ADULT PSYCHOLOGY AND EDUCATIONAL METHODS

—A HANDBOOK

by

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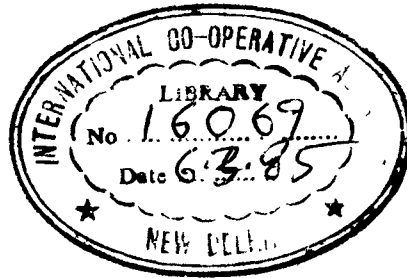
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INTERNATIONAL COOPERATIVE ALLIANCE

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INTERNATIONAL COOPERATIVE ALLIANCE

Foreword

Since its establishment in 1960 the ICA Regional Office and Education Centre has been actively involved in providing technical support to cooperative educators and trainers in South-East Asia through a variety of means such as seminars, conferences and training programmes. During the last six years activities in this particular field were considerably stepped up. The ICA ROEC conducted in collaboration with the ILO and the ILO Turin Centre, Turin, a four months course in 1977 in training methodology and techniques for cooperative trainers engaged in staff training, particularly at the national level. The ICA ROEC has conducted so far five courses in training methodology and techniques for cooperative trainers engaged in staff training particularly at the national level in different countries of South and South-East Asia. In addition material which would be helpful to the trainers in their training activities such as manual of role plays for cooperative trainers and case book on cooperative management have been brought out. The present handbook on Adult Psychology and Educational Methods is a continuation of this effort.

In cooperative education and training the learners are adults and, therefore, it is very important to understand the principles of adult learning and factors which contribute to better learning by adults. This handbook deals with these matters in as simple and practical manner as possible. Having dealt with the principles of adult learning in Section I, the handbook proceeds to explain some of the participative methods which are based on these principles. In Section III, some specimen material of use to cooperative trainers has been included.

The handbook has been prepared by Dr. D. Vir, Specialist in Educational Methods and its publication has been the responsibility of Mr. A.H. Ganesan, Publications Officer, in our office. We are grateful to both these officers for their valuable efforts.

We sincerely hope that this handbook will enable the cooperative trainers and training managers not only to understand the principles of adult psychology and adult learning but also to learn the skills of applying these principles in their training work. We would be grateful for any comments and suggestions that the users may like to send us.

New Delhi
July 1, 1983

J.M. Rana
Director (Education)

ADULT PSYCHOLOGY AND EDUCATIONAL METHODS
—A Handbook

SOME SUGGESTIONS FOR USERS

This handbook is mainly meant for the use of adult educators and cooperative educators working in the field. However, adult education officers and cooperative extension personnel can use it as a reference material and training guide for their field workers. The educational planners and technologists would also find the handbook useful. The users of the handbook are expected to have at least one year experience of adult education at the field level. They may also have education upto the graduate level with a fair knowledge of English.

Brief papers given in Section-I are mainly on adult psychology. Other aspects of psychology have however been dealt with in an applied form throughout the handbook. It will, therefore, be worthwhile for a user to go through various chapters and get acquainted with its contents.

Section-II briefly deals with various approaches, methods and techniques relevant to field situation in cooperative education in developing countries. Some aspects of production, use and evaluation of educational material are also included.

Section-III focuses on the need of suitable learning and training materials for cooperative education. It provides specimens of different kinds of material, which can be separated from the handbook for reproduction and use. The Training Package on Adult Learning includes the use of Overhead Transparencies (O.H.T.). The visuals given in the package can be reproduced on OHTs and used by the trainers, provided an Overhead Projector and related facilities are available.

For further details on the handbook and other technical aspects in cooperative education and training, the users are welcome to contact the CEMAS UNIT, ICA ROEC, New Delhi.

1st July, 1983   D. VIR
New Delhi.

Contents

Psychology of Adult Learning*

Human Development

(1) An individual passes through different stages of development viz. infancy, childhood, adolescence, adulthood and old age. He is born with some characteristics and potentialities. His personality comes under the influence of environmental and cultural factors and it is also affected by maturation and learning processes. Individual's subsequent satisfactions are largely determined by his initial modes of reconciliation learned to bring a balance between his psychic and the social world. So an array of factors affects human development.

(2) During adulthood some of these effects get stabilised and others continue to change his *personality*, thus making each individual unique. The educators are expected to take the constant factors into account and systematically change the variable factors in the [desired directions. For example, they have to assess the existing levels of adult understandings, intelligence, abilities, interests and develop programmes for development of useful knowledge, skills and attitudes.

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

(4) In specific terms, *objectives of adult education* are to bring, by formal or informal means, relatively permanent changes in the following aspects of learner's personality and ultimately in his behaviour:

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

(5) A person is *motivated* to do something to satisfy his needs, interests and desired goals. Learning processes are accelerated when adults are motivated to achieve goals they set before themselves. *Incentives* can further accelerate the process of learning, but the in-

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*To be used as a part of the Training Package on the Subject (See Section-III).

trinsic interest is most important for self-growth and learning. Human needs and wants can be divided into the following categories:

(i) security needs: such as personal safety,
(ii) physiological needs: viz. hunger, thirst, sex, etc.
(iii) social needs: sense of cooperation, belonging, prestige, importance,
(iv) psychological needs: sense of achievement, desire for self-fulfilment.

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

(7) Sometimes *frustrations* occur when an individual fails to achieve the desired goals. These frustrations can be expressed by him in several ways, viz. withdrawal, repression, fixation, aggressions, regression, rationalisation, sublimation or other defence mechanisms. In management education, ability to overcome frustrations and to think objectively and have sound judgement is considered most important. The adult learners are also expected to acquire skills in decision-making and problem solving.

(8) Often frustration occurs because of the fault in communication system and patterns of interaction among the participants. The system may be faulty in many ways, the most important are speed, completeness, direction, rigidity and the phraseology of message.

Characteristics of Adult Learners

(1) Adult learners have already acquired some knowledge, general and specific abilities, interests, attitudes, prejudices, habits, values and different levels of emotional maturity.

(2) They also acquire some knowledge, skills and experience by learning and working in different kinds of environment.

(3) Previous experience may hinder or help in the learning process.

(4) There are *individual differences* among adults in terms of rate and quality of learning.

(5) Motivation for educating adults may be based on intrinsic and extrinsic factors.

(6) Adults have many responsibilities, viz. in work place, at home and in the society. They have limited time, energy and money.

(7) Adult learners may have limited perception, limited vocabulary, poor self-concept, unquestioning obedience, excessive fatalism, rigidity and dogmatism as traits of their personality.

(8) Without immediate reinforcement and practice the learners tend to forget the lessons learnt.

(9) Adults, specially female and older adults are generally shy and get apathetic if proper attention is not given to them. In urban setting there may be more barriers in communication among themselves.

(10) With advancement of age (above 40 years) there may be slowing down in learn-

ing psycho-motor skills but many adults become more active in acquiring social and linguistic skills and pursue similar spiritual interests.

Principles of Learning

Learning may be defined as a permanent change in individual behaviour as a result of new perceptions, practice or other experience.

(1) The trainee learns what he does. In practice, this principle directs the trainer to arrange the conditions of learning in a way that will enable the trainee to make the *correct responses* early in the learning situation.

(2) Learning proceeds most effectively when the learner's correct responses are *immediately reinforced*. The evidence shows that the use of *reward* for correct responses and non-reward for incorrect responses is more effective than the use of punishment.

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

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

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

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

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

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

(8) Participants learn more effectively when they learn at their *own pace*.

(9) There are different kinds of learning and they may require different training processes. Learning to earn is an advanced stage of learning. Increasing use of body senses improves learning effectiveness.

Suggestions for Adult Educators

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

(2) In the light of above assessment set goals and objectives for educational programme. It is necessary to plan, implement and evaluate the programme in consultation with the learners. It will be more effective to involve them actively.

(3) The learning process should be related to the previous experiences. Remove prejudices and other barriers in the way of communication and learning.

(4) Arrange situation conducive to learning. Motivation for learners should be relevant and adequate in terms of their needs and may be intrinsic or extrinsic.

(5) Communication of new information and ideas should be at the level of their re-

ception, skills may be imparted through demonstration and practical work. Check the factors affecting communication viz. sender, message, channel and receiver. Have a two-way communication process. Use audio-visual and other aids.

(6) Arrange for self-effort in learning and re-inforce the lessons learnt. Encourage self-evaluation and improvement according to individual interests, abilities and other differences.

(7) Use of participative and group methods should be preferred in order to promote learning and develop team spirit. Promote group life among participants, encouraging purposeful cooperation.

(8) Individual adults would need assistance in the transfer of learning to job situation. Stresses in job situation would create difficulties in such transfers. Give due recognition to progress in learning. Make provision for periodical evaluation and follow-up.

(9) Avoid fatigue and punishment for mistakes.

(10) Education through small groups facilitates individual learning process, improves interpersonal relations and communication. It also develops team spirit and leadership qualities. Divide learners in manageable and homogenous groups for different tasks.

Conclusion

Although, there are several theories on learning, the commonly accepted principles of adult learning can be summarised as follows:

(1) Adult must learn for *himself*, no one can learn for him. Each student should travel a road of self-learning and development.

(2) Each participant learns at his own pace, and for any age groups there are considderable variations in *rates of learning*.

(3) A participant learns more when each step is immediately strengthened or re-inforced.

(4) Full, rather than partial, mastery of each *step* makes total learning more meaningful.

(5) A learner is more highly motivated when given responsibility for his own learning; he learns and retains more.

(6) Treated in a group, participants *learn* from each other.

(7) Adult learning should be based on the motivation of self-help and mutual help among learners. The main task of an educator is to assist learners in achieving their goals.

The educator can either manage learning resources or he can operate as a resource. In case of former, a training manager should have the following functions in cooperative training situation: planning, organising, leading and controlling. While working as a teaching resource he should motivate, reinforce, get feedback, involve, encourage practice and transfer learning to the real situations.

Questions for Individual and Group Work

(1) Based on your experience, please list five most important principles of adult learning which are of direct relevance to cooperative education situation in your organisation/country.

4

(2) Also list five most important factors which retard effective learning in your cooperative education situation.

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(For further references contact CEMAS UNIT, ICA ROEC, New Delhi.)

Human Interest and Education

One of the main aims of education is to create new interests among learners, and to develop them. If relevant interests are developed it may be said that half of the purpose of an educator is achieved; well begun is half done. Soon after necessary interest is created, the learners will themselves make efforts to learn more and more. The result is 'where there is a will, there is a way'. Interests are intimately related to motivation and abilities.

In human psychology, interest may refer to those activities or things which give happiness and satisfaction. Even thoughts of interesting activities or things invokes pleasure and worthwhileness in pursuits. Interests are such personality traits as are influenced by environmental factors. However, excessive interest in oneself especially in sex matter may be attributed to hereditary factors. Interests are considered expressions of self-concept, individual's motives and indicate the mode of individual adjustment.

There is intimate relationship between interests and human experience. The process of development in interest begins right at birth and continues till death. Different configurations of human experiences are formed in the inner psychic set up and those which are pleasant and worthwhile develop into patterns of interests. Whatever interests one acquires during childhood and adolescence are carried by him throughout his life. Interests mature between 15 and 18 years of age. The stock of interests accumulated upto 20 years of age can be sufficient for one's whole life. According to psychologists, there is very limited change in human interest after 25 years of age. The rate of change in interests decreases with advancing age. One's circumstances and vocation may change but not interests. There is also no change in the 'volume' of one's interests with advancing age. It is likely that the number of interesting activities may lessen: as many interests may be satisfied by one selected activity. One artistic activity may be capable of satisfying several human interests. For example, interest in the art of dancing can help in maintaining good health and respect in society as well as in achieving aesthetic ideals. Such interests mature with age. With advanced age, human strength and energy decreases. Consequently, one may take less interest in active games and sports and more in reading, etc. According to Thorndike (E.L.) there is little change in the volume of one's interest because of this re-shuffling.

It has also been found that different types of people have different interests. Psychologists have arrived at the conclusion that similarity in human interests is more than variance. It is possible that there is a difference in degrees in one's interest. Because of common interests human beings adjust themselves to each other. Even interests of men and women there is more similarity than variety which is enough for living together. It is also natural that the father and his children have common interests. Children and adults may also show interest in activities according to their abilities but not vice versa.

Relevant abilities and interests can be developed in a rich and permissible environment. The environment-physical or social has more influence on human interests than what ageing has. Once the interest is aroused in a subject or activity the learner will himself make efforts to know the subject and master relevant skills. He may fail in his initial efforts. The role of the teacher is to avoid unnecessary mistakes, encourage the learner and arrange an atmosphere in which others do not make fun of the learner. It is correct to say 'Well begun is half done'. The teachers and learners;together should identify the objectives of learning and make a plan of education accordingly. Learning should be a pleasure, a worthwhile challenge and a useful pursuit.

There is wrong notion prevalent among adults especially older people that they cannot learn new things. Psychologists have discovered that in certain respects their learning may be slow but in other respects it may be faster and richer. For instance, because of slackness in general energy level, an adult may be slow in learning activities which involve strength and speed. On the other hand, elderly people learn lessons of language and social studies because of increased vacabulary and experience. However, in order to learn something new, it may be necessary to forget something old so is the case with cooperative education. Human cooperation is not an innate phenomenon. Socio-economic cooperation is certainly to be learned from the environment. By the time an adult achieves maturity he should have the right experience with cooperation. Generally, individuals acquire wrong image, attitudes and experience about cooperative activities. Self assertive attitudes and egoistic tendencies are found dominant among them. In such cases interest in cooperation does not find proper place. To create new interest in socio-economic cooperation is to be based on the existing interests, attitudes and experience.

One may be able to change attitudes and provide useful experience. But it has been found difficult to change interests in mature adults. It is therefore necessary to find out the existing interests of adults and relate the educational activities to them. The cooperative educators and other extension workers are expected to have knowledge of such interests. They should take into account the educational needs and interests of their clients at the time of developing educational activities for them.

In Asia, some efforts have been made to find out occupational reading and other spare-time interests of adults. Such studies should be conducted increasingly and efforts should be made to use them in curriculum planning and development of adult education programmes. Studies of human interests conducted by the author in northern parts of India indicate that rural people know little about cooperative societies. However, their interest in social activities such as cooperatives slightly go up with increase in their age. Literate adults show increasing interest in reading simple books on social subjects such as village cooperatives. They would also like to go in the local libraries and read books and other material provided they have an access to such facilities. The adult and adolescent population of villages have shown interest in several other spare-time activities.

Human interests and motivation are intimately related. Motivation is goal directed behaviour to fulfil human needs. Motivation is necessary for learning. Sources of human motivation may be internal or external. These can be both. Some discussion on motivation has already taken place while discussing psychology of adult learning.

Group Exercise

For further study on motivation, one of the following 16 MM coloured films may be shown to the participants and discussions held according to the leader's guide accompanying the film.

The Herzberg Motivation to Work Film Series :

Film—1: The Modern Meaning of Efficiency.

Film—3: Job Enrichment in Action.

Note :   The films mentioned above are available at the CEMAS UNIT, ICA RO-EC, New Delhi.

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CHAPTER—3

Some Facts About Adult Personality

An adult education worker knows that his job is to organise educational programmes which suit the needs and interests of a mature or maturing person, with a view to bring about such changes in his personality, that enable him to carry out his duties as a member of his society and in various other capacities. Worthwhile changes in a personality can be brought only if the adult personality is first understood. A more basic question is: What is meant by the term personality? Does it mean the total appearance of a man or does it mean more than that? Theologists, philosophers, jurists, sociologists, psychologists and others have defined personality in their own ways. To us as an adult education worker, the psychological definition will be more relevant.

Psychologists also define personality in many ways. Allport (G.W.) one of the psychologists, defines it as follows :

"Personality is the dynamic organisation within the individual of those psycho-physical systems that determine his unique adjustment to his environment" (1937 A, p. 48).

The phrase, 'dynamic organisation' emphasizes the fact that personality of an individual is constantly developing and changing, but remaining a systematic entity. Changes in personality may not be so quick that we can always see them. There are psychological tests, which can measure the changes occurred in a personality. Through systematic observation we can also see some of the changes. The term 'psycho-physical' denotes that personality is not exclusively mental nor physiological. With the phrase 'adjust to his environment', Allport indicates his conviction that it is personality that mediates between the individual and his psycho-physical environment, sometimes submitting to it, sometimes mastering it.

Personality Trait is a word frequently used in the field of psychology and education. Its meaning generally remains vague to a layman. Allport defines trait as a generalised and localized neuro-psychic system (peculiar to individual), with the capacity to render many stimuli functionally equivalent and to initiate and guide consistent forms of adaptive and expressive behaviour. It is important to note that 'trait' has been defined as a generalised tendency. It means that traits are not found only in relation to specific situations. However, they can be located in the individual personality, as distinguishing features.

Traits and Habits

Some people may think that traits and habits are synonymous terms. Actually the trait to a considerable extent represents the outcome of two or more numbers of habits integrated. There is no doubt that trait and habits are tendencies which to some extent

9

determine the behaviour of the individuals. But a trait is more general, whereas, a habit is very specific phenomenon. For example, honesty may be a personality trait, applicable to many social and psychological conditions. But honesty in playing cards only is specific habit which can be developed by an individual.

Classification of Traits

It may be added here that traits and habits are determined both by hereditary and environmental factors. The same trait cannot develop in many individuals in the same way, as it takes an unique shape within the personality of an individual.

Some traits may be called hereditary. Their tentative list is given below :

1. Sex (behavioural or otherwise)
2. Self-assertion (ego-defence)
3. Escape (fear, anxiety)
4. Protectiveness (parental behaviour)
5. Gregariousness (tendency to live in groups)
6. Rest-seeking (sleeping)
7. Exploration (curiosity)
8. Narcisstic sex (excessive pre-occupation with one self in sex matters)
9. Appeal (sympathy)
10. Construction (creativity)

There are some traits, the origin of which can be attributed to environmental factors. Some of these traits are :

1. Interest in career
2. Interest in sports and games
3. Interest in religion
4. Mechanical interests
5. Patriotism
6. Super-ego structure (a structure in the unconscious built-up by experiences and functioning as a kind of conscience)
7. Self-sentiment (in its developed form self-respect).

