not written for three months).
- (3) The general body meeting of the society was not called in time as per usual practice.

- (4) There are 80% arrears of loans due from members. No action has been taken against such members who have not repaid last year's loans. New loans have been given only to a few members known to the chairman even though they had not paid last year's arrears.
- (5) The society has not been able to complete the building, the amount for which was sanctioned last year. Government subsidy for the purpose has not been drawn so far although it was sanctioned a year ago.

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

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

“Bee-Hive” (approximate time allowed : 5-6 minutes) An Example :

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

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

accelerate the work of different groups. After 5-6 minutes the groups assemble again in the general session. Each group has to give within 10 minutes the main reasons for the non-patronage of members to the cooperative society.

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

Evaluation

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

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

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

A group game for self assessment of integrative and disintegrative behaviour by the group member is given at page 40.

A Group Game for Assessment

of
INTEGRATIVE Vs. DISINTEGRATIVE BEHAVIOUR

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

Integrative Behaviour

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

Disintegrative Behaviour

1. Blames and corrects.
2. Accepts no differences.
3. Lectures.
4. Postpones.
5. Warns, threatens.
6. Rigidity.
7. Refuses requests.
8. Insists he is right.
9. Withdraws from activity.
10. Attacks status of others.
11. Wants to determine details.
12. Unsympathetic.
13. Wants his way.

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

Builders	<i>Versus</i>	Wreckers
Democrats	„	Autocrats
Peacemakers	„	Quarrel makers

DEVELOPMENT OF LEADERSHIP

XI

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

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

A distinction is often made between traditional leadership based on factors like caste, kinship, economic status and modern leadership based on education and functional efficiency. Studies on cooperative leadership in some districts of India show that traditional factors are still predominant in determining the position of leaders. The training and education may encourage modern leadership. However, in the absence of inner transformation of the society in general, it is very difficult to accelerate this change, through education alone.

Characteristics of Successful Leaders.

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

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

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

Types of Leadership

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

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

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

Some of the important leadership functions are given in Chapter 4 of 'Adult Psychology and Educational Methods' by the author and published by the Cemas Unit, ICA ROEC, New Delhi.

Evaluate Your Leadership

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

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

The Role of Cooperative Unions in Leadership Development

1. The unions which are promotional leaders should attract talented people towards Cooperative Movement and train them in various tasks.
2. They should study local situations and encourage right type of leaders. Especially young leaders should get adequate attention and publicity. The question of specifying some qualifications for leaders of cooperative institutions may be given due consideration.
3. The Unions should conduct educational and training programmes for existing leaders and executives. They should also encourage member societies to have planned educational and leadership development programmes. Study circle is one of the most effective methods of member education and leadership development at the local level.
4. The Unions should also have information and consultancy services in cooperative education, management and related matters, for member societies and other educational institutions.

Questions for discussions

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

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

3. Please examine the items of the Test for Identification of Leadership Types. Try the test yourself. Compare your responses with the correct Answers given on the next page.

TEST SHEET

A TEST FOR IDENTIFICATION OF LEADERSHIP TYPES

Instructions for Respondents

1. Place a 'D', before each item characteristic of Democratic leader.
2. Place an 'A', before each item characteristic of an Autocratic leader.
3. Place an 'L', before each item characteristic of a Laissezfaire (non-intervening type) leader.

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

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

STUDY CIRCLES IN SOME COUNTRIES

XII

A short review of the large amount of study circle activities going on in the cooperative movements of selected countries is given in the following account.

SWEDEN

Consumer Cooperatives

The study circle or study group is a form of study that is rather unique to Sweden. Ten or so people interested in a subject—for instance, a language, economics, Cooperation, etc. form a study circle. With the help of specially adapted study material, usually a course manual, they study individually at home and meet about once a week to discuss the chapter and answer the set questions. The Swedish Cooperative Union and Wholesale Society (KF) has been using this method of education since the 1920s. About 30,000 consumer cooperative members (mostly women) participate every year in circles arranged throughout the country and covering a wide selection of subjects. The KF's studies department—*Viskolan*—has published study material on more than 100 subjects and it adds new topics every year. Besides, KF publishes a popular magazine *VI* and special periodical *VILL* (our will) mainly for study circles, women's groups, etc.