Surface versus Basic Traits

Psychologists have also tried to determine what they call, *surface* traits. Some of these traits as discussed by Cattell are given below :

1. Integrity-altruism *versus* dishonesty, undependability.
2. Infantile, demanding, self-centredness *versus* emotional maturity.
3. Gentlemenly disciplined thoughtfulness *versus* foolishness, lack of will.
4. Crude social assertion, exhibitionism *versus* obedience to authority, modesty.

There are underlying basic traits which are lesser in number than surface traits. These basic traits are more important determinants of human personality. It is difficult to name source of basic traits, but most of them can be measured with the help of personality tests.

Another way of classifying traits

1. *Cardinal Trait:* It is so dominant that most of the activities are influenced by it directly or indirectly. Such a master quality in an individual has sometimes been called the *ruling passion* or *master sentiment*. It can be said that 'love for truth' was the cardinal trait in the personality of Mahatma Gandhi.

2. *Central Trait:* It represents the tendency which is highly characteristic in an individual. According to Allport, Central Traits are very few in number—between five and ten. But, they are easily traceable in the personality of the individual.

3. *The Secondary Trait:* It is traceable with some difficulty, because they have limited occurrences and are less important in describing a personality.

We have discussed three types of traits. These types do not show that traits are independent from one another. The traits are inter-dependent and the behaviour is the outcome of interplay of many traits. The interplay of various traits make the personality of an individual unique. The uniqueness in personality may, sometimes, appear to be inconsistent, when compared with social standards. A Gandhi cap, with the western suit may appear to be slightly inconsistent to an average Indian. But, to an individual, wearing them, it may give satisfaction due to the unique organisation of his personality traits. Sometimes, there may be a real inconsistency in the behaviour of an individual. Suppose, one gentleman wearing the western suit and a Gandhi cap knows Hindi, but he uses English words more frequently, whenever he talks to less educated people, such inconsistency in individual behaviour may be due to lack of proper organisation of different traits.

Personality and Character

It is very difficult to make any clear-cut distinction between personality and character. Character may be taken as one's integrated system of behaviour tendencies with respect to moral and ethical issues. When we are concerned with situations involving moral values, when we are dealing with right or wrong or good or bad, we speak of character rather than of personality traits or characteristics. On the other hand when we deal with person's social behaviour in terms of dominance and submission, introversion and extro-version, and similar traits, we shall consider them within the larger categories of personality traits. (1964, Sawrey and Telford p. 38).

Development of personality traits such as abilities, interests and character should be the main aim of an educational programme. Knowledge of personality traits and aptitudes of adult learners will help in their selection, training and placements.

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Development of Cooperative Leadership

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

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

A distinction is often made between traditional leadership based on factors like caste, kinship, economic status and modern leadership based on education and functional efficiency. A study on cooperative leadership in two districts of India conducted by Vaikunth Mehta National Institute of Cooperative Management, Pune, shows 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.

Importance of Cooperative Leadership: Prof. D.R. Gadgil in his paper on "An Integrated Cooperative System" hopes that such a system can be achieved and used to the advantage of weaker sections in the society. According to him, it can mainly be achieved through honest and dedicated cooperative leadership. In the absence of such a development in cooperative leadership, the movement will completely tarnish its image among the public. He very aptly states:

"There is today a crisis. Something has to be done about it. Existing cooperative organisation and thought cannot serve our purpose. We must put forth the type of leadership, the type of thinking and also determine the direction which we really want in the future. I am afraid that unless we do this the blind faith in the cooperatives which is still persisting in the Indian public opinion may not be retained some years after".

Psychology of Leadership;

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

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

Characteristics of successful leaders

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

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

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

Methods of Leadership :

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

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

Usually the autocratic leader works on groups, the laissez-faire leader works for

groups and the democratic leader thinks of himself as working *with* and within groups. The democratic leader prefers atmosphere and persons to organisational structure.

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 function under exceptional circumstances. A cooperative leader should be dynamic so as to adjust himself in different conditions. It may, however, be emphasized that for the cooperative movement the democratic type of leadership has been found most suitable.

Main Leadership functions are :

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

Techniques of Leadership :

Stimulate People to Right Action by:

(1) Managing the People You Direct.
(2) Making your Advice Get Results.
(3) Presenting Effective Training.
(4) Correcting People's Mistakes.
(5) Inducing People to Try Harder.
(6) Encouraging People to Think.
(7) Giving Instructions and Orders.
(8) Improving Confidence and Morale.

Strengthen and Increase Your Prestige by

(1) Recognising your Responsibilities.
(2) Adjusting Your Personal Outlook.
(3) Developing Estimates of People.
(4) Securing Active Cooperation.
(5) Getting Along with Your Boss.
(6) Gaining Recognition and Credit.
(7) Creating a Favourable Reputation.

Leading and Bossing

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

14

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

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

Evaluate your Leadership

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

The Role of Cooperative Unions and Development Agencies

1. The unions which are promotional bodies should attract talented people towards Cooperative Movement and train them in various tasks.

2. Cooperative Development personnel should study local situations and encourage right type of leaders. Especially young leaders should get adequate attention and publicity. The question of specifying some educational 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.

4. The Unions should also have information and consultancy services in cooperative education, leadership development, management and related matters, for member societies and other educational institutions. Special material and techniques for member education and leadership development should be prepared and used.

Group Game (Is he a boss or a leader ?)

Procedure

1. The educator may write the activities given under the heading of *The Boss* and *The Leader*, one each on a piece of paper or card. In this way there will be 18 cards which can be mixed together and distributed among the participants.

2. Each participant should individually read the contents of his/her card and ascertain whether the activities indicated represents the behaviour of a *boss* or a *leader*.

15

3. The educator may ask the participants having *boss* activities in their cards to stand on his left side and those having *leader* activities on his right side.

4. Interesting group discussion can be held among the participants about the behaviour patterns of a boss and a leader.

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Section-II
Methods and Techniques

CHAPTER—5

Methods of Cooperative Education

Introduction

The overall aim of cooperative education may be to change knowledge, skills, attitudes and behaviour of cooperative personnel (both employed and non-employed or elected) in such a way that they together contribute to improvement in the business of their cooperatives and thus to their own socio-economic standards. This can best be achieved if they have proper understanding of cooperative principles and practices. Cooperative education programmes therefore includes besides training in management and technical skills, broad understanding and appreciation of cooperative philosophy and objectives. The vocational and technical skills are imparted according to the needs of various categories of personnel and objectives of a specific programme.

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

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

Choice of Method

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

The considerations important in the choice of education methods for any particular group are the *objectives of the education programme, the subject matter to be taught, and the academic background* and cooperative experience of the participants. For instance, if an education programme is being formulated with the aim of organising cooperative societies, the methods suitable may be the organisation of promotional meetings and group study by the potential members. At the promotional meetings, the extension worker will try to interest potential members in the cooperative movement and will dis-

17

cuss with them the principles of cooperation, the advantages of cooperatives, and the technique of organising them. The potential members may then study the usefulness of a cooperative society in the context of their own problems, together with the techniques of its organisation.

Target Groups in the Cooperative Movement

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

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

The term 'elite members' may be understood to mean those members of the cooperative societies who are actively interested in the work of the society and who, given proper training, would be potential leaders. A broad classification of cooperative employees may be as follows:

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

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

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

Educational Methods for Members

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

Techniques for Ordinary Members

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

Mass Media

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

Cooperative Publications

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

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

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

Demonstration and Exhibitions

Demonstration can be arranged inside the class-room and in the field. Members would believe a fact which they have seen and if possible handled themselves. We can use a real house or farm for demonstration of the efficacy of a particular technique. Some times use of a particular commodity can be demonstrated with some good results.

Extension workers also use models, prototype pictures or charts and arrange a display of relevant materials to activate their objectives. Whenever possible an exhibition of materials and methods can be arranged at a suitable place and the learners can be involved in arranging the same.

Techniques for Elite Members

Particular attention should be given to the "elite" members in cooperative educational programmes for several reasons; first, elite members are elected potential source from

which managing committee members will be elected. Secondly, they will usually take the lead in discussions and help in arriving at decisions at general body meetings. Finally, knowledge imparted to the elite members is likely to be passed on to fellow members in informal meetings between the two, since the former take more active part in community life.

Study Circle and the Correspondence Course Methods

The study circle method, which has yielded very good results in the Scandinavian countries and other advanced movements in the West, is particularly suitable for the elite members, the members of managing committees, office-bearers and junior employees. The method is useful in informing the above groups of members about the activities and the current problems of cooperative movements and in providing them with necessary education for developing leadership qualities. Another variant of this method is the group discussion method wherein discussion sheets are used instead of the study material. The discussion group and the study circles can also be organised with the help of films, radio broadcasts, TV programmes and specially produced study materials. The study circle method, as practised in Sweden, is mainly based on individual reading of specially prepared study material, group discussion on the questions contained in the material under the guidance of trained leaders, and correspondence with teachers working at the central organisation. The method is being used effectively by the Swedish Cooperative Union and Wholesale Society (KF), the Correspondence Course Institute not only for member education but for the education of cooperative employees as well.

Project Method

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

Seminars and Conferences

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

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

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

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

Study Tour

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

Training Courses

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

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

Resume

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

Methods of Employee Training

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

Training Course

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

Lecture

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

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

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

22

Group Discussion Method

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

Syndicate studies, tutorials, groups and seminars are other participative methods which are used for cooperative training programmes. Syndicate studies essentially follow the seminar method. Syndicate groups study a particular subject or problem, conducted with the help of group discussion supplemented by study of available literature on the subject. The end product is generally a substantial and learned report. Resource persons are used both in the seminar and the syndicate methods. The essence of tutorial class method is free discussion on a subject of study among the teacher (tutor) and the learners. It is most effective when learners have an opportunity of temporary withdrawal from their working life.

Practical Training

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

Workshops

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

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

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

Practical Assignments Projects

The trainees could be given practical assignments depending upon the aims to be achieved in their training. For instance, the shop assistants in a consumers' cooperative

23

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

Study Visits

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

Participation in the Work of Cooperatives

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

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

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

Case Studies

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

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

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

Role Playing

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

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

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

There are various kinds of role plays used for in cooperative education and training programmes. Some examples of structured role plays are given in Section-III of this handbook, others can be seen in the "Manual of Role Plays for Cooperative Teachers" recently published by the ICA CEMAS Unit, New Delhi.

Some Issues

We have discussed above various methods for class-room teaching and the practical work for students, which can be used in the training courses. An important question to be considered now is whether lengthy training courses should be organised, giving intensive basic training for certain categories of employees, or whether the training system should comprise a series of short courses. Several Regional Seminars on Cooperative Employee

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

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

In small societies, the supervisor may be the manager himself while in the bigger societies, the supervisor may be the departmental head or the immediate superior of the employee concerned. The employee could also carry on individual studies through the correspondence courses while he is working with the society. Such an integation of practical work done by the employee in his society itself combined with the study circle method and the ladder system of training courses, will provide an economic and effective system of training courses for the developing movements. Secondly, since integration between the theoretical teaching and practical work would be established, such a system will not have problems of transfer of trainees from the class-room to the field.

Conclusion

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

26

movements. It was therefore suggested that the work of the employee in his society, study circle courses and training courses should be suitably integrated in order to bring about the desired results. Use of modern participative techniques, such as study visits, case studies, role playing, etc. have also been mentioned. However, much research and experimentation is needed to work out most suitable combination of methods and techniques for the developing situations in Asia and elsewhere.

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Methods of Member Farmers' Education

Introduction

Cooperative Farm Guidance is a special type of member farmers' education. It is special agricultural business advisory service to farmers through their cooperatives integrated with other services such as credit, supply and marketing. As adult education it is a planned process of human teaching and learning. Education aims at a systematic and desirable change in individuals and their relation with others. Teaching is the process of arranging situations that stimulate and guide the learning activity towards the goals that specified desired changes in the behaviour of people. Essentially, teaching consists of providing opportunities to learners to pay attention to important aspects of the things to be learned, develop their interest, arouse their desire and take suitable action to solve their problems. Educational methods are the devices used to create such situations which are conducive to effective communication between the teacher and the learner.

It is usually said that if learners have not learned the teacher has not taught. It means, teaching to be successful, should result into effective learning experience. From the psychological angle, a learning experience is the mental or physical reaction one makes through his behaviour (e.g. seeing, hearing or doing things) and thus develops understanding and proficiency in the things learned. According to the process of diffusion in learning, people normally have to go through the following stages of mental development before a new idea is accepted and put into practice:

(1) *Awareness* — to know that the idea exists.
(2) *Interest* — to become interested in it.
(3) *Assessment* — to decide whether or not the new idea is useful and practicable.
(4) *Trial* — to try out the idea, usually in a small way and see the results.
(5) *Adoption* — to change to the new practice or a set of practices.

An effective learning can take place in suitable situation which is constituted of the following factors:

(a) trained teachers, with clear objectives;
(b) interested learners in a conducive environment;
(c) up-to-date subject matter;
(d) teaching material and equipment; and
(e) physical facilities for support of learning activities.

As the farm guidance mainly aims at economic education of farmers and members of their households, the guidance workers have to ensure that all relevant elements of

teaching-learning situation are present in their programmes and supporting facilities are made available to learners. They have to be proficient in technical knowledge, educational process, approach to farmers and use of educational methods and techniques. Last but not the least they are supposed to be effective coordinators for various services to be provided to farmers.

Some Approaches to Farmers' Education

Different approaches to farm guidance have been adopted in different parts of the world. Some of these approaches are mentioned below :

An ideal approach toward farmers' education has been successfully tried out by the St. Francis Xavier University in the Maritime Province of Canada. The approach known as Antigonish Movement is based on the following principles:

(1) The social organisations must accept primacy of individuals and equality among them on a democratic basis.
(2) Social reforms must come through education.
(3) Education must begin with economic purposes and contents.
(4) Education should be through group action.
(5) Effective social reforms involves fundamental changes in social and economic institutions.
(6) There should be full and abundant life for every one in the community. Economic cooperation is the first step towards a just society which will permit every individual to develop to the utmost capacities within the framework of good social order. Cooperative organisation is the inevitable result of a democratic people mobilised for economic betterment.

In United States, the Cooperative Extension Service is provided to the farmers jointly by the Land Grant Colleges, Universities and Government Agricultural Extension Agencies. It is a cooperative approach in the broadest sense, cooperatives as such are not necessarily co-sponsors of farmers' education programmes, which are mainly agricultural in content. However, farmers may be taught advantages and disadvantages of cooperative associations. These teachings sometimes lead to formation of cooperatves or professional associations of farmers such as artificial breeding association, soil conservation districts, etc. However, some extension agencies have a cautious attitude towards teaching about cooperatives.

The formation of an association or cooperative organisation may not be desirable objective for adult farmer education in the public schools. It is, however, legitimate to teach in the public schools the advantages and disadvantages of cooperative associations. Helping farmers decide whether to have an association is as legitimate as helping farmers decide varieties of hybrid corn to buy.

According to Sanders, the Cooperative Extension Education in the United States, largely contributed to three elements basically essential to the agriculture and culture of that country. These are :

(a) abundance of food and fibre;

(b) a family system that involves the home as an effective social and economic unit; and

(c) a systematic process of leadership development.

It has been reported that the agricultural cooperative movement in Poland has struck deep roots in the life of Polish farmers. The progressive cooperatives are not only supplying articles of every day use, but are also propagators of new work methods, based on achievement of science and technology. Farming in Poland demands a modern technical bias and highly qualified workers. The cooperatives provide competent assistance and guidance in farming as well as in rural reconstruction work. Some cooperatives have become patrons of Polish folk art by propagating education and culture among the rural population and patronising gifted artists.

In Tanzania (East Africa) a new approach to adult education (including farm guidance) is being tried. The approach is based on revolutionising the curricula of schools, colleges, radio and other adult education agencies. The element of self-help and vocational competence has been injected in the new approach. The ICA Regional Office for East and Central Africa, Moshi, has been contributing towards it by organising correspondence and other training courses and special radio broadcasts for farmers and cooperative employees. The results of Tanzanian experiment indicate that adult education in developing countries must be concerned with the processes by which peasants increase their standard of living and decrease their heavy burden of hardship. It must also be concerned with national or regional development on a cooperative basis and prepare the peasantry for more effective participation in country's political and economic life.

Another good example of farming guidance activities by cooperatives to its members can be cited from Australia. The Westralian Farmers' Cooperative Ltd. (Wesfarmers) of Western Australia offers a wide range of services through a chain of country branches and agents, many of which are district cooperative organisations. The important adjuncts to this business are property sales, finance facilities, insurance and farming guidance. In serving the farmers, the cooperative has built up a specialist knowledge of areas and locations suited to varying types of farm operations. Expert advice from the cooperatives, agronomists, animal husbandry and grain-handling specialists help, thousands of farmers increase their production and develop new land.

A successful approach to farmers' education has been adopted by the agricultural cooperatives in Japan. As we know that educational activities for improvement of farm management form the corner stone of the activities of agricultural cooperatives. They do not only deal with supply of credit or other requisites for farm production or sale of farm produce, but also play an active and sustained role in agricultural and household improvement programmes. The educational activities of agricultural cooperatives are popularly known as Farm Management Guidance and Better Living Activities. This approach through agricultural cooperatives is most relevant to cooperative development in South-East Asia and is being tried out in different parts of India, specially in less developed parts. We may give it the name of "Cooperative Farm Guidance" and consider it an outstanding contribution of cooperatives to adult education and rural development.

In developing countries of South-East Asian Region, particularly in India, Bangla-

30

desh and Pakistan there are several good examples of farm guidance under agricultural crop loan and other schemes. While India is noted for its Intensive Agricultural Development Programme areas (I.A.D.P.), Bangladesh and Pakistan have their own projects based on 'Comilla Approach' to Rural Development. Although these countries are under 'green revolution' yet much is to be done in the field of farmers' education and integrated rural development. Such an extension education should have the following characteristics:

(a) it should be largely informal and designed to bring understanding of problems to be solved;

(b) it should, in most situations, contribute to improvement in rural living with which majority of people are concerned. To begin with it may emphasize agricultural productivity;

(c) it must bring immediate satisfaction to individuals as well as contribute to long term goals;

(d) it must inspire and assist individuals and groups to develop and carry out programmes to achieve goals they set for themselves.

It is hardly to be over-emphasised that cooperatives can give a yeoman service in providing and coordinating such an extension education for their member farmers and others.

Methods and Techniques

The selection of methods of education depends on several factors, such as the objectives of the programme, quantity and quality of participants, contents to be conveyed and resources available. As we already know the teacher is most important factor in the effective use of methods. It is impossible to prescribe in general a set of methods for farm guidance work or farmers' education. Nevertheless, important methods have been classified according to the size of audience and are listed below under the Mass Teaching Methods, Group Teaching Methods and Individual Teaching Methods. Emphasis has been laid on the methods which are effective with small groups of adult participants which emphasise self-help.

Mass Educational Methods

These are mainly for the purpose of getting awareness and interest of people in some new ideas. They include the following mass media of communication:

(a) Radio,

(b) Television (to be supported by satellite communication system),

(c) Wire-communication system,

(d) Visual aids, such as posters, charts, film shows, slide shows, etc.

(e) Press and publicity material such as News stories, Feature stories, News paper columns, Special news pages, bulletin, leaflets and circulars, reaching people by direct mail, Correspondence courses, Campaigns.

Group Educational Methods

Group methods assist people from awareness stage to the interest and sometimes to the trial stages of accepting new practices. They include the following methods. It is possible for the participants to ask questions, exchange ideas and stimulate each other to action, whenever a new idea is presented to them as a group.

Large Group Methods:

(a) Method Demonstration.
(b) Result Demonstration.
(c) Meetings of farmers, combined with Method demonstration or Result Demonstrations, lectures, panel discussion, symposia, colloquy, etc.
(d) Exhibitions, models, fairs and festivals.
(e) Study tours and Field Days.
(f) Seminars and Workshops.
(g) Training courses, functional literacy classes, Residential courses, e.g. folk high schools, Vidyapeeths (in India)
(h) Sports contests and achievement days.
(i) Dramas, role playing , creative dramatics, etc.

Group Educational Methods (*Small Groups*)

It has been found effective to serve in local cooperatives, through:

Advisory Groups,
Local leadership (model farmers)
Clinics,
Short courses,
Study groups,
Group discussions,
Commodity groups (in Japan)
Tele-clubs & Radio Farm Forums as in India and other countries
Voluntary and local leadership
4-H and YMW clubs
Home Demonstration

Individual Educational Methods

Although much of extension teaching is done in groups, learning is an individual process. In many instances individual contacts with farmers are necessary to study the local situation and to get a farmer to adopt a new practice.

Individual Methods include the following:
(a) Visit of Guidance Workers to farms and homes;
(b) Assistance in preparation of individual production plans;
(c) Supervised credit programmes;

(d) Correspondence courses;

(e) Farmers' calls, to the offices of guidance agencies.

Local Leadership Method

'   This method is the use of leader-follower pattern existent in any community. Local leadership is utilised to reach a large number of farmers. The method involves locating, developing and utilising the local, functional and voluntary leadership. This method is employed:

(1) to put across a new idea in such a manner as to be accepted with least resistance.

(2) to have local people with information or know-how who can carry on without the extension workers, and

(3) to develop local leaders who take on increasing responsibilities in conducting their own affairs and community work.

The following points are to be taken into consideration while employing this method:

(1) Decide on specific duties to be performed by local leaders.

(2) Select or elect local leaders. This could be achieved in the following ways:

    (a) By individual contacts with the local people.

    (b) By assisting the local group to make intelligent selection, by explaining the function of the leader in relation to the job.

    (c) By associating leaders suggested by panchayats, societies, Farmers' Forum, clubs, and other institutions and groups.

    (d) By recognising the traditional, functional and potential leaders.

(3) Give trial assignments to the leaders located before entrusting further responsibility.

(4) Training the leaders in jobs by:

    (a) running leader-training camps;

    (b) acquainting them with details of leadership jobs and organisational procedures;

    (c) teaching subject-matter;

    (d) acquainting them with the sources of demonstration and study material;

    (e) providing them with teaching aids;

    (f) involving them in planning and organising the village activities, such as study circles, farmers' meetings; and

    (g) assisting them in conducting demonstrations, assembling materials and other preparatory work.

Follow-up should be considered an integral part of leader training. Some suggestions for it are given below:

(1) Recognise leaders and honour them in public meetings.

(2) Take the advice of the leaders on important issues.

(3) Encourage the leaders to develop their own ideas and to start their own programmes.

(4) Give them more and more responsibilities.

(5) Invite them to participate in tours and meetings.

(6) Let them lead visitors to a village.

(7) Visit their village and appreciate their work.

Purposes: The extension activities that could be promoted by this method are:

(1) Teaching local people the knowledge acquired from extension workers, subject-matter training camps or other reliable sources.

(2) Mobilising local initiative and resources and setting desirable and attainable objectives for the community.

(3) Developing and maintaining local community organisations, such as cooperatives, panchayats, etc. through programme planning and its effective implementation.

Advantages:

(1) It multiplies or extends the efforts of an extension worker, i.e. reaches more people.

(2) Since local leaders are trusted and followed this method is effective in convincing rural people.

(3) The ideas could be conveyed in the local language more appropriately by this method.

(4) Saves the time of an extension worker.

(5) Develops local leadership and self-help in the community.

(6) Builds up cohesiveness in the community.

(7) Builds up confidence and prestige of the community.

(8) This is comparatively economical and creates a conducive atmosphere for other methods.

(9) A good leader acts as a shock-absorber between the people and the extension agency when things go wrong.

Limitations:

(1) Functional leaders are limited and their training is a tedious process.

(2) False leadership and jealousy comes in the way of effectiveness of this method.

(3) Leadership may be wanting in matters of literacy and competence.

(4) It is a slow process until an effective group is developed.

(5) Local leaders might use their prestige for personal gain.

(6) Extension workers' personal contact with the people might become limited.

In spite of its limitations, it is advantageous to use local leadership method in farmers' education or farm guidance activities.

34

Conclusion

It is obvious that no single method or technique can reach all people nor it can influence all if it does. Farm guidance workers must be proficient in the use of various methods of extension education. To achieve desired objectives they should be able to select, adapt and use a suitable combination of methods and techniques. In general, people are influenced to make changes on their farms, in their homes and in their community in proportion to the number of exposures they experience in extension education. However, some people may respond quickly and while others may react slowly. This is because their background is different, so they are in the different stages of adoption. This calls for a continuous and practical type of extension education using a variety of methods, suitable to meet the educational objectives and contents set for different groups. The resources locally available should also be kept in mind while selecting educational methods.

The whole process of diffusion in relation to different methods of member farmers' education (farm guidance) mentioned in the paper can be illustrated in the triangle given below:
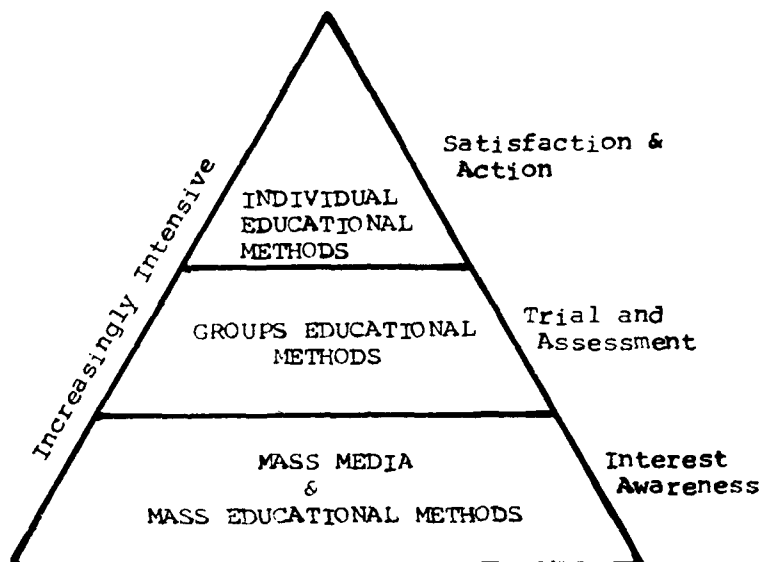
It may be noted that mass methods may be useful for extensive coverage and creating awareness and arousing interest. However, more intensive and coordinated approach through individual and group methods would be needed if we want to bring behavioural change among member farmers.

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Participative Methods of Cooperative Education

The scope of adult education is as wide as adult life itself and therefore methods employed by adult educators are varied. Cooperative Member Education is a type of adult education mainly orienting the members towards cooperative ideology and making them effective members of their cooperatives. As the effectiveness of any educational programme mostly lies in the methods we will try to locate suitable methods for member education in the following account.

The selection of a method of education depends on many factors, mainly on specific objective of education, the content to be conveyed and then nature of audience. One of the objectives of a member education programme may be the fostering of principles of economic democracy in the minds of members. The content may be the description of organisation and functioning of a successful cooperative organisation and the audience may be the members of a consumer cooperative society in a big town. If there are 50 to 60 members to be served a lecture followed by questions and answers may be arranged for them. They may be taken on a visit to the cooperative organisation as well. It may thus be seen that different methods can be employed in order to achieve any of the objectives of member education. Some of the methods may have more advantages than others. There may be more element of participation on the part of teachers and taught in some of the methods than others. It has been experienced that the educational method involving participants into their activities are definitely of superior, from the learning and interest stand point, to those methods in which participants remain mostly passive. Let us, therefore, examine the involving capacity of different methods which can be employed in the member education work. We may classify these methods as participative and non-participative ones. Generally speaking, the following methods may be put in the category of participative methods:

(1) Questions—answers (directly or through correspondence)
(2) Group discussion, study circles, panel discussion, discussion forum v/s debate,
(3) Seminar, conference and workshop,
(4) Drama, skits, role playing, group songs, etc.
(5) Case method, management games and simulation exercises.

1. *The question-answer method* is a very common method of education. Much depends on framing the questions. A good question may provoke thinking and a bad question may lead to confusion or misunderstanding. The recent trend is to ask a short question

in such a way that a short and definite answer comes out. Such an answer can be checked by a layman with the help of key to the questions. The questions may be posed by a teacher or speaker to the audience and vice versa. They may be conveyed orally, transmitted through Radio or TV or communicated in black and white. The question answers are generally combined with lecture, talks, discussions and other methods of adult education. It may well be used in member education work, because the adult members are expected to have capacity to frame and understand good questions.

2. *Group discussion* is a very popular method of adult education. Just as a good question leads to a clear understanding of an issue, in the same way a good discussion not only contributes to a clear understanding but also to a democratic and logical decision. In group discussions even questions are discussed and sometimes challenged each member having a chance to express his opinion and to take part in decision-making. The method also helps in un-earthing potential leaders and developing personality of the participants. An effective group discussion mostly depends on a trained and popular leader and rapporteur.

Since an average adult member is expected to have some ability to reason and express himself in a small group, the group discussion has been gainfully employed in member education. It has been seen that the quality of discussion is higher in the groups having higher standard of education and higher level of information.

Panel discussion is another form of group discussion in which a group of experts attend to an audience and discuss with them the pros and cons of any complicated topic. The experts first read out their papers or make statements. The leader may conclude the discussion. Through this method the ordinary members may meet a number of experts at the same time and have their opinions on different aspects of any complicated issue relating to cooperatives. But it is difficult to collect many experts at a place and at the same time. Secondly, there should not be much gap between the understanding level of the experts and the audience.

In spite of the fact that debate has many weak points, it is used for cooperative education purposes. The debate may give rise to discussions for discussion sake and exaggerate the feeling of individual competition at the cost of cooperative group life. At the same time, debate creates enthusiasm among the participants and audiance. But a debate may turn out to be a non-participative method of education, if the audience has simply to hear and admire arguments and burning speeches.

3. Historically, *seminars* provided opportunities for a group of top people in a particular subject to get together and discuss the statements made by these selected persons to present their papers. They were called seminaries and only those who had the privilege of a very high degree of education could only dream of participation in such seminars. However, recently the word has acquired a wider meaning and the seminar method can now be used for member education, provided the membership are educated enough to understand the contents of the working paper.

Generally seminar involves the following processes:

(i) The organisers select a particular subject of interest to participants,

(ii) The working papers in the subject are carefully prepared bringing out the different issues under the subject,

(iii) The participants are divided into a number of small manageable groups for discussion on the working papers.

After the working paper has been discussed in the groups a report is made on behalf of each group to the general session (plenary session) of the seminar where another opportunity to discuss the issues raised in the working paper is given. At the end of discussions in the open session there is summing up by the director of the seminar. The summing up also remains open to discussion. In this way the participants get several opportunities to discuss the same issue.

When the number of members, say 50 to 60, seminar method can be used effectively. In this way seminar can serve as a tool of education and decision-making in a large group gathered at the district, state, national or even at international level. At the local level several cooperative societies together may organise a seminar for their members.

4. *Drama* is a well known medium of cultural expression and means of recreation. It can be used very well for the educational purposes provided the participants are given different roles in the drama. In a traditional form of drama heavy preparations and more money are required. The staging is also too prolonged. These defects can be removed and the method is adaptable to the conditions of member education. The theme of drama may be related to the local conditions. It has been found possible that ordinary members write their own script for drama after training and then stage it. One-act plays and creative dramatics are variation of dramatics. *Skit* is a sort of one act play in which some idea or recreation is passed on the audience in an interesting way. Skit does not involve elaborate arrangements but needs interesting ideas from the organisers or members.

There are some modern *group techniques*, e.g. role playing, problem census, circular response, agenda building, brainstorming, buzz groups etc. They help in making the education processes more involving and participative. Some of the group work becomes problem centered particularly when a management case or similar educational material is used.

Role Playing is the technique of group work in which the members decide the theme of the play with the help of their leader. They do not write the manuscripts for the play but do assign role to be played by different members. Each player has to decide his dialogue and action.

Since the theme is related to the social conditions of participants there is no need to have special dresses or dialogues crammed up. When the members play different types of social roles they cannot only understand but also experience the social conditions better. They also develop a feeling of cooperation.

5. A *management case* is written description of management situation in an organisation in which the manager analyses the situation, identifies the main problem and develops alternative solutions. The method has been found very effective for management education and cooperative training in the Region. It may involve individual/group work and class-room discussion. The case method has been found one of the most participative devices and is therefore getting increasingly popular among cooperative educators.

It will be in the fitness of things to mention here some of the so-called non-participative

38

methods of adult education. The following methods may be considered as non-participative ones because mostly they keep the audience as passive:

(1) Lecture
(2) Radio broadcasts
(3) Film or TV shows
(4) Demonstration
(5) Supply of literature

These methods employ only one-way communication. Individual reading may also be called a non-participative activity because mostly the reader is expected to read and grasp the ideas given. He does not get an opportunity to discuss these ideas with the author or others. The effectiveness of the methods mentioned above may be increased if they are combined with more participative methods already described. Such combinations have been worked out. Study circle method is the outcome of one such combinations.

Generally, in study circle method we combine individual reading, group discussion, question-answer and sometimes correspondence course methods. Often audio-visual media like radio, T.V., demonstration, records etc. are also used. Even lectures can occasionally be arranged for the members of several study circles together. Due to this varying combination, the method has high educational value and the members have opportunity to learn from each other in a group and enjoy the advantage of face to face group life. It may not be over-emphasised that effective group life is the basis of democracy—economic or otherwise. Enlightened leadership emerging out of it would help in formation of healthy public opinion and logical decision-making.

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Some Simple Techniques of Group Development

Definition of a Group

According to Taylor, a group is defined as a unit possessing the following basic characteristics:

(a) It consists of two or more people;

(b) there is interaction and communication between the members;

(c) there are one or more symbolic objects present; e.g. the objects and principles of cooperation; the motto of "all for each and each for all";

(d) each person has some kind of relation with other members and one or more symbolic objects, e.g. in the executive of a club or association; and

(e) they have unit awareness, viz. among the board members of a well run cooperative society.

Why Groups Fail

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

(1) The atmosphere inhibits group action, e.g. in a teacher—oriented class.

(2) The group is not composed of the right *combination* of persons. Their objects and interests differ too much.

(3) The member 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 names on the slips to avoid identification and consequent unpleasantness. These slips duly completed should immediately be collected by the teacher in the class itself. The results of data collected from students

may be analysed and if necessary results announced in the class. Use of such a technique will arouse much interest in the class and will lead to improvement in the social perception of students.

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

Objectives of Group Development

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

(1) To make the members of a group interact and participate in an educational activity.

(2) To make the members understand that each of them can be more effective when they belong to a group.

(3) To develop in them ability to express their ideas and communicate effectively in a small or large group.

(4) To develop interest in group work, and social outlook.

(5) To develop democratic values and social attitudes among members and thus promote cooperative leadership.

(6) To develop ability to think quickly, clearly and critically.

Techniques of Group Development

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

"Problem Census", "circular response", "agenda building", and "brain storming", "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:*

(1) 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?

(2) 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 anti-clockwise and complete the circle. However, he does not force any of his student to give a reply. He should

Circular Response

41
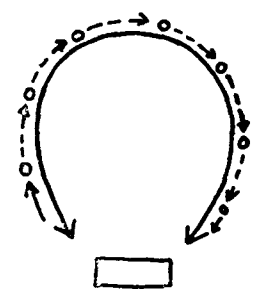
write down in brief the problems enumerated on the blackboard, without much discussion.

(3) 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.

(4) 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 problems 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 brain-storming, buzz groups, etc. to be discussed later).

(4) Decision Making: Selection of suitable means out of the alternative ways to solve the problems e.g. organisation of a thrift and credit society, and education of members for that purpose. The technique of 'role playing' may help in focussing problems in implementing a decision.