Usually a study group will consist of some seven to fifteen people who have chosen one of the subjects available. For each course material is prepared and takes the form of a single book, which possess questions but does not provide answers. As a rule the course is divided into four or more sections each dealing with a different aspect of the subject being studied. Each section terminates with a list of two or five questions which are aimed at inspiring discussion. These questions are answered in writing by the individual members or the group and sent by the leader of the group to *Vi-skolan*. The teachers at the school in turn examine the answer books and return the same with their comments.

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

During 1973, over 19,000 participants were enrolled in about 2,700 study circles, organised by the consumer cooperative movement. In addition, almost 1,500 elected members participated in the cooperative evening classes.

For the elected representatives of consumer cooperatives there is special study material dealing with their various spheres of work. Usually, studies are combined with a few days' residential training, in which teachers from KF's Studies Department "Vi-skolan" participate. Every year, about 15% of all elected representatives receive education in this manner.

Since the mid-1960s, the education of elected representatives of consumer cooperatives has been run along the following lines :

1. **Introductory course**, directed at all newly-elected representatives, and managed entirely by the local Konsum societies themselves. The idea of the course is that newly-elected representatives should come into contact with the society's administration and democratic organisation, and have an introduction to their duties.
2. **Basic cooperative course**, dealing with the consumer cooperative movement and society. The cooperative cannot be seen as an isolated phenomenon. It affects, and is affected by, the world around it. Other popular movements, e.g. the trade union movement, play their part in development, and it is important that we also get to know our competitors, their resources and ways of working.

The course comprises three residential courses. In addition to describing the work and purpose of the cooperatives, they also give practical training in discussion techniques and the conduct of meetings.

3. **Cooperative continuation course**, dealing with democracy and the forming of opinions and with the society's economy in greater detail. The costs and income of a retail outlet are examined, and one sees how each shop affects the society's overall economic result. The final accounts are gone through thoroughly.

Here again, there are three residential courses, as in the basic course. They deal with how to conduct "shop" and other meetings. Considerable time is spent on the society's final accounts, how to interpret a balance sheet, and so on.

Apart from these three steps, there are also **advance courses**, giving more profound knowledge in such aspects as consumer policy, cooperative economy and society matters, mainly through study circles and evening schools.

The Evening School

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

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

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

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

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

The fact that the cooperative movement is widely dealt with by the study circles makes this a forum which provides a dynamic force within the educational system of the Swedish Consumer Cooperative Movement. This force not only serves to clarify the Movement's aims and secure its basic principles, it is also invaluable as a means of communication with the membership especially when the conditions under which the Movement must carry on its activities compel it to introduce structural or other important changes within its organisation. For many years Viskolan has always dealt widely with cooperative problems in its study

programme. For example, the report of the Structural Committee which proposed the 1970 changes to KF's organisation was studied and discussed by over 900 groups with a total of 8,000 participants.

Study Circles and Consumer Congresses

In 1971, the First Consumer Congress was held by KF in Stockholm. Since then such congresses are held periodically to provide a forum for discussions on subjects and problems of consumer interest in Sweden. These congresses do not form part of the ordinary democratic system of the cooperative movement. These are complementary to this system.

The Congresses are preceded by study circle activities in the country. Vi-skolan of KF provides study materials on the theme proposed for the next congress and arranges study courses on the main problem areas.

The second Congress was held in 1975 at Gothenburg on similar lines. It was preceded by study circle activities. A major subject for discussion was cooperation among various consumer owned organisations in Sweden.

The Third Consumer Congress—During the autumn of 1982 and the winter of 1983, about 7,000 members of cooperative societies participated in study circle activities based on a textbook entitled "Our Coop of Tomorrow", which had been produced by Vi-skolan. The course consisted of the following parts :

- Household economy in the 1980s;
- Foods;
- The department stores and their assortments;
- Furniture, the "do-it-yourself" market, the mail-order business, etc.;
- The members, the capital and young people.

The study circle activities began in September 1982 and continued until February 1983. The number of groups submitting motions was 675 with altogether 6,177 participants.

The participants were exhorted to send in motions to the Consumer Congress. In total 2,472 motions were submitted for the third Congress.