(5) Action e.g. calling a meeting of active farmers with the help of the local cooperative educators, and deciding to have study circle on bye-laws of a thrift and credit society.

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

III. *Brain Storming:*

Members of the group are asked to suggest solutions to the problems identified. They should be encouraged to give their solutions spontaneously, without much reference to their limitations, 'ifs' and 'buts'. Nobody should be allowed to judge or laughed 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 Unstructured Role Playing* : (*time allowed :* 10 *minutes*) ·

There has been a 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 series of complaints by different members to the Cooperative Department. Some of the complaints are:

(1) The chairman uses the cash of the society for his own purpose. (Example : when the auditor asked the society's cash to be produced (395.75) he produced four notes of 100 each and said the society's money was included in the 400).

(2) The accounts of the soceity are not written regularly. (A member of the managing committee asked for the cash book to be shown to him and it was found that the book was not written for 3 months).

(3) The general body meeting of the society was not called in time as per usual practice.

(4) There are 80% arrears of loans due from members. No action has been taken against such members who have not repaid last year's loans. New loans have been given only to a few members known to the chairman even though they had not paid last year's arrears.

(5) The society has not been able to complete the building, the amount for which was sanctioned last year. Government subsidy for the purpose has not been drawn so far although it was sanctioned a year ago.

A Cooperative Officer visits the society and the meeting of the executive committee is held to consider one of the problems. One complaining member has been called to explain his grievances at the meeting. One of the members is assigned the role of the co-operative 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 illustration is to show a method whereby it is possible to effectively teach the members the importance of active member control and make them understand some of the issues involved in the effective operation of the society. The most important result is that the members perceive social relationship better by playing different roles and thus experiencing the feelings of others and appreciating their points of view. One or two members of the participating group may be appointed by the teacher as special observers to watch the functioning of the group. Two examples of structured role plays are given in Section-III.

V. *"Bee-Hive"* (*approximate time allowed: 5-6 minutes*) *An Example:*

A cooperative society is faced with the problems of insufficient utilisation 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 adequately the members' own reasons for not utilising 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 chairman 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 organisers 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.

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The Study Circle Method—A Tool of Rural Extension

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. Often these methods are used separately for adult education purposes but have not been found very successful in attracting large groups of adults and sustaining their interest. The study circle method is a fine combination of several methods of adult education. It creates a continuity in the educational programmes and ensures the active participation of the members. Since the method is being used successfully in advanced cooperative movements, let us examine its applicability to the conditions in developing countries.

What is a study circle?

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

The study material is usually divided into a number of lessons, each dealing with a different aspects of the topic under study. Sometimes special study material or discussion sheet is prepared to deal with a problem, containing readable and well-illustrated text and also some questions to be answered. The study material may be accompanied by some audio-visual aids. In this connection you might like to examine some study material prepared by the ICA Education Centre, New Delhi. The National Cooperative Union of India (NCUI) and the Delhi State Cooperative Union (DSCU) had also developed some study material for study circles and discussion-cum-action groups for use in the experimental programme on member education.

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

Thus, the study circle work forms a cycle which may be seen in the following diagram. Other details about the method can be seen in the Manual for Study Circle Leaders and other publications of the ICA ROEC, New Delhi.

CYCLE OF A STUDY CIRCLE
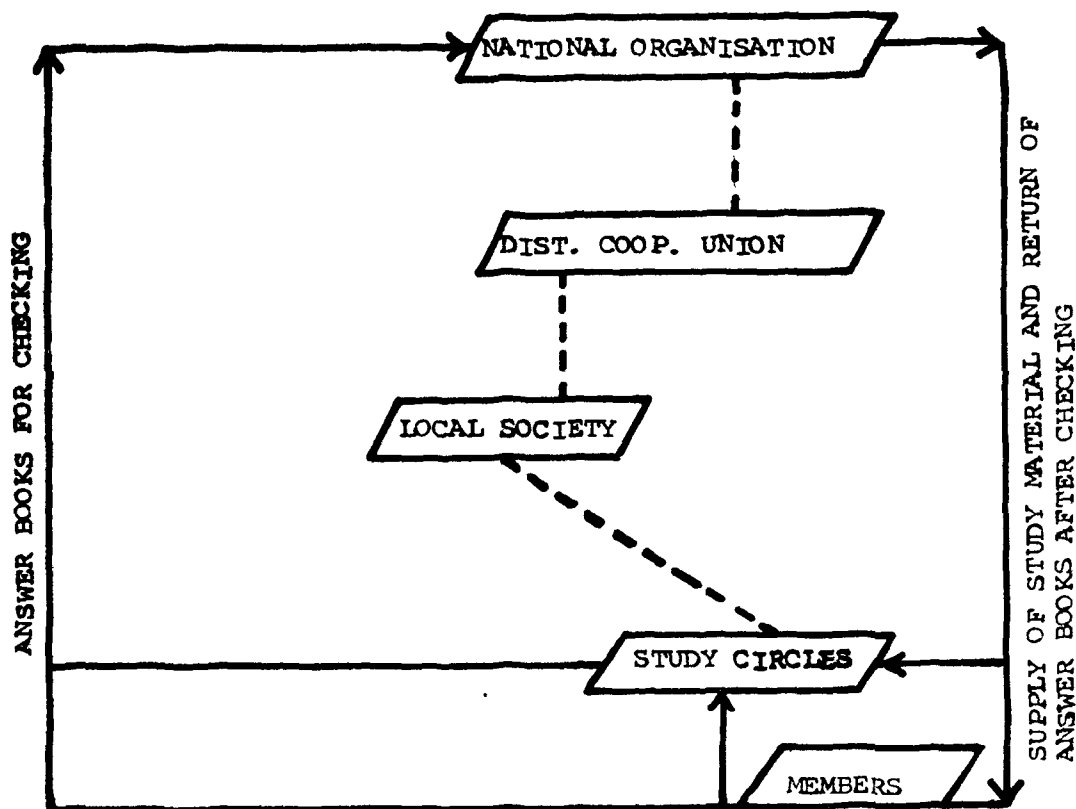
There may be several specialised study circles or study-cum-action groups in a local cooperative to cater common needs and interests of different groups of members such as, vegetable growers, women, youth etc. Each study circle consists of a leader, a secretary and a number of members. The leader will organise the study circle on the chosen topic, lead the discussion and encourage active participation by the members. The secretary would 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 local resource persons and the teacher of the course. The group may choose its own leader and a secretary who should follow-up the decisions and keep contact with their cooperative.

The study circle meetings take place at regular intervals for group study and discussion on common problems. If some of the members have not read the material it may be read aloud in the meeting. Reading aloud is particularly required for the illiterate members to whom the contents of the lesson may be further explained. The members should also be encouraged to discuss their common problems, take necessary decisions and action and assess the results of the efforts made. In case of problem solving by a group emphasis should remain on self-help and mutual help among members and development of local leadership.

Limitations

It has been found that many study circles and discussion groups could not be run on a continuous basis in the countries of South-East Asia. The main reasons for these failures are: lack of suitable study materials, trained leaders and educational personnel, absence of organisational structure for organising servicing and publicising study circles. There also exists general apathy and low levels of education among members. Finally, too much has been expected from this method alone, whereas vested interests in many cooperatives have discouraged or sabotaged educational activities through study circles and other means.

A Tool of Rural Extension

At present the study circle method is used mainly for member education of active members including the office bearers of local cooperative societies. Some of the problems related to their business are also discussed and solutions found. However, the method has the potentiality of covering the main socio-economic questions of the village as a whole. It can also conveniently be combined with other methods of rural extension.

In order to cover the whole adult population in a village, we will have to find out the common needs and interests of different groups and cater them accordingly. For example, the villagers can be grouped into the following categories:

(a) farmers growing food crops, cash crops, fruits, vegetables, etc.;
(b) women;
(c) children and youth;
(d) artisans;
(e) landless labourers, unemployed or semi-employed persons.

In countries of South-East Asia, multi-purpose cooperatives in villages should be able to cater well the main needs of the first category of population. However, special organisations would be needed to serve other categories such as artisans, landless labourers and unemployed people. Close coordination among different dvelopment agencies is essential for the service of rural families as units of production.

Experience in India showed that it is very difficult to achieve coordination among different agencies particularly at the local level. Efforts were, therefore, made to integrate them in the government sponsored community development blocks and Intensive Agricultural Development Programmes (I.A.D.P.) Areas.

Another approach to integration can be under the auspices of local multi-purpose cooperatives which should develop their business plans on the basis of the common needs and interests of their members. These cooperatives should also provide for member education including agricultural guidance. Such an integration will be more purposeful, economical and democratic. As a matter of practical needs and of their basic principles, these cooperatives are expected to make provisions for education of their members and employees as well as of general public. Of course, cooperatives are selective in their approach and they will take some time in providing comprehensive services to rural population.

A good example of cooperative rural extension work can be taken from Japan, where most of the local cooperatives are multi-purpose. They provide farmer members with all types of services, such as production credit, banking, supply of agricultural and consumer,

and insurance facilities. Even social facilities e.g. for weddings, community cooking and hair dressing are also provided in the premises of local cooperatives.

In their business functions these cooperatives include education of members and their families. Agricultural specialists are employed by them to provide members with farming guidance services. They also employ youth and women workers on a part-time or full-time basis, to serve young farmers and housewives. Mass media of communications e.g. press, films, radio, televisions and two-way wire communication facilities are available to these cooperatives for publicity, education and farming guidance work. The member farmers of cooperatives are divided into small interest or commodity groupsand provided with guidance and necessary assistance. It may be noted that this integration in rural extension work has been achieved in Japan after experimentation with other approaches.

The Central Union of Agricultural Cooperatives in Japan and Prefectural (State) Level Federations of Agricultural Cooperatives actively assist their member cooperatives in conducting comprehensive educational programmes in an integrated manner. The government extension agencies and adult education associations channelise most of their efforts through the local cooperatives. The Ie-No-Hikari which is the publishing house of the agricultural cooperative movement in Japan brings out popular magazines and other material which is used by local groups of members for their education.

Conclusion

Study circle is a democratic method of adult education. From the organisational point of view, it is an intimate group of members, organised by members for the benefit of members and their cooperatives. In brief, a study circle is a small group of 10-15 persons who meet regularly in their spare-time, to discuss common problems or study a subject of comon interest, under the guidance of democratic leader, and with the help of study material and resource persons. Sometimes, contents for group study and discussion is also conveyed through mass media of communication, such as radio, T.V. press etc.

There are several things to learn from the Japanese experience in the field of agriculture. First, the rural cooperatives must diversify their business and make themselves more popular in rural areas. Second, they should increasingly undertake farm guidance and other educational programmes for their farmer members and their families. Third, the government can channelise most of its extension activities through cooperatives. Finally, local population can be classified in small interest groups and served by their own organisations such as cooperatives in an integrated manner. These groups can effectively be served through study circles combined with other suitable methods and techniques of educational and development.
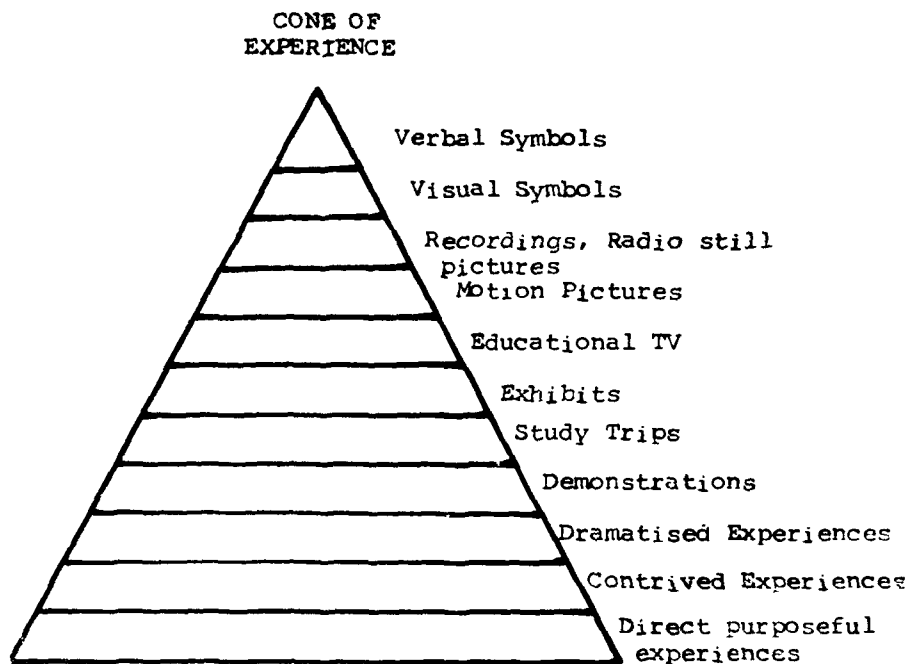
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Audio-Visual Aids and Cooperative Education

This is an age of communication. Our ideal is 100% communication i.e. sharing of ideas, attitudes or skills between trainers and trainees. If the students have not learnt, it would mean that teachers have not taught . Psychological researches indicate that more than 80% learning occurs through direct purposeful experience and self-directed activities of learners. Nevertheless, a modern teacher knows that about 50% of human learning takes place through eyes and ears and therefore the learning through these sense-organs is to be made more effective with the help of audio-visual aids. He also knows that only 10% learning is achieved by reading or hearing words. The amount of learning can be shown through the cone of experience. As cooperative education deals with many abstract ideas and management concepts, it is more necessary for us to use audio-visual means.

CONE OF
EXPERIENCE

Verbal Symbols

Visual Symbols

Recordings, Radio still
pictures
Motion Pictures

Educational TV

Exhibits

Study Trips

Demonstrations

Dramatised Experiences

Contrived Experiences

Direct purposeful
experiences

The rich and memorable experience facilitates learning. Appeal to several senses such as sight and hearing makes learning more effective. The learning effectiveness in terms of memory can be seen in the following chart:

Learning through	Effectiveness
Sight	70%
Hearing	20%
Touch	5%
Smell	5%
Speech	Nil

It may be noted that speech does not seem to contribute to learning effectiveness. We cannot learn and retain new ideas when we are busy in proclaiming our own old ideas. It is difficult to give statistical figures on human learning. However, it is certain that most of such learning takes through eyes and ears.

Classification of Audio-Visual Aids

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

a. Audio aids	—Tape recordings, gramophone records, radio broadcasts.
b. Visual aids	—Chalk boards, magnetic boards, charts, posters, flannelgraphs, photographs, bulletin boards, exhibits, slides, filmstrips, silent films, etc.
c. Audio-Visual aids	—Motion pictures, television, programmes close circuit T.V. (Video-tapes), drama, puppetry, etc.

Motion pictures or films have the unique advantage of being audio-visual in movement. Most of the time, teachers do not have suitable audio-visual aids for their use. However, sometimes there are many aids available on one topic. For example, one can find many posters and charts depicting the advantages or the principles of cooperation. Under such circumstances, a teacher will examine the aids available and choose the best. A comprehensive catalogue of audio-visual aids will go a long way in helping the teacher to choose the most suitable ones for his purpose. There are many aids prepared in advanced countries and distributed in developing countries. For example, some foreign missions in a country maintain loan libraries of excellent films and film-strips in different countries. However, it is difficult for us to use many of such aids effectively in cooperative education programmes as they hardly touch on local problems. Of course, these aids have informative and inspirational value, and therefore they can be used by a teacher after making a careful selection.

Some Criteria for Selection of Audio-Visual Aids

Answers to the following questions will help a trainer to ascertain the value of our aid in relation to this lesson plan.

i. Does it contribute satisfactorily to the topic under study?
ii. Can the aid serve the purpose of the lesson and be adapted to local conditions?

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

iv. Is the material in satisfactory condition?

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

vi. Is the aid suitable for the age, intelligence tastes and experience of learners?

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

viii. Does it make learners think critically and objectively?

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

x. Is the aid realistic and factually accurate?

xi. Does the aid help to improve the relationship between the trainers and the participants?

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

It may be remembered that an audio-visual aid is not used in isolation. The most effective way is to use a combination of aids to achieve an educational objective.

Use of Non-Projected Aids*

Chalkboard

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

Advantages

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

Limitations

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

Cautions

—write for the audience and not for yourself
—use capital letters for better clarity

—use colour chalks for emphasis
—use dustless chalks when possible

Flip charts

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

Advantages

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

Limitations

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

Cautions

—conceal the top of the chart with a blank sheet until ready for use, turn the sheet over carefully otherwise it might tear and cause disturbance in the class
—stand on one side of the flipcharts while using them
—when finished with the talk, roll up the pages "topside out" so that when you use them next, the bottom of the sheets will not curl towards the audience.
—always keep some felt pens (markers, magic ink pens) ready as they tend to dry up fast—so check the markers before using them (it is always good and useful to keep the markers with their top on)
—draw illustrations in light yellow pencil in advance if these are to be presented in the class—this will save time and also you can demonstrate a bit of your confidence to youraudience.

Flannelgraph

The essential parts of the flannelgraph are a *paper surface* seen by the audience and *flock paper* used on the backsides. The flock paper enables the visuals to stay in place when

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

Advantages

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

Limitations

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

Cautions

—number the visuals carefully
—rehearse before use
—keep the visuals and theme in one cover
—keep the flannelcloth clean and brushed up for better hold of illustrations by the flock

Use of Projected Aids

Overhead Projector

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

Advantages

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

Limitations

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

Cautions

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

Slides and Film-strips

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

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

These are the most potential means of communication if properly and carefully employed for a group of 25-40 persons. An example of Teachers/Educators commentary on coloured slides is given in Section-III of the Handbook.

Advantages

    —easier to make with not much of costs
    —ideal for communicating ideas to a group at one time
    —real commentary is possible and language is no obstacle
    —slides can be interpreted differently when needed
    —easy to carry around, store and retrieve
    —can be used over and over again
    —enables a quick feedback from the audience

Limitations

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

Cautions

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

Film

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

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

Motion pictures are produced in four sizes e.g. 70mm, 35mm, 16mm and 8mm, both

in black and white and colour. 16mm and 8mm are the most suitable for education and training purposes.

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

Advantages

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

Limitations

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

Cautions

—select only the relevant film and preview it before making its use
—let the technician handle the projector
—do not touch the film in the middle and with wet or oily hands
—keep the projector clean and ready for use
—use the accompanying notes for teaching while using the film
—wherever possible use question-answer or discussion method continued with a film show. Some training or technical films are accompanied with Leader's Guides. For example, Dr. Frederic Herz Berg, Professor of Psychology, Case Western Reserve University, Ohio (USA), produced a Leader's Guide to go with his film series.
—Motivation to Work.
—Give proper introduction to the film. Some educational films are based on standard works of famous experts. For example, BNA Films (USA) have produced the film—MANAGEMENT OF HUMAN ASSETS, based on the book—The Human Organisation by Dr. Renesis Likert. The viewers may be encouraged to study the book.

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Evaluating Illustrated Material— An Approach

Introduction

The education of members is the primary responsibility of the cooperative movement. There are a number of cooperative unions in different countries of the world conducting member education programmes. To promote the cause of member education, these cooperative unions and some cooperative business federations bring out publications such as books, magazines, periodicals, pamphlets, etc. In addition, the government cooperative departments, especially in developing countries, have been publishing reading material for cooperators as well as the general public.

An estimate of cooperative literature produced in South-East Asia showed that between 1947 and 1965 the cooperative unions and the government cooperative departments in the Region had brought out about 600 publications, 53 per cent in vernacular languages and the rest in English. There is increasing trend in the production of material for new literates and the adult readers with limited reading abilities.

Some of the publications, especially those produced in vernacular languages, have been illustrated with the hope that this illustrated material will attract readers and its contents will be increasingly understood. So far, no effort has been made to assess the effectiveness of such material produced by the cooperative movements in the Region. Now the time has come when cooperative educators should think about this aspect of literature production particularly for member education purposes.

Some efforts have already been made in the field of general adult education to evaluate the illustrated material produced for newly literate adults. The results of one of the evaluation studies conducted in India show that more than 70 per cent of the books tested were not understood by the readers. They could not even understand 40 per cent of the contents of these books whereas they were expected to understand 90 per cent.

If the above results are correct, the same could perhaps be true of many of the cooperative publications brought out in the developing countries for the members of cooperative societies, the majority of whom are not well-equipped to read and understand such material. Now the question is: how can we avoid such a colossal waste of efforts and money and improve upon the quality of member education material to be produced in future? This question will be discussed at length in this paper because it is through illustrated material, really suitable for members, that we can fight a successful battle against ignorance prevailing in the developing countries.

The Purpose of Illustrated Material

Illustrated material is literature in which ideas, conveyed in words, are made clear and more interesting with the help of visual forms such as photos, line drawings, diagrams etc. Such material includes books, pamphlets, magazines and periodicals, written in simple language. Before writing such literature the author must consider its contents, probable readers and the style required to ensure a worthwhile production. The reading needs and interests of probable readers can sometimes be assessed scientifically and then suitable material can be produced for them. However, educational material for new literate adults is generally produced with the following purposes:

1. to communicate knowledge and create understanding;
2. to inculcate skills and desirable habits;
3. to create an interest in the subject;
4. to develop desirable attitudes and impart social values;
5. to encourage critical and logical thinking;
6. to help the readers make sound decisions and implement them; and
7. to encourage better cultural standards.

One or several of the purposes mentioned above are kept in mind at the time of producing any material. Illustrated material is judged according to its measure of success in fulfilling such purposes. Its effectiveness is also judged in terms of format and the style used. The text and illustrations given in the material are not merely judged in relation to each other but in their own right as well.

Advantage of Evaluation

Besides avoiding the wastage of efforts and money and improving the quality of the material after its evaluation, there are several other advantages accruing from evaluation. The producers of illustrated material can be shown the strong and weak points of their work and thus trained further in their jobs. If through evaluation and research we can improve the methods of writing and illustrating the material. the day will come when new literate adults will be really attracted towards adult education material. It may be noted here that ineffective matetial can harm the cause of adult education if its readers get frustrated by being unable to read it with ease and understand its contents.

Methods of Evaluation

The main methods used in evaluating the effectiveness of illustrated material are taking the expert opinions, field-testing and content analysis.

Taking Expert Opinions

It is a popular method of assessing the utility of any material. The material under evaluation is sent to some experts to give their opinion on its suitability for publication. As the method in its popular form is crude and purely subjective and therefore unreliable, some efforts have been made in India to refine the method of collecting opinions. The expert is asked to assign marks to various aspects of a material, viz. contents, format,

style, illustrations etc. Opinions in the form of marks are collected from several experts and then the quality of the material is decided. The method, although it appears to use figures, is dominantly subjective and should be supplemented by other methods.

Field Testing

In field-testing, the material to be tested is distributed among a number of selected new literate adults for reading in their spare time. It should be ensured that the readers selected possess sufficient ability of reading and writing.. After a few days the adults are interviewed individually and then they are asked to read carefully certain portions of the material under testing. The tester notes the reading speed, reading difficulties and answers to some comprehension questions. They are also asked some questions on the illustrations used and the format of the material. Thus data are collected from 15 to 20 adults for each publication and then some ideas are formed about its effectiveness.
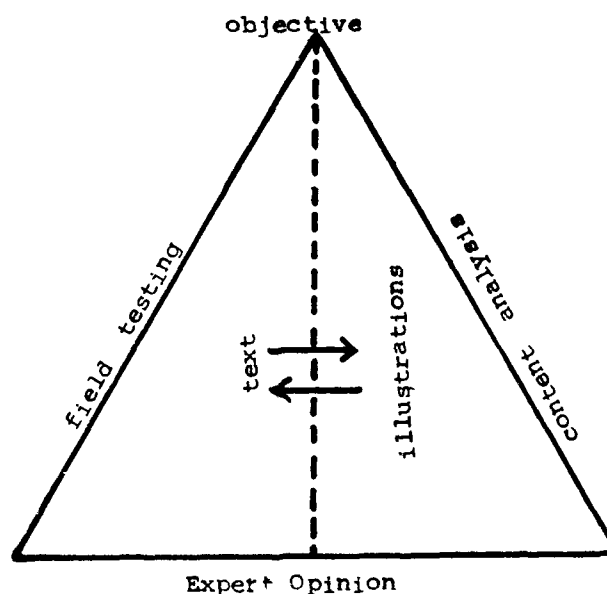
Content Analysis

This is a method of social science which is generally used by a trained analyst. The material under testing is analysed from the point of view of language, style, contents, idea load and value orientation. For this purpose certain standards are fixed and some proformas are used so that an objective analysis of the material can be made. For example, through the analysis, average sentence length is calculated and it is then compared with the standards fixed by experts for the type of material under testing.

A Triangular Approach

The methods mentioned above are a mixture of subjective opinion taking and objective testing. All the three methods of evaluation are inter-dependent and therefore can be shown as forming the three sides of a triangle. The triangle, given below, also shows that the text and illustrations of a material should be closely inter-related and should lead to a common objective fixed in advance. ·

The triangular approach to evaluation of illustrated material :

If the illustrated material is used as a primer or teaching device, then it will be diffi-
cult to get it tested on readers. In such a case the effectiveness of the material will depend
more on the teacher using it. Therefore, content analysis and the collection of expert opi-
nion on the material become more important. Nevertheless, in case of supplementary
books and follow-up literature for new literate adults field testing has been found very
effective and useful.

Evaluation as a part of Production

Evaluation is a continuous process. It should be organised at different stages of
production of the material. The following series of steps is a suggested pattern for the
production of illustrated material for new literate adults which ensures evaluation at
appropriate stages :

Selection of readers for whom the material is intended.
Consideration of objectives for producing the material.
The choice of subject matter.
Choice of format and presentation.
Preparation of text.
Preparation of illustrations.
Checking by specialists.
Pre-testing on a sample of probable readers.
Content analysis.
First revision of the material.
Printing of the material on a small scale.
Post-testing on the readers.
Second revision.
Publication on a large scale.

The steps *underlined* above relate to evaluation of material under production. The
mode of taking these steps is explained in the following paragraphs.

Checking by Specialists

The typed manuscripts should be sent for checking by specialists before they are dup-
licated. There are various types of specialists whose opinion can be sought; for example,
the subject-matter specialists will check the manuscripts mainly from the factual point
of view while the specialist in mass communication would be able to comment on the
style and illustrations. The adult education teachers and librarians, since they extensively
use the material, should be able to give valuable suggestions. The manuscripts should be
revised in the light of the comments received and then duplicated along with the illus-
trations. At this stage, the revised manuscripts can be considered ready for content
analysis and pre-testing in the field. Both the processes can be taken up simultaneously.

Pre-testing on a Sample of Probable Readers

It is necessary to get 15 to 20 probable readers on whom the material will be tested.
These persons should preferably belong to different places and their reading ability,

which can be assessed by simple tests, should be fair. The Research, Training and Production Centre, Jamila Millia, New Delhi, developed a reading test for measuring reading abilities including the level of comprehension of Hindi-speaking new literates. The same test has been adapted and used in the Marathi, Kannada, Tamil, Bengali and Gujarati speaking areas of India. The new literate adults are examined individually of this test. The selected readers should be given one copy each of the material to be tested with instructions that they will go through it at least once in their spare time. They should not consult anybody else because their personal opinion would be most important for the improvement of the material. At least three passages one from the beginning, another from the middle, and one more from the end of the material should be selected for pre-testing and some questions prepared thereon. After a few days, say a week, the adults should be tested individually by asking them to read portions of the material and answer comprehension questions. The other questions, on the illustrations and on the interest value of the contents, should also be prepared and asked so that uniform opinion may be collected from the adults interviewed.

It is necessary to train the interviewer before they are sent to the field for pre-testing. The writers and the illustrators should also be sent occasionally to the field to watch the reactions of the new literate adults. This will help them to improve the manuscripts before they go for printing.

Content Analysis

Specialists are not expected to check the average length of sentences, paragraphs or lessons and this can easily be calculated by analysing the material. Such things as the frequency of conjunct consonants or the size of illustrations can also be checked. Since the use of pronouns like 'you' or 'we' give some personal touch to a material, the analyst may decide to count the frequency of such words. In the evaluation study conducted by Jamia Millia, the frequency of difficult words and of value-oriented ideas was also calculated. For effective analysis the points to be checked in the material should be assembled at one place and systematically arranged in the shape of proformae.

As the analysts are expected to be objective in their work they should be trained by psychologists and other specialists in social research. This training is essential when the analysts are required to discriminate between the educational value and the propaganda motive of illustrated material.

The manuscripts are revised and edited on the basis of expert opinion, results of field testing and content analysis; then they are published on a small scale. Some copies of the publications are reserved tor post-testing, some are sent to the appropriate persons for comments and the rest distributed.

Post-Testing

This is field testing of the material done after it is published on a modest scale. The procedure followed is similar to the pre-testing described earlier. However, the printed copies of the material are used in post-testing, and therefore, the results obtained are more realistic than those of the pre-testing method.

If the results of post-testing indicate some defects in the material, its contents may

need further analysis. Comments received from various sources will also help in assessing its effectiveness. On the basis of these comments, the results of further analysis and post-testing, illustrated material is revised again and then sent for printing on a large scale.

Conclusion

The procedure of testing illustrated material through field-testing, content analysis and the taking of expert opinion may appear to be cumbersome. Once it is made a part of the production process, it will not be difficult to follow such a procedure. In conclusion, it can be said that the money and time spent on evaluating illustrated material will be worthwhile, as it ensures the effectiveness of the publications. Secondly, it facilitates further research in the field of material production. Lastly, evaluation provides a basis for scientific training for writers, illustrators, publishers and teachers. With increasing production of cooperative literature, it might be worthwhile for the cooperative unions and other bodies involved in such activities to devote more attention to the problems discussed above.

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CHAPTER-12

Field Education Development (FED) Programme

ICA-CEMAS Strategy for Development of Local Cooperative Education

In 1975, the International Cooperative Alliance (ICA) started the Cooperative Education Materials Advisory Service (CEMAS) to provide assistance to cooperative educators and institutions in the development of modern approaches, methods and materials for education and training in developing parts of the world. The ICA CEMAS also initiated in 1977 a programme to develop a strategy for improvement in the planning, implementation and evaluation of cooperative education programmes at the field level. Special proto-type material (FED Pack) aimed at improving the performance of rural cooperatives in developing countries has been produced as a part of this strategy and tried out in the selected countries of East and Central Africa. To begin with, effort is being made to develop a training programme for the *Cooperative field educators* who are concerned with conducting member education programmes at the primary level.

It may be added that in the U.S.A. the training experts like Robert F. Mager and Peter Pipe developed Criterion Referenced Instruction (CRI) under which the learners achieve important *outcomes* derived and specified *in advance*. It has proved very useful for cooperative educaters at the field level in Zambia, Kenya. CRI approach is applicable to any course where it *matters* that learners learn. CRI is totally learner-oriented. It permits the learners to select from among available methods and resources and to decide for themselves (often with the help of self-checking devices) about their competence. The learners can then demonstrate to their course managers that they have reached the criterion (standard) set in advance for a particular module or unit of learning. The learners complete the course by proving that they have achieved all the essential capabilities and until then are considered "not yet competent" rather than "failed" or "below average".

Under CRI approach the learners work themselves individually in small groups with the especially designed (programmed) material at their own pace. When a learner elects to be tested by a course manager and cannot meet criteria he is given help and practice until he can perform acceptably. CRI applies most modern instructional technology to problems of adult learning and education. It seems to be eminently suitable to cooperative education at the field (local) level.

Based on CRI approach used by training specialists in the USA, an analytical report was produced by special consultants in England for the ICA-CEMAS. The report discussed, analysed and presented the findings related to the questions of how to improve

64

the performances of members, committee members and secretaries managements in small rural cooperatives throughout the developing countries. The formulation of performance objectives and the performance problem analysis were based on an attempt to identify relevant common denominators for the type of cooperatives the project is aiming at i.e. small rural cooperatives. The target population description were, however, biased towards the South EastAfrican Region, on the assumption that the first field trial was to be carried out in that area. After several field trials in Kenya and Zambia, the Field Education Development (FED) Pack containing training material for the field educators are being revised. A list of such materials is attached as Annexe-A.

An attempt is also being made to adapt the strategy to conditions in South-East Asia. It should be stressed that proposals at this stage can only be at the *strategic level*, further detailed analysis is required before the appropriate tactics can be designed. The main concern of ICA-CEMAS has been expressed as one of deciding what contribution could be made through supportive materials, training of trainers of field educators and other means, towards the efforts to train and educate the ordinary members, elected committee members and secretaries/managers of these cooperatives. It was decided, therefore, that the improved performances desired of the target groups should be derived very carefully in written form and from these statements of performances (performance objectives) we would work backwards to decide upon the best ways of bringing them about.

The analysis has included not only performances of general members but also the crucial role of the secretary/manager and other staff. An assumption was also made that the performance of members will result in performance of their cooperatives as per example shown in the following table. The table gives some statements of the desired performances of general members and the corresponding benefits expected in the cooperative.

Sl. No.	Performance of members—→resulting in—→Performance of cooperative	
1.	Do business with coop instead of with competitors.	—Increased volume of trade (better prices, higher surplus).
2.	Invest money in shares if asked to do so	—More working capital.
3.	Proper conduct in business dealing with coop.	—Less risk of losses and other problems.
4.	Repay debts promptly.	—Reduced (or no) problem with loan arrears or tied up working capital.
5.	Participate intelligently in policy-making.	—Operations based on better guidelines.
6.	Demand proper measures of control. Ensuring that they are effectively applied.	—Reduced (or no) losses from theft, embezzlement, etc.
7.	Elect right representatives.	—More efficient cooperative with better image.
8.	Participate in educational meetings.	—An atmosphere of goodwill supportive for right action.
9.	Encourage others to become members.	—Increased volume of trade (better prices, higher surplus).
10.	Do not demand or allow unequal treatment.	—Able to serve more members better.
11.	Do not interfere in the day-to-day management of the coop.	More consistent and effective management.

However, there are often considerable gaps (discrepancies) between the present performances and the desired performances of members, managing committee members and employed personnel of cooperatives. Therefore, overall performance of the cooperative also suffers. The analysis will therefore concentrate on the problem of *performance discrepancies*. The relative roles of field educators and supportive personnel are discussed only insofar as they are identified as being effective instruments in bringing about the desired performances of the target groups i.e. cooperative members, leaders and employees. These groups are also involved in the analysis process, undertaken by the cooperative field educator (CFE). It is also expected that during the process of situation study, analysis and solution of local problems, a Field Educator will use participatory approach and will involve the target groups viz. the members, managing committee and the employed staff.

A question may be asked that demands on the Cooperative Field Education Officer/Educator may be too many. Being concerned with education and development work in his/her area for work, he/she may be able to cope with only limited demands and needs of detailed analysis in several cooperatives existing in the area. In such circumstances a prudent field educator may give priority to those cooperatives which need his urgent attention and invite him as a cooperative consultant in the solution of their problems and or ensuring faster development. A cooperative having a well trained manager and some dedicated elected committee members will most likely be able to assimilate and implement the Field Education Development (FED) approach effectively.

Last but not the least it is important for the cooperative concerned to accept the responsibility of educating its members, committee members and staff. This commitment is vital for the success of the FED Programme. To translate this commitment into action, the society should appoint—special Education Committee, provide some funds and arrange for the Services of a Field Educator either singly or together with—group of nearby societies. For example rural cooperatives in Japan have found it useful to appoint more than one Field Educator (farm guidance and better living advisors) to deal with their respective member activities and thus promote their business activities.

To summarise the principal elements of our proposed strategy therefore are that :-

(a) Cooperative Field Educators (CFEs) become the catalysts of performance change in the rural cooperatives.

(b) A simplified course for Field Educators be designed in the analysis of performance problems and in the arrangement of performance change.