Agricultural Cooperatives

Not less than about 30,000 farmers, which is $\frac{1}{4}$ of all farmers, participate yearly in study circles dealing with subjects: agriculture, cooperatives and farmers' union matters.

The farmers' federation is a member of an adult study organisation which is responsible for the field work with the study circles. In a joint committee

consisting of different organisations and government bodies having an interest in the agricultural sector, the subjects for the coming study campaigns are selected and plans for the marketing of these are drawn up. A basic material and a study guide are also produced. Mostly there are two subjects to choose between. One deals with practical agriculture and one with agricultural policies or cooperative questions. The study circle is of course also of social importance as it gets people from rural areas to come together regularly.

There is a government study grant covering most of the costs involved. The study circle activity is supplemented by programmes of public lectures, which also receive government subsidies.

The Correspondence School of the Agricultural Cooperative Movement-LTK

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

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

Swedish Workers' Education Association-ABF

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

Study Circles for Youth

Viskolan, LTK and ABF are keen to spread the study circle activity among the young Swedes. Youth groups are therefore assisted to organise study circles on topics of interest to them. At present, about 8 per cent of the persons taking part in the study circles organised by the Swedish Consumers' Cooperative Movement are under the age of 25 years.

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

DENMARK

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

In this direction, the most important effort was made by the Ranida Radio. The State Radio text-book, for instance, "Citizens of Denmark", "Law and Justice in Denmark", "Danish Social Novels", "Everyday Psychology" and many others greatly facilitated the starting of study circles. Very large number of copies were sold mainly because they were well-written and cheaply priced. The State Radio also arranged instruction courses for study circle leaders.

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

NORWAY

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

The Norwegian League of Youth started study circles in 1922. The Workers' Educational Association founded in 1932 is also using the study circle method. About 400 approved circles are being conducted under its auspices.

There are other organisations running study circles as well, viz. the Norwegian Housewives' Association, the Villagers' Education Council, the Christian Study Council, the People's Correspondence School, the Agriculture Correspondence School, and the Norwegian Correspondence School. In all, there were about 2600 study circles approved by the State in 1955.

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

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

People's Correspondence School (Folkets Brevskole)

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

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

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

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

FINLAND

Ever since the educational activities of the *Pellervo Society* and its member organisations were first set up, the Finnish cooperatives have provided advisory and educational services. Particularly during the first decade after its establishment the Pellervo Society paid attention to the spreading of information on agriculture and cooperation among its members in all possible ways. In the course of decades the Pellervo Society has assigned the main part of its educational and advisory work to the central cooperatives. This particularly applies to staff training. The traditional aim of the educational activities conducted by the Pellervo Society has been to train committee members and elected auditors for their demanding duties. Above all the society has developed its educational activities to meet the needs of the cooperatives and organisations engaged in agricultural marketing and services.

At present the most significant form of education in this field is agricultural leadership training (MJ training), which aims at increasing the capacity for leadership and the understanding of essential problems by the higher officials of cooperative and agricultural organisations and business enterprises. Thousands of board members and higher officials of member cooperatives and agricultural and forestry organisations have used these services. The educational and advisory work carried out by the central cooperatives and organisations which are members of the Pellervo Society has mainly been aimed at training their personnel, but *special attention has also been paid by some of them to the training of committee members through study groups and other means.*

E-organisation (KK)

The progressive E-organisation also has a training centre of its own, the E-Institute, formed from the Cooperative School and the Correspondence Institute of the Cooperative Union KK which earliest were in operation. The local E-cooperatives provide an extensive field for educational activities, for the number of their employees exceed 26,000 and 4,000 elected representatives are engaged in their administration. The E-Institute conducts activities in five sectors: training in business management, courses at the centre, training at local level, education of administrative bodies, and a correspondence school. About 1500-2000 persons annually take part in the education provided at the E-Institute. To this number are to be added the participants in various conferences and about 5000 students of the correspondence school

The training of committee members also holds a very central position, the important forms being seminars and conferences organised in local cooperatives and at the E-institute. *The E-Institute assists in the educational service provided by local E-cooperatives by planning courses and preparing educational material and conducting educational activities through study circles and other means.*

Under SOK Education System, the Finnish Cooperative College, Jollas, Helsinki, conducts study circles mainly for cooperative employees. Correspondence courses are an essential part of the training given by the College. They are included in entrance requirements or study tasks—sometimes both—for many forms of training.