(c) Various guidelines for Field Educators and the main target groups may be given.

The next point to consider is training the trainers of the Field Educators. It is suggested that instruction to the *trainers* of Field Educators is provided as a part of ICA-CEMAS action programme. The trainers should learn philosophy, techniques and skills of performance, problem analysis, and designing and implementation of solutions from qualified *course managers*. In the initial stages the personnel of the ICA CEMAS and the ICA ROEC will function as course managers.

As a first step toward the introduction of FED Programme to the Region of South-East Asia, a workshop was held in India to test and adapt the FED Pack produced by ICA-CEMAS which has already been tried out in Africa earlier. After the material is

adapted, the various steps outlined above will have to be followed to introduce the FED Programme on the basis of ICA-CEMAS strategy viz :-

(i) Adaptation of FED material to local conditions.
(ii) Training of trainers of Field Educators.
(iii) Training of Field Educators.
(iv) Implementation of the FED Programme in selected areas.
(v) Assistance to Cooperative Organisation in the wider application of FED approach.

The ICA ROEC will be collaborating with the ICA-CEMAS in developing some Field Education Development (FED) Projects in selected countries of South-East Asia, in close collaboration with the member organisations in the Region.

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List of Materials Prepared by ICA-CEMAS for Cooperative Field Educators (CFE)

General (Supporting Booklets)

1. Field Education Development (FED) Introduction—Work Process.
2. Field Education Development (FED) —Situation Study.
3. Field Education Development (FED) —Action Proposals.

Material for Participants (Cooperative Field Educators)

Field Education Development (FED) Pack—A Training PACKAGE

Booklets	Modules	Colour Description
1. Participant's guide	—	White
2. Identifying a	Performance	Yellow-1
cooperative's needs	Gathering information	Yellow-2
	Matching objectives to needs	Yellow-3
3. Performance objectives	Recognising good objectives	Orange-1
	Writing objectives	Orange-2
4. Working with people	Performance management	Red-1
	Introducing change	Red-2
5. Performance Problem	Performance problem analysis	
Analysis	aid	Green-1
	Analysing performance problems	Green-2
6. Preparing Recommen-	Selecting best solutions	Blue-1
dations	Summary	Blue-2
7. Planning for success	Monitoring & evaluation	Brown-1
	Task analysis	Brown-2
	Methods of organisation	Brown-3

Performance Aids

A. Objective
B. Observable behaviour.
C. Converting vague statements into usable information.
D-1 Members' objectives.
D-2 Committee members' objectives.
D-3 Secretary/Manager's objectives.
E. Providing instruction.
F. Record keeping.
G. Check-list for selecting best solution.
H. Performance analysis-summary form.

Additional Material for Training Managers

(1) Course Managers Guide and Course Map.
(2) Course Manager's Log.
(3) Progress Chart and Tests.
(4) Course Programme Chart.
(5) Role Play Cards.
(6) Check yourself exercise.

Section-III

Education Materials—Specimens

Modern Methods and Materials for Cooperative Education and Training

To achieve an educational objective, cooperative trainers are required to develop a strategy, prepare lesson plans and arrange learning situations. They are also required to incorporate in their strategies, relevant learning opportunities and techniques for evaluation of learning effectiveness. Although the teachers in cooperative training colleges are expected to be well qualified and experts in their subject, they need special training in training methodology and communication techniques.

As there was wide gap in this field in South-East Asia, serious efforts are being made at the international level to fill in. Selected teachers of cooperative training institutions in the region are being trained in modern educational methods and techniques. They are also trained for the preparation, adaptation and use of suitable educational material including audio-visual aids. Efforts are being made to furnish them with information on available educational material and audio-visual equipment. They are also being trained in the maintenance and effective use of audio-visual equipment.

Some efforts have been made to orient teachers in modern psychological and educational concepts and participative techniques such as, case study method, management case method, role playing, in-tray exercises, business and management games. The teachers of cooperative management have shown special interest in the case method and role play and other group techniques. They have prepared several cases on cooperative management and role plays on cooperative situations. Nevertheless, there is an urgent need of training them in group dynamics, discussion leading and other group techniques.

There is pressing need of :

(a) identifying suitable educational strategies, methods and techniques for cooperative education and management training in the region,

(b) modern techniques are to be adjusted and training environment be created for effective use of these techniques,

(c) teachers and their trainers need constant guidance, training and follow-up,

(d) movements of the region need some educational technologists to do the job, and

(e) adequate materials for teachers and learners are to be made available in time and in a suitable form.

Training Materials

In order to make cooperative training more effective, it is essential to procure and if necessary produce necessary educational and training material. The ICA-CEMAS

71

Geneva produced the following manuals for use of trainers and producers of cooperative educational materials:

(i) Participative Methods
(ii) Explaining Annual Reports
(iii) Cooperative Radio Programmes
(iv) Case Writing Package
(v) Correspondence Education (Guide with specimen material).
(iv) Field Education Development (A Training Pack)

The ICA Regional Office & Education Centre used and adapted some of the above material in its teachers training programmes. The CEMAS Unit, New Delhi helped in the teachers' training specially in the production of educational material such as training packages, role plays, case studies, in-basket exercises, etc. These materials were pre-tested by the teachers concerned in their own training environments and revised in the light of experience acquired from the field and opinions received from experts and their colleagues.

In addition, the CEMAS Unit, New Delhi has produced the following training materials:

(i) An Annotated Bibliography of Cooperative Management Cases
(ii) A Case Book on Cooperative Management (draft)
(iii) Manual of Role Plays for Cooperative Teachers (along with specimen of eleven role plays produced by the teachers of cooperative colleges in the region)
(iv) Manual on Preparation and Use of Training Packages (along with the script for a model training package)
(v) Adult Psychology and Educational Methods—A Handbook (including the Training Package on Psychology of Adult Learning)

Specimen of some material prepared, tested and revised by the author are included in Section III. These are meant to give ideas to the reader and other colleagues who are interested in the application of modern technology in the field of cooperative education and training.

The Modular (Package) Approach and its Application in Cooperative Training

The training packages are a series of modular training guides and self-instructional devices. They are based on the vocational education concept of 'module' which converse a definite area of training contents and techniques leading to employable skills. A training module is a unit of instruction or learning activities designed to assist a specific target group in achieving the performance level, described in the objective of the module. In the modular system the training modules are based on the analysis of a task to be performed on the job, skills and attitudes (competence) required to achieve the expected performance level. A training module fits better in a job oriented curricular system rather than in content oriented syllabus system which emphasises on acquisition of information and knowledge.

For example, the manager of a small consumer cooperative store is required to perform several tasks, e.g. to order goods, storage, price marking, shop display, preventing

leakages, member relations, personnel management, etc. These tasks can be sub-divided into smaller training sub-units (learning elements). The task of shop display can be divided into selection of goods, arranging space and decoration material and choosing time for display. The manager completing a training module will acquire renewed skills or knowledge which can be used in effective performance of a task expected from him in his job situation.

The modular or training package approach lays emphasis on the psychology of adult learning and involves actively both teachers and learners in training situation. The training content included in packages consists of independent but inter-related units which can be assembled in various ways to meet different requirements. The packages can be supplemented by audio-visual aids and other learning materials. They can be of the loose leaf type and allow for additional material reflecting local conditions. The materials in a package can be in the shape of illustrated booklets with group exercises, assignments and/or individual self-instructional devices to be used by the trainees, with minimum help from outside. The educational material can also be in shape of case studies, management cases, role plays, management games, in-tray exercises, etc. According to the devices used there can be two types of training packages namely: trainers' package and the learners' package.

The role of trainer using a package becomes more that of a training organiser rather than instructor. The trainer arranges the training situation in a manner that learners learn from self-effort, each others' experience with his assistance and the guidance given in the material. The trainers using such packages should be well trained in the new educational approach and techniques envisaged. They should field test a package prepared by educational technologists with the assistance from subject matter specialists, and adapt it to local conditions. Whenever necessary, they should add or substitute new exercises and assignments for different types of trainees and evaluate their performance accordingly. The trainers should evaluate their own efforts in using the training package and communicate their findings to its producers. It may thus be seen that role envisaged for a teacher/trainer implies his training in communication and action research. He should remain in constant touch with the producers of training packages.

The training package approach indicates the need of evolving an effective *training system* for trainer as well as trainees. It also emphasises the importance of special educational institutions which should be well equipped for the production, further development and evaluation of educational material in different fields of cooperative management. The institution should also train trainers or educational leaders and wherever necessary run correspondence courses on a selective basis.

During the training courses in Training Methodology and Techniques for Cooperative Staff Training in South-East Asia, organised by the ICA ROEC, New Delhi, in collaboration with the ILO Training Centre, Turin (Italy) and Vaikunth Mehta National Institute of Cooperative Management, Pune (India), several training packages based on modular system were produced. Some of the subjects covered with the help of audiovisual aids were:

(i) Shop Layout and Display in a Consumer Cooperative Shop.

(ii) Farm Guidance Activities in Agricultural Cooperatives.
(iii) Cooperative Member Education.
(iv) Training Methods and Techniques.
(v) Psychology of Adult Learning.

The participants for the above courses who were teachers in cooperative training institutions and some members of Course faculty used these training packages and adapted them to their own situations. The adapted version of the training package on Shop Layout and Display was reviewed and further improved by the teachers concerned during their participation in the ICA Follow-up Programmes for Cooperative Teachers, organised by the ICA ROEC in collaboration with the Filipino Cooperative Movement and held at Agricultural Credit and Cooperatives Institute (ACCI), University of the Philippines at Los Banos, Laguna, Philippines.

Our experience with the training package approach in the South-East Asian Region indicates that it involves effective teaching techniques specially for adults. The approach is mainly based on self-instruction or programmed learning by trainees. Although training packages are very effective in transferring knowledge and skills—the approach faces some limitations. First, a package involves an enormous cost for its production. Second, the package requires longer time and full cooperation from the teachers, colleagues and specialists for its production. Third, the package will need periodic changes and adaptation to local situation.

At the end, it can be said that there is an urgent need of trying out new approaches and producing cooperative educational materials which could be used by the learners themselves with some assistance from teachers. ICA-CEMAS, ILO-MATCOM, Intermediate Technology Development Group (ITDG) and other agencies are working in this field. In addition, the teachers trained by the ICA/ILO are preparing and adapting training material for use by their respective trainees. However, there is a gap in the field of educational methods and material. There are very few training and learning packages, case studies, role plays, etc. for cooperative training. Efforts are, therefore, being made to fill in this gap. However, there is urgent need for close coordination and much experimentation in this field. There is a big challenge before cooperative educational institutions and educational technologists. Let us join hands and face the situation.

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Training Package on Adult Learning

Teacher's Notes

1.	Name of module	: Psychology of Adult Learning
2.	Title of unit	: Principles of Adult Learning
3.	Media	: OHT, Flip Charts or Chalk Board
4.	Language	: English
5.	Producer	: Dr. Dharm Vir
6.	Target population	: Teachers of Cooperative Training Centres and Cooperative Education Instructors in the field.
7.	Age group	: 30—45 years
8.	Ability	: Graduate, 3 years experience of adult or cooperative education.
9.	Time available	: Introduction 45 minutes Discussion 45 minutes
˙ 10.	Main aims of the Package	: (1) To make participants interested in adult psychology, particularly in the learning process. (2) To acquaint them with theories and principles of adult learning. (3) To suggest some approaches to adult education and use of modern techniques.
11.	Terminal objective	The participants should be able to understand adult learning better and make their approaches and techniques more effective.
12.	Attached documents	: (a) Script of the unit lesson (b) Teacher's Notes (c) Participants' notes: Paper on Psychology of Adult Learning by D. Vir (See Section I)
13.	Reasons for choosing the media	: Economic and convenient
14.	Material needed for the session	: (1) Overhead Projector & transparencies (2) Flip charts or Chalk board (3) Copies of learner's materials
15.	Other relevant factors	:

1. *Use of Background Paper :*

(i) The paper *'Psychology of Adult Learning'* may be distributed in advance for reading by the participants or

(ii) it may be given after the introduction to the subject in case of new entrants or junior personnel.

They can prepare individual answers to the questions given at the end of the paper and then discuss them in small groups. The group answers can be discussed in the final plenary organised towards the end of the session. The session may conclude with explanation of the principles of adult learning and use of visual aids.

II. In case, the subject 'Psychology of Adult Learning' is being introduced to the new entrants in cooperative education,

(1) Ask the participants :

(a) What is the best way of learning cooperation?

(b) What is the best way of teaching cooperation?

(2) After introduction of the main subject through Overhead transparencies or flip charts, *use blank flip charts,* and ask what are the body senses involved in learning?

(3) (a) Enumerate some characteristics, e.g. more experiences and emotional maturity.

(b) Encourage participants to add to the list, e.g. individual differences.

(c) Divide the list as facilitating and inhibiting factors for learning e.g. encouragement vs. punishment.

(d) Give some suggestions for cooperative trainers.

(4) *Recapitulate and conclude:* Adult persons should learn themselves through motivation insight and practice. The trainer works as an organiser, motivator and facilitator of learning.

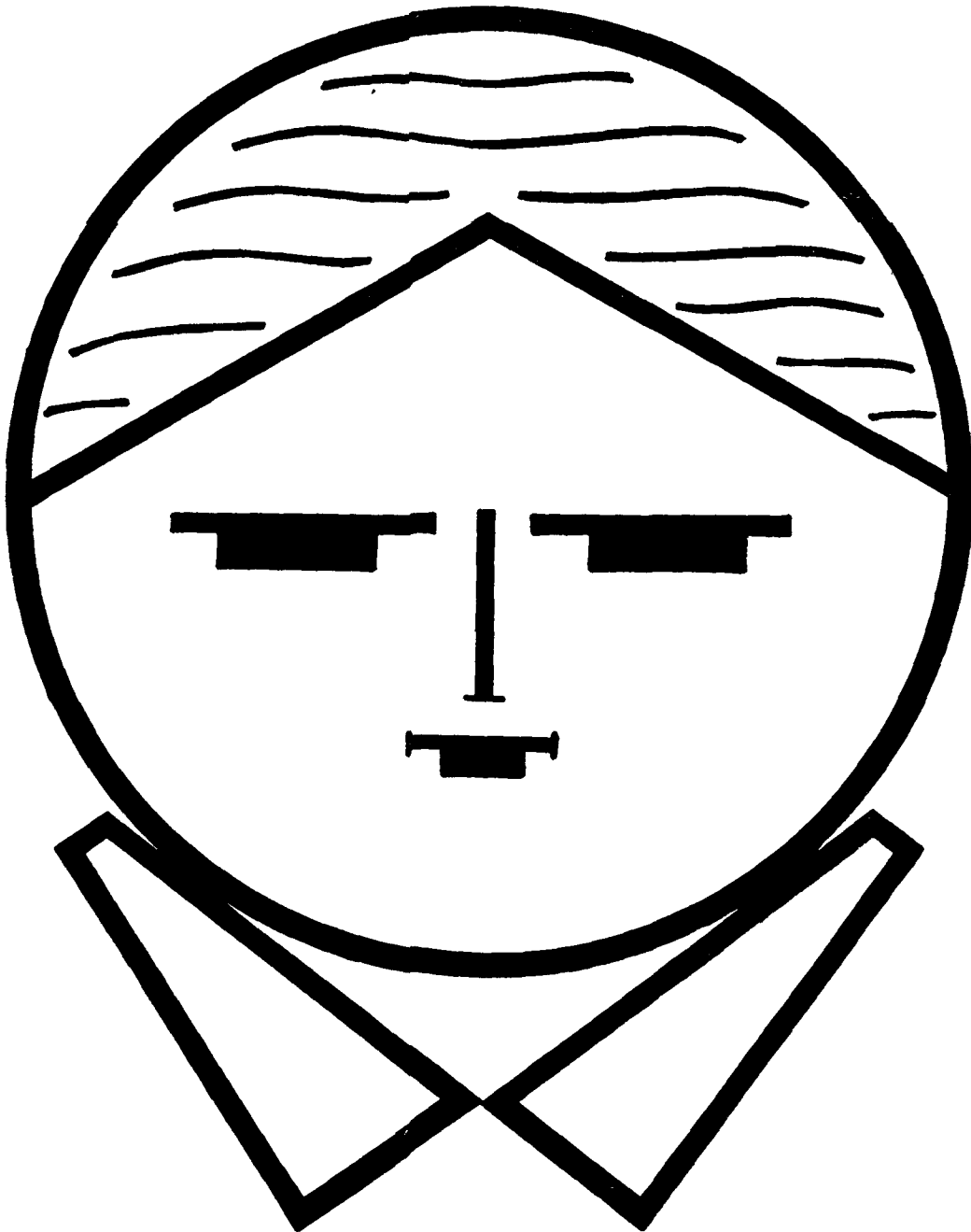# Scripts for Overhead Transperancies (OHT)

Subject : Psychology of Adult Learning

Sl. No.

1. OHT-1 : Human Development Stages	1. Human beings learn and grow from birth to death (from cradle to grave). Adulthood is the time when an individual becomes self-directing and self-responsible. 2. Some factors in Adult personality get established, others continue to change making him unique.
2. OHT-2 : Adult Personality—Effect of various factors on adult personality	1. The hereditary and environmental factors effect adult personality.
3. OHT-3 : The Aim of Education	1. The aim of education is to develop human personality, especially ability to think and take decisions. Three aspects of personality—cognitive, conative and affective.
4. OHT-4 : Motivation	1. Motivation is a goal directed behaviour to fulfil human needs. Motivation is necessary for learning.
5. OHT-5 : Sources of Motivation	1. Sources of human motivation can be extrinsic or intrinsic. Failures may result in frustration. Human mind uses several mechanisms to tackle frustration. Frustration results in lack of objective thinking.
6. OHT-6 : Learning	1. Adult learning may be defined as a process which brings about a relatively permanent change in the individual's behaviour (personality) as a result of knowledge, practice or other experience.
7. OHT-7 : Theories of Adult Learning	1. There are many theories of learning. So are various kinds of learning e.g. learning by trial and error, rote learning, experimental learning, learning by conditioning, gestalt perception.