Correspondence courses also comprise a separate form of training by means of which earlier training can be completed and additional qualifications for present and future tasks acquired. All correspondence courses may also be taken separately. If later training is applied for, a correspondence course taken in advance will be accepted as a study performance for it.

Alone or by Group ?

If at least three employees with similar aims are working in the same business unit a study group may be formed. If not, study may be carried out alone. Study instructions are included in every course.

Three methods of Group Study

Group-A

Tasks performed by each member of the group are sent for valuation by a teacher in the correspondence course institute. The basic principle is independent study with group support. The Group-A method is especially recommended for those following the basic training of sales personnel, since it is the most personal.

Group-B

At the wish of the educational manager group study may also be arranged so that the group jointly answers every study later. In such cases a written test to be taken by all group members and supervised by the educational manager is included in the course.

Group-C

This includes groups taking courses in household economy and courses for appointed representatives. Joint answers are submitted as for Group-B, but no written test is held. Correspondence courses are arranged through educational managers. If group study is required, the group designation (A, B or C) must be mentioned, also the names of participants.

Besides the Pellervo Society, E-Organisation, SOK Education System and the Harkkija Organisation has its own system of cooperative education and training in Finland.

CANADA

The study circle method in a slightly modified form has been used effectively for member education work in Canada. Study plus action was the formula that created constructive cooperative development in the Maritime provinces of Eastern Canada. Through their studies, the fishermen recognised the advantage of jointly owning and controlling a fish packing plant, marketing their fish and of running retail and wholesale stores. The study circles became discussion groups dealing with the members' own problems of everyday life. The conclusions of the discussions inspired further action among the fishermen/farmers. This programme also led to the initiation of a very successful cooperative, the oldest fishermen's coope-

rative of Canada. Thus the study group technique brought a new way of life to these people. The external proof lies in the existence of the fish packing and processing plants and the fishermen's control over the fish marketing operations. The study-cum-action groups mentioned above were initiated by the Extension Department of the St. Xavier University, Antigonish, Nova Scotia, Canada.

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

The Canadian Broadcasting Corporation, the Canadian Association for Adult Education and the Canadian Federation of Agriculture have been organising "forum" programmes on the radio. Each group of forum is supplied in advance with broadcasting material of interest to the members. The groups study the topic of each broadcast and meet once a week in a discussion group which listens to the broadcast. The speaker on the radio poses different facets of a problem. The group then continues the discussion with the help of material provided prior to the broadcast. To this now has been added educational television.

UNITED STATES OF AMERICA

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

The importance of advisory councils is recognised throughout the organisation and is expressed in the policy that anything that tends to take power and responsibility away from councils is probably wrong. Anything that tends to give greater strength to councils is presumably right. The advisory councils will be completing 50 years of their successful work in 1986.

The advisory council programme recognises that most human problems are found close to home. When these local problems are properly dealt with by local people they are not felt to roll up into big and unmanageable state and national problems.

Advisory councils are continuing groups dealing with cooperative services and other local problems. The average life-span of a group is about 10 years. They are basic units in the organisation, participating in policy formation as well as the programme of action. They are problem solving groups in which discussion revolves around their felt needs, and wherever possible, issues into group action.

JAPAN

The Japanese cooperative movement has laid great emphasis on member activities including study groups and members' active involvement in the day-to-day affairs of their society. This is the main reason for the success of the movement. The consumer cooperatives have adopted the member activities based on 'Han Group' (a small group of about 10 members), while bigger consumer cooperative societies have adopted the activities under the so-called "Women's Guilds". By 1977 urban women outnumbered men as members of consumers' cooperatives and these days member activities are almost exclusively in the hands of women.

A "Han" is a small group of housewives who live in close proximity, say in the same building and meet frequently to study common consumer problems and take suitable action on them. The 'Han' groups have their own elected chairmen and secretaries. The main functions of 'Han' groups are :

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

The whole system of member activities is very well organised and a great advantage is that every society has well knit groups, well equipped meeting rooms, planned programmes, study materials (usually prepared by the society) and other information media (e.g. the society's newsletter) for keeping members upto date about the society affairs. There are of course problems too. Where there are large number of working wives, the 'Han' groups are not very active.

The agricultural cooperatives have undertaken promotion of members activities under the name of "Women's Association". The names under which these activities are undertaken are of less importance, but what is more important is the active role played by members through these activities in the operation of the society and how, through these activities, the decision-making of the management is

influenced in the interest of the members. These member activities act as monitor for the management of societies. The activities are also practically oriented in as much as joint purchasing, testing of goods, house-hold budgeting and other allied activities form the main part of member activities. Such activities foster good relationship among women members staying in the same vicinity as opportunities are also given to avail of various types of cultural facilities such as gymnastics, dances, etc. Various publications and pamphlets dealing with matters related to consumers' lives and the operations of the society are published by the society in consultation with the representatives of the members and discussed in various member-groups. It was further noted that in Japan these types of member activities are mostly built around housewives who do most of the shopping in the family and thus have a great say and interest in these matters. The farmer members (part time/full time) of agricultural cooperatives are organised in commodity groups, according to the product grown by them. They are also organised into local groups on geographical basis. These groups have their own study-cum-action programmes and are actively supported and guided by farm guidance workers of their cooperatives.

In Japan these member groups have great impact on authorities at regional and national levels. At times petitions have been presented to State and Central Governments stressing upon the various short-comings affecting farmers/consumers' lives, e.g nation-wide campaigns against environmental pollution, rising prices, etc. with successful results.

The Women's Associations of Fishery Cooperatives in Japan and Women's Liaison Councils plan their own education and training needs which are then arranged by the fishery cooperatives. The local cooperatives provide information and study material on nutrition, balanced diet and any other subject dealt within the programmes arranged for groups of women. They also provide the necessary expertise.

One of the most important tasks of the National Women's Liaison Council is the training of group leaders to ensure effective leadership. Since 1959 seminars have been held for the leaders of women's groups with the aim of making them aware of the necessity to gear up their efforts to diversifying needs of fishing households enabling to set up targets and find out how these targets can be met.

It has been noticed that the management put great emphasis on these member activities and executives in the societies are assigned these important tasks as their main responsibility and are asked to devote themselves fully to these aspects. Through these member-activities dedicated leaders have been groomed

and thus has emerged devoted and experienced leadership which has contributed to the success of the cooperative movement of Japan.

BANGLADESH

The Study Circle System as developed in the NIRDP/DANIDA Project (Noakhali District).

Each society is regarded as a study circle. The main idea is that the members of a society educate and train each other at discussion meetings. All knowledge and fantasy of the members should be utilised for the benefit of the whole society.

To carry out these ideas a study circle leader is elected and trained. It is important that the right person is elected. He should not be a managing committee member, because he should fully concentrate on his training tasks. He should not be involved in the day-to-day business of the society, as he must be free to take up any problem for discussion among the members—as long as he follows rules and regulations for cooperatives—even if these discussions will lead to criticism of decisions taken by Managing Committee.

The study circle leader should be literate so he can receive training at a certain level—however, his educational background should not be far beyond that of the ordinary members' in order not to lose confidence. Confidence, from the other members, is required, and thus he must be elected by a majority of the members.

The study circle leader must be trained properly to carry out his task. First and foremost he should be trained in meeting-techniques : how to call and plan a meeting, how to guide a discussion so all knowledge from the participants is utilised, how to present new material, etc. The study circle leader shall not be an expert who knows everything nor a teacher. Rather, he shall be a catalyst, a guide, who knows how and where to find answers to problems of the society.

In order to do this he must also have an all round—not a detailed cooperative knowledge on cooperative principles and ideas, organisational and managerial procedures etc.

It is only to a certain extent members of a study circle can train and educate each other. Knowledge from outside is also required. Sources of inputs from outside could be : cooperative inspectors, office bearers, who have received training from outside, relevant education material, guest speakers and visits to other

societies/institutions. However, it is important to stress that it should be the members through the study circle leader-who formulate what kind of information and knowledge from outside they require. Otherwise, the societies will never get self-confidence and be self-reliant.

Questions for discussions

1. Study circles are organised in various ways for the education of members and others by the cooperative organisations in several countries. What-steps should be taken to introduce this method successfully in a developing country like yours ?
2. Keeping in view the recommendations of this Manual, please make a plan for starting study circles for members and leaders in your cooperative society/Union.