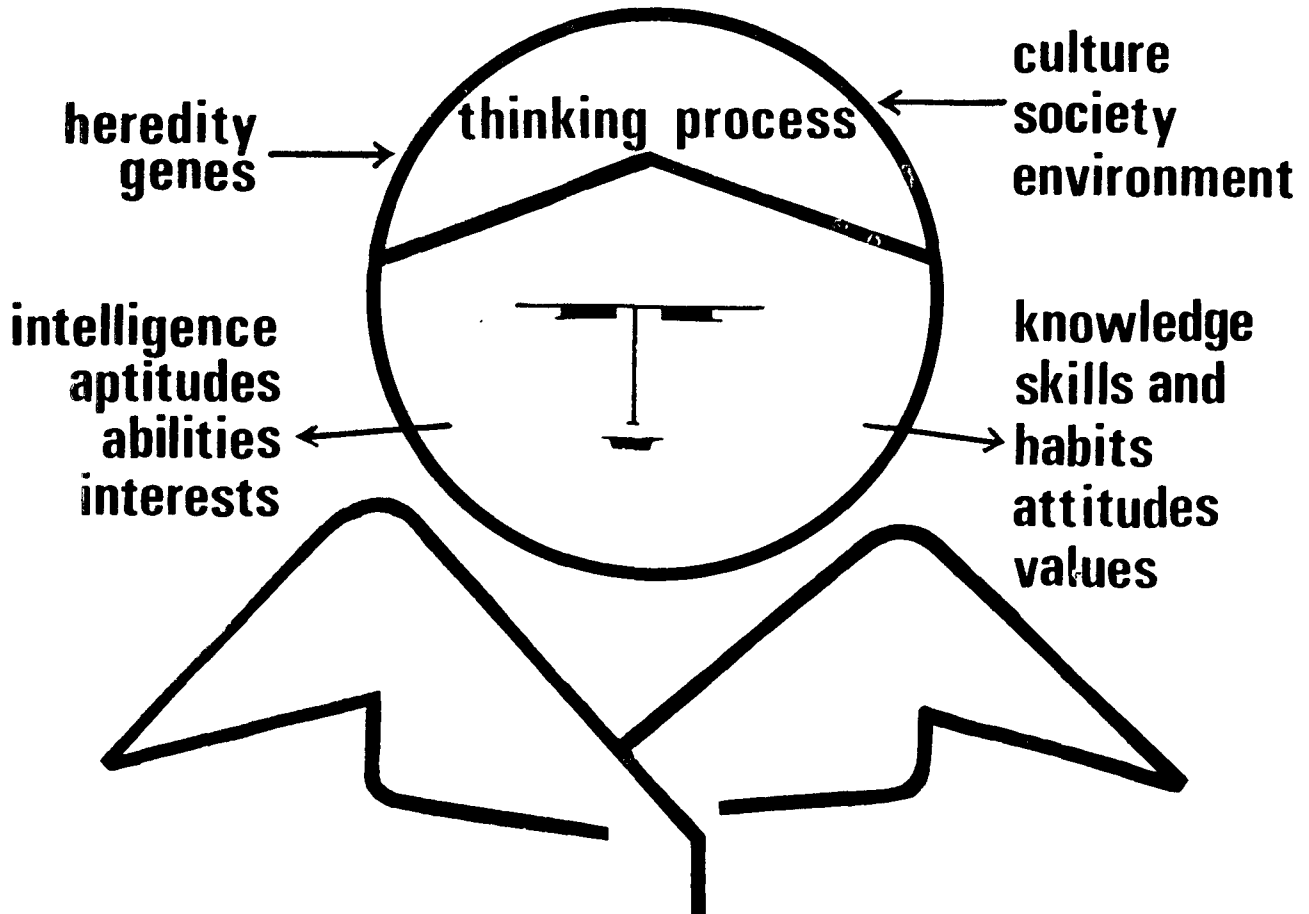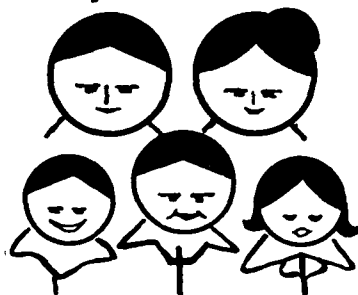|	
	2. None of the theories explains human learning fully.
8. **OHT-8** : Principles of Adult Learning	1. Learning by understanding is quite common among adults, besides other principles of learning. Use of more human senses will make learning effective and permanent.
	2. By proper planning, organising, directing and evaluating a teacher-manager can create favourable circumstances for learning.
9. **OHT-9** : Group Facilitates Learning	1. A cohesive and homogenous group of learners facilitates learning from each other.
	2. The groups should be small and methods should encourage effective participation and interaction among members.
	3. Use group approach to promote gain in change in attitudes, and
	4. To facilitate development of leadership qualities.
10. **OHT-10** : Human Communication Process S : Sender M : Message C : Channel R : Receiver	1. SMCR formula in human communication process. Two way communication is important.
	2. Learning takes place in the areas of knowledge, skills and attitudes and desired behavioural change would take place in learners.
11. **OHT-11** : Factors in Communication (Learning)	1. Objectives 2. Contents/message 3. Characteristics of learners 4. Media and other resources
12. **OHT-12** : Message	A message should be : —complete —correct —clear —concise The message should be appealing to eyes, ears and other senses of learners. It should be transmitted through a suitable combination of media (channels)

psychology of
adult learning

- by dr. dharm vir   ica-cemas

adult personality

maturation and learning

heredity
genes →

thinking process

culture
society
environment

intelligence
aptitudes
abilities
interests

knowledge
skills and
→ habits
attitudes
values

family and friends

the main aim of education is to develop human personality

three aspects
of personality

* cognitive   sensory (perception)
* conative   motor (skills)
* affective   emotional (attitudes)
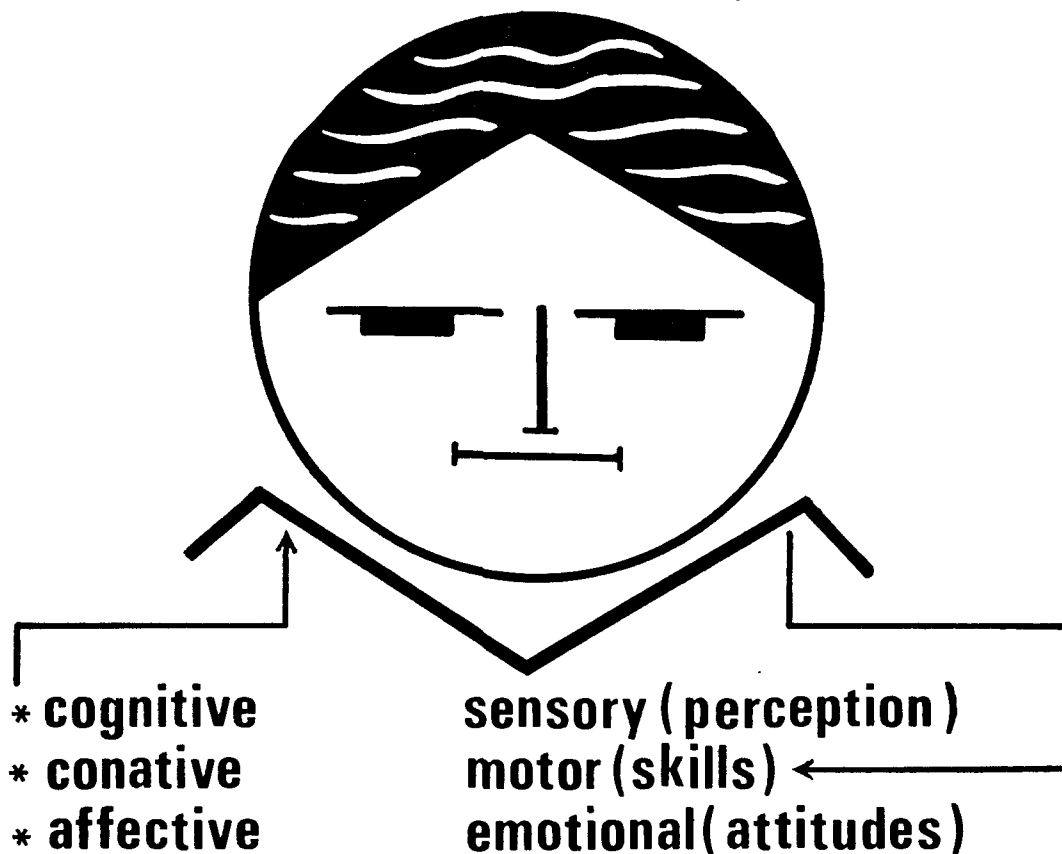
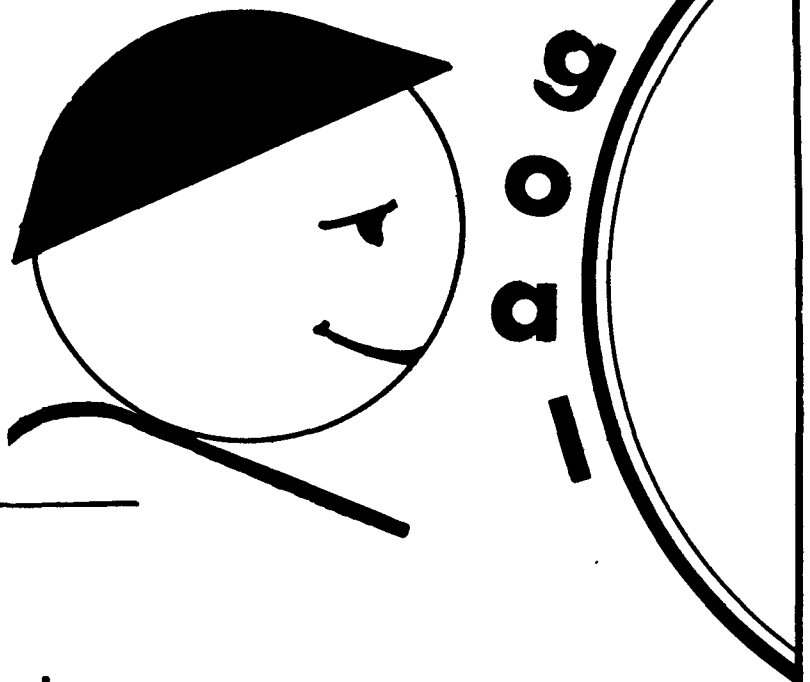**motivation is a goal directed behaviour**

to satisfy needs
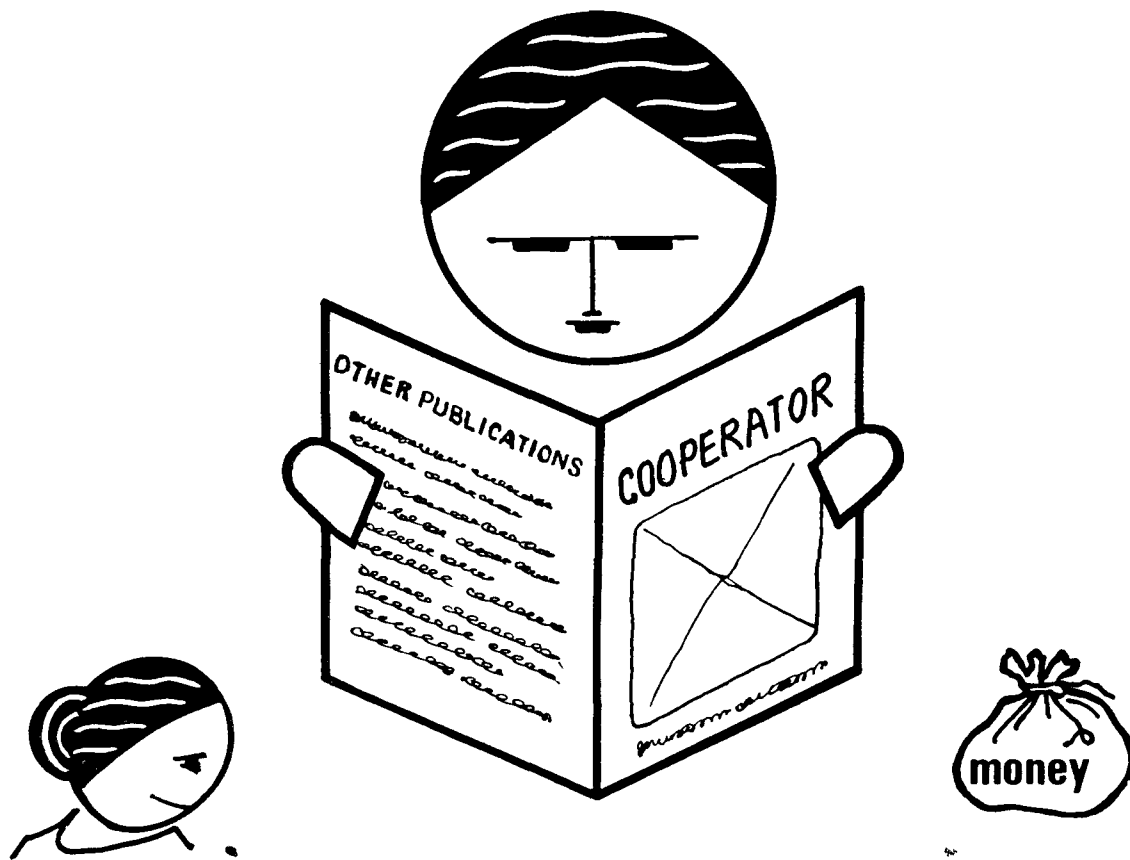
physiological

- hunger

- thirst

- sex

security

social & psychological

- sense of achievement
- self-fulfilment
- belongingness (cooperation and competition)
- prestige and power (profit /authority)
- self importance (status/position)

motivation is necessary for learning

sources of motivation

extrinsic (incentives)   intrinsic (interests)

adult learning may be
defined as a process
which brings about a
relatively permanent change
in the individual's behaviour
(personality) as a result of
knowledge, practice or
other experience.
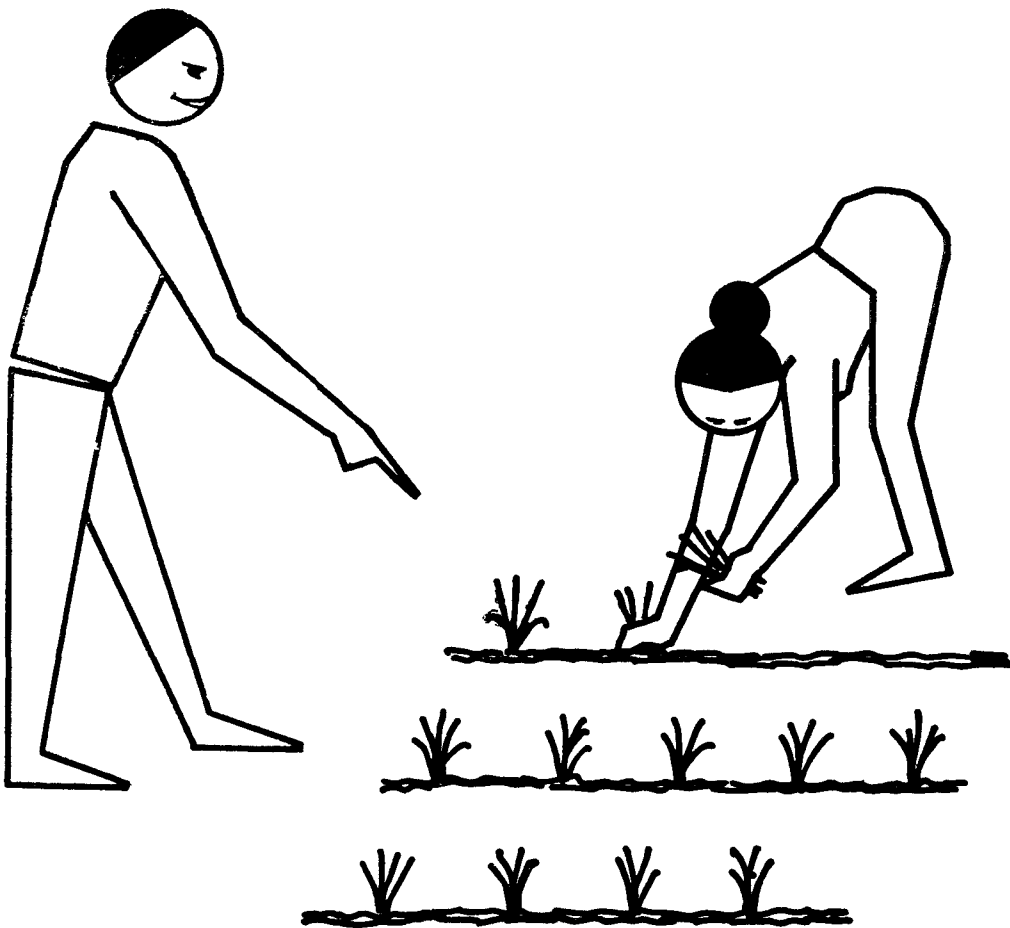
many theories of learning

* based on many kinds of learning e.g.

learning by association.   2+2=4

learning by conditioning.

learning through
communication

learning by doing
(trial & error)

learning through insight

understanding

LEARNING

-correct responses
-need satisfying
-appeal to senses
-immediate reinforcement
-frequency
-practice in different situations
-at own pace
no fatigue no punishment

principles

perception & applications

group facilitates learning

small group

LEADER

INDIVIDUAL MEMBERS

EGOIST MEMBER

ELITE

TEACHER
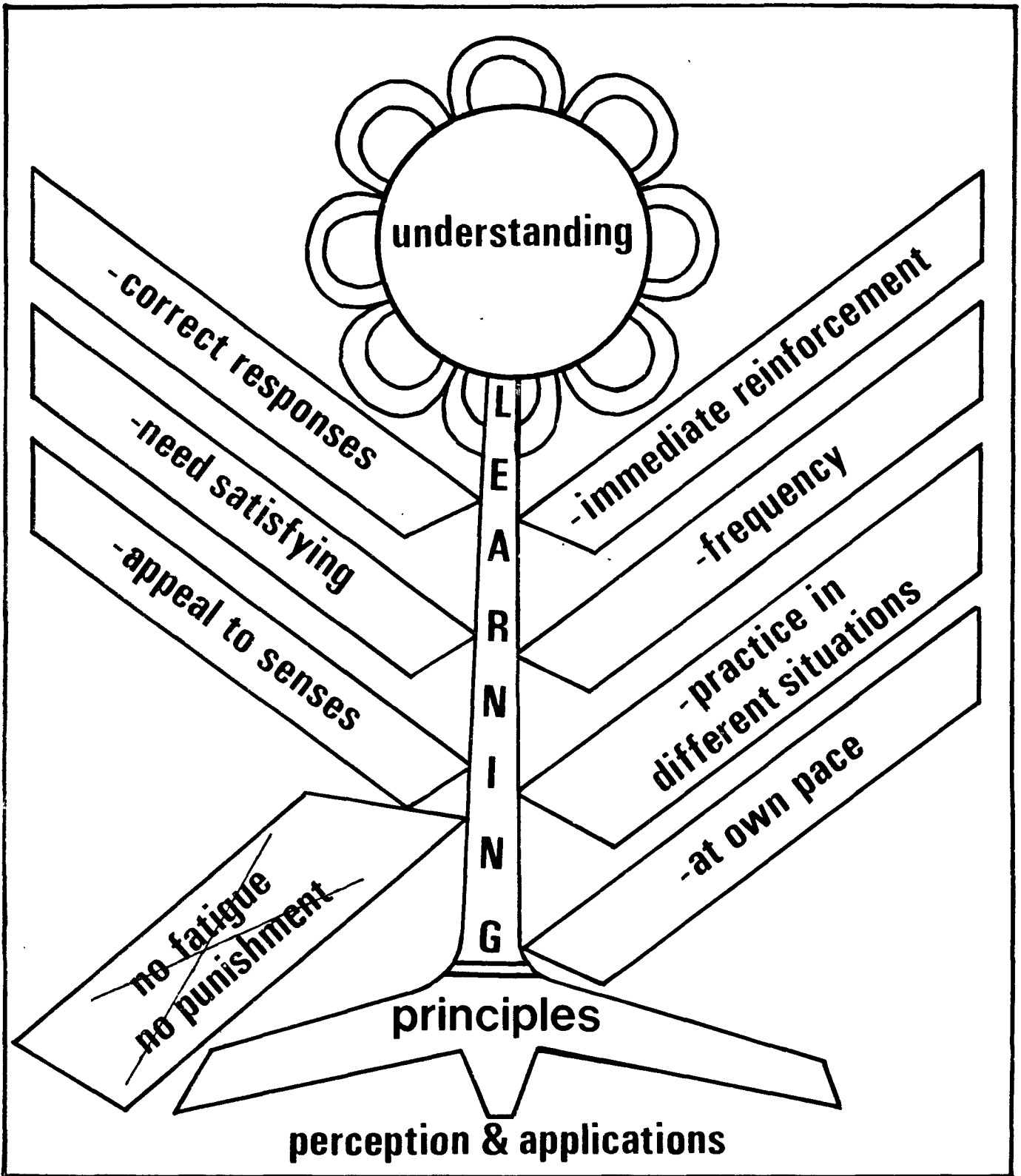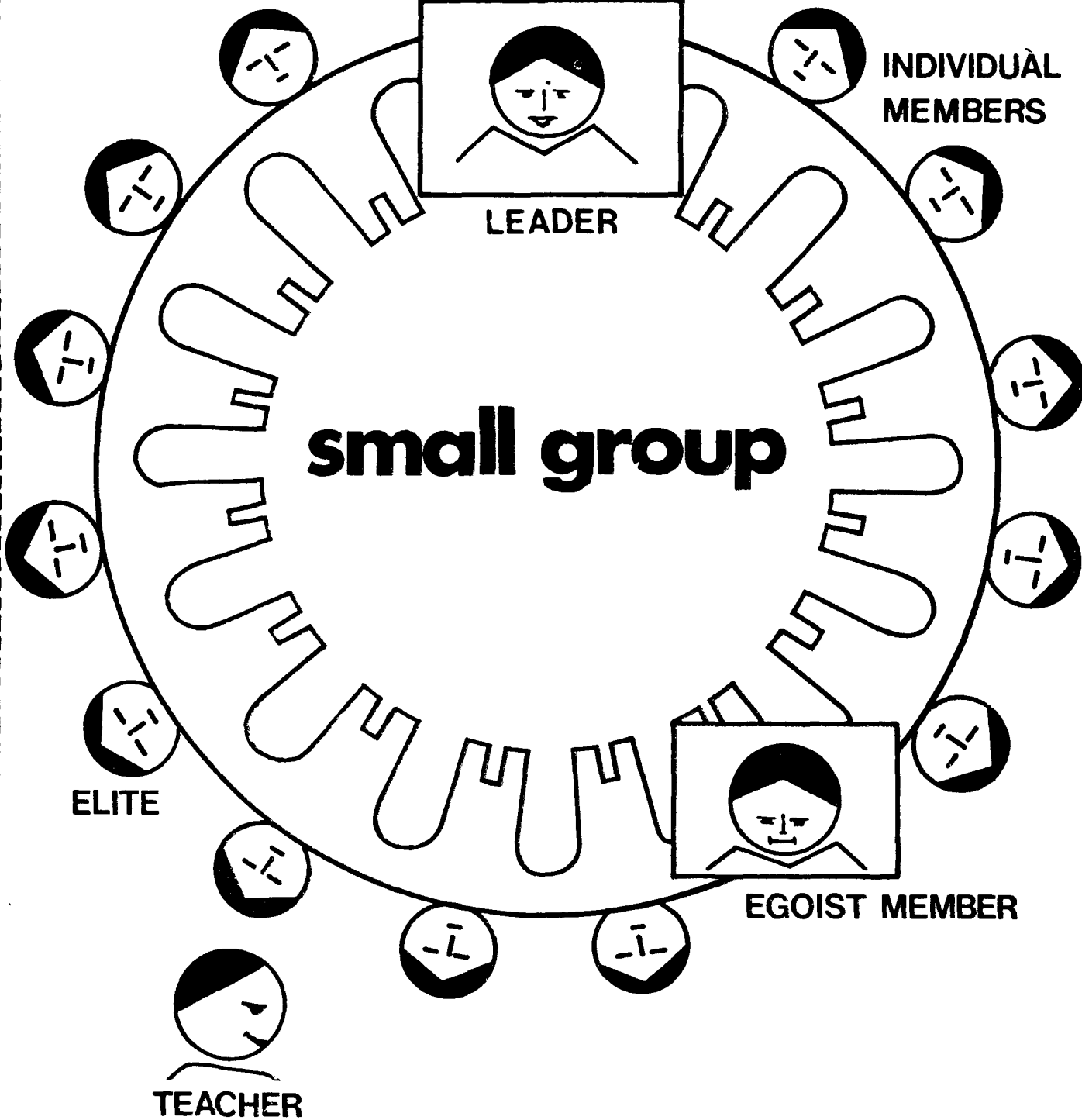
human communication process

two ways

→
←

for
learning

• information

• skills &

attitudes
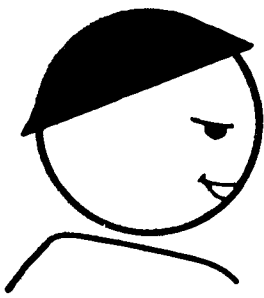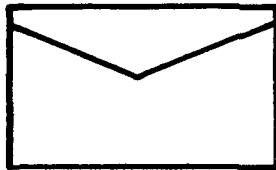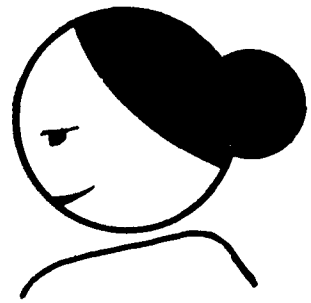
S	**M**	**C**	**R**
sender	message	channel	receiver

factors in communication

contents

learning

teacher
(sender)

learner
(receiver)

objectives

media
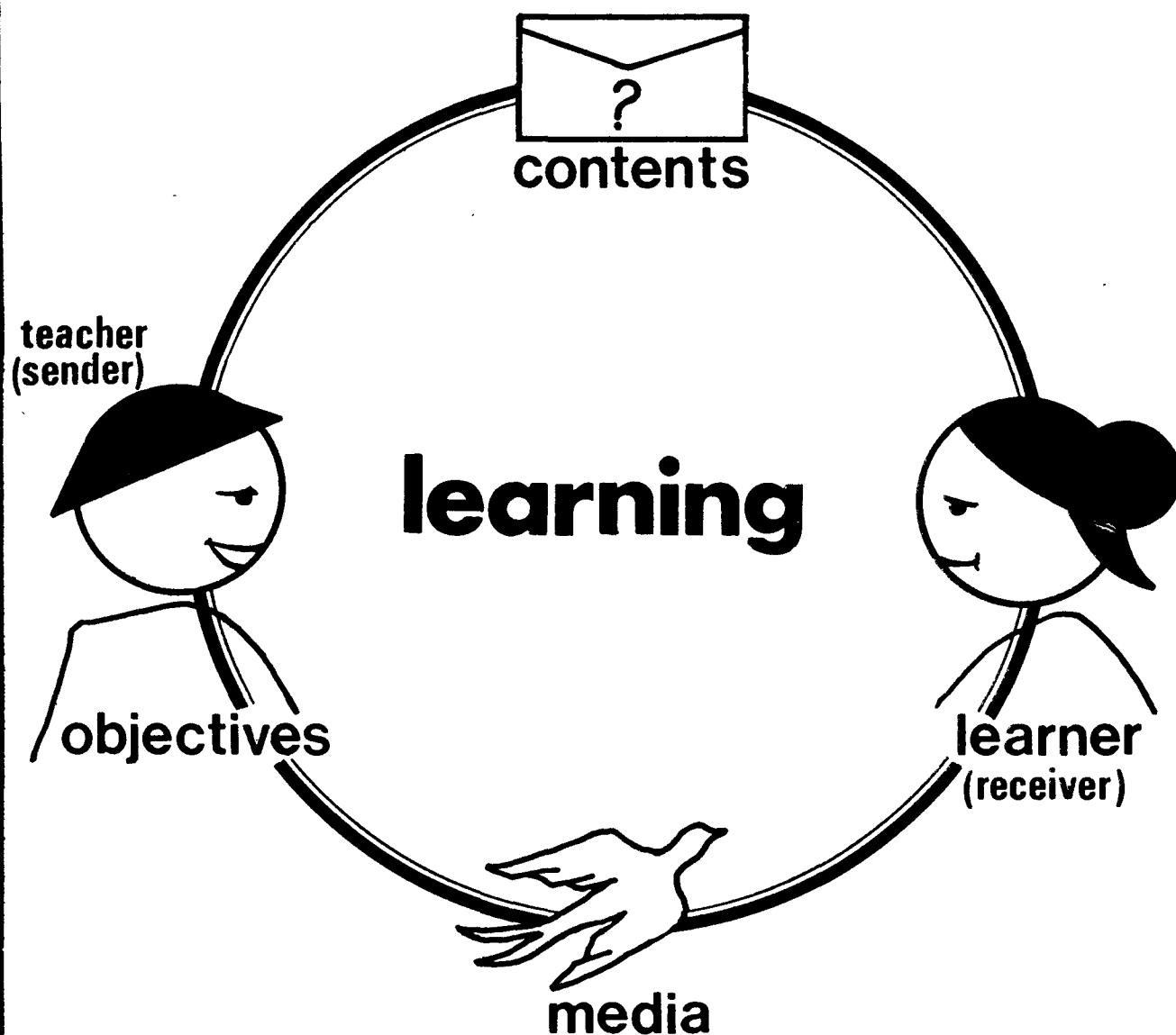
message

the message should be:

- COMPLETE
- CORRECT
- CLEAR
- CONCISE

appealing to various senses

Super Store

The Consumer Cooperative Store (Super Store) was run by Sitapur Consumer Co-operative Society in the heart of a large-size city, Sitapur (India). The store had 250 employees and daily turnover was of Rs. 94,000 per day. The employees had organised a trade union to look after their interests. About 5,000 customers visited the Super Store daily. There were 2,000 members of the society, many of them women. The store ran into a serious problem of shortages of goods, mostl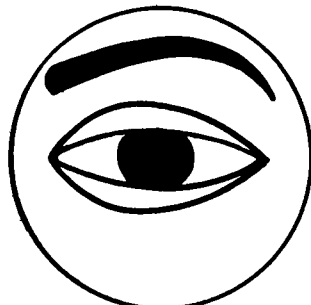y because of pilferage by employees and shop lifting by customers. During 1978-79 the turnover of Super Store was over Rs. 24 million. However, the shortages amounted to Rs. 460,000/- which were about 2% of the turnover. On some items the store had very low margin and it was not possible for the manager to put up with large scale losses.

The Super Store had most of its sales made on counter-service basis. It had elaborate arrangements for vigilance and security under the charge of an Assistant Manager. The main building of the store had two Entrance/Exit points for customers. On each point there was one Door-man deputed all the time and their number was increased during rush hours. The Door-men were expected to keep a close watch on the incoming and outgoing customers. They were authorised to take search of the handbags and the packets belonging to customers, on the exit points. The customers' search were made on an ad-hoc basis and sometimes goods purchased were tallied with cash memos issued by the salesmen on payment. Each item sold was wrapped with special paper by the salesmen before its delivery to customers.

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

The manager decided to conduct himself an immediate enquiry and, on checking the cash at the counter of salesman concerned, he found some excess money. The salesman said that the lady customer did not pay for the cloth, so he did not issue any receipt. She

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1. US$ = Rs. 10/-

took away the cloth without his knowledge when he was busy in talking to other customers. The excess money in the cash, according to him, was because of the mixing of his own money taken out for change. The salesman was given some imprest money for change. However, he was not expected to mix up his own money with the imprest money.

During the enquiry the Manager learnt that the lady customer was a teacher in the local school of repute and it was difficult to suspect her. He also found that the lady customer had recently enrolled herself as a member of the Super Store. On asking for some reference, she got annoyed and said "Don't you know our Principal, Mrs. Deshmukh? On your personally approaching her, Mrs. Deshmukh asked me to become a member. Now you are treating me suspiciously". The Manager was in a fix.

A Management case on Retailing

Notes for Teachers

1. Objectives:

1. The main purpose of the case is to enable managers of consumer cooperatives in handling successfully some of the problems of customer/member relations.
2. It may also be used to sensitize managers to difficulties encountered in retailing situation and pitfalls in the control procedures in a consumer store and enable them to find out effective solutions.

2. Target Group :

The Managers, Assistant Managers and Sales Supervisors of Consumer Cooperative Stores.

3. Duration :

Two hours of class-room discussion

4. Identification of Problems :

The *main problem* in the case is of handling a new member/customer who has visited the Store probably for the first time. It has implications for personnel management as well.

5. Teacher's Analysis :

Alternative solutions—(a) Immediate solution would be to let the customer go with proper receipt and the salesman who mixed up his own money with the store money can be asked to pay for the price of the article sold. He should be warned not to mix up his own money with official cash. (b) Another alternative can be to penalise the lady customer by asking her to pay again for the article with a warning to the salesman concerned. (c) The third alternative could be to ask both the salesman and the lady customer to divide the price of the article and pay for it on a fifty-fifty basis, thus penalise both for their mistakes.

6. Actual Solution :

The first solution is preferred and the same was adopted by the management with satisfactory results.

7. Field-testing :

On field-testing it was found that specific instructions to salesmen should be given and customers should also be kept informed about sales procedures, etc.

8. Techniques :

Since the case is rather short, its copies can be given to participants in the class-room for individual reading. After fifteen minutes, the teacher can initiate discussion in terms of identification of the problem, its causes and immediate and medium-term solutions. The participants' suggestions may be jotted down by the teacher on the black-board and advantages of each solution discussed in terms of quantitative and qualitative effects on the Super Store. The participants should be assisted in identification of the short-term, medium-term and the long-term solutions.

If the teacher is proficient in using role-play technique, he may use the case in enacting a role play situation. This will call for advance preparation and more time.

Cooperative Work

Structured Role Play-Group

PART I

Teachers' Notes on Role Play (not to be distributed among students)

1. Objectives:	A. To introduce and demonstrate to the group role play technique.
	B. To give participants some experience in role playing and conducting managing committee meetings.
	C. To discuss the use of role playing in management training and cooperative education.
2. Target Population:	Teachers under training from Cooperative Training Institutions
3. Group Size:	15—20—25 including role players.
4. Material Needed: (for conducting Role Play)	(i) Name Cards for role players, (ii) Role Play briefs, (iii) Observation Sheet, (iv) Description of general situation
Handout Material: (to be given to all participants at the time of summing up as reference materials)	(i) Voluntary Work in a Cooperative (Group Role-Play Exercise) (ii) Manual of Role Plays for Cooperative Teachers (Chapter I, II & III), edited by S. Khandwala and published by CEMAS Unit, New Delhi (iii) Chapter on Role Play from Participative Teaching Methods published by CEMAS, ICA Geneva.
Background Material: (Participants to obtain and read)	(a) "Role Playing" pp 1 to 18 of chapter 14 from *An Introductory Course and Training Methods for Management Development*, by ILO
Further Readings:	(a) *ILO Management Development Manual* 4, Chapter on "Human Relations, Case Studies and Role Playing" (b) Craig and Bittal : *Training and Development Handbook* Chapter 11, "Role Playing" by Malcom E. Shaw.

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

6. Classroom arrangement:

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

7. Application in the class:

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

(2) The main purpose of role playing is to let the participants understand, experience and appreciate the thinking