A SELECT LIST OF STUDY MATERIAL

- I.C.A. *Key to Household Economy*, ICA ROEC, New Delhi, 1972, pp. 28, Rs. 5/-.
 Balanced Diet, ICA ROEC, New Delhi, 1972, pp. 152, Rs. 12/-.
- ICA CEMAS *Films Catalogue*, Cemas Unit, ICA ROEC, New Delhi, 1981, pp. 37.
- I.L.O. *Cooperation - A Workers' Education Manual*, Geneva, International Labour Office, 1971, pp. 222.
- I.L.O. *Cooperative Management and Administration*, Geneva, ILO, 1971, pp 222.
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**INTERMEDIATE TECHNOLOGY DEVELOPMENT GROUP
(ITDG) PUBLICATIONS**

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- Bottomley, Trevor : *Business Arithmetic for Cooperatives and other small businesses*, Intermediate Technology Development Group Limited, London, 1977, pp.87.
- Lauder, John : *Office Management for Cooperatives (A self-teaching test)*, Intermediate Technology Publications Limited, London, 1980, pp. 103.
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ANNEXE-B

**ORGANISATIONS IN THE SOUTH-EAST ASIAN REGION PRODUCING
EDUCATIONAL MATERIAL (OF INTEREST TO COOPERATIVE
EDUCATORS AND STUDY CIRCLE LEADERS).**

Australia	Cooperative Federation of Australia, 363 Pitt Street, P.O. Box A231 Sydney South, NSW-2000.
Bangladesh	Bangladesh Jatiya Samabaya Union, 9/D, Motijheel Commercial Area, Dhaka-2. NIRD/DANIDA Project, P.O. Box-29, Maijee Court, Noakhali
India	National Cooperative Union of India, 3 Siri Institutional Area, New Delhi-110016 and several State Cooperative Unions in the country. Indian Farmers Fertiliser Cooperative Limited, 34 Nehru Place, New Delhi-110019. National Agricultural Cooperative Marketing Federation of India Limited, Sapna Building 54 East of Kailash, New Delhi-110024.
Indonesia	National Cooperative Training and Development Centre (Puslatpenkop), Complex Puslatpenkop, Jalan Gatot Subroto, Jakarta.
Japan	Ie-No-Hikari Association, 11 Funagawara-cho, Ichigaya, Shinjuku-ku, Tokyo. Japanese Consumers Cooperative Union, 1-13, 4-chome, Sendagaya, Shibuya-ku, Tokyo. Central Union of Agricultural Cooperatives, 8-3,1-chome, Otemachi, Chiyoda-ku, Tokyo.
Korea	National Agricultural Cooperative Federation, 75 1st Street, Chungjong-Ro, Jung-ku, Seoul. National Federation of Fisheries Cooperatives, 88, Kyun Wun Dong, Chongro-ku, Seoul.
Nepal	Cooperative Training Centre, Arniko Marg, Baresherw, Kathmandu.

Pakistan	Punjab Cooperative Union, 5 Court Street. P.O. Box-905, Lahore.
Philippines	Bureau of Cooperative Development, 4th Floor, Ablaza Building, 117-E. Rodriquez, Sr. Avenue, Quezon City. Cooperative Union of the Philippines 400-G (4th Floor), N. de la Merced (Delta) Building, West Avenue, Quezon City. National Association of Training Centres for Coops. c/o. FES, Suite 74, ZETA Building 191 Salcedo Street, Legaspi Village, Makati, Metro Manila.
Sri Lanka	National Cooperative Council of Sri Lanka, 455 Galle Road, Colombo-3.
Thailand	Cooperative League of Thailand, 4 Pichai Road, Dusit, Bangkok.

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- Institute of Adult Education, University of Dar-es-Salaam. : *Group Work Leadership*, Stockholm. Brevskolan, 1971, pp. 57.
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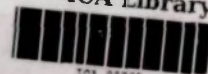
THE INTERNATIONAL COOPERATIVE ALLIANCE

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; started in 1960, the Regional Office for East and Central Africa, Moshi, Tanzania started in 1968 and the Regional Office for West Africa, Abidjan, Ivory Coast, started 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, Singapore, Sri Lanka and Thailand.

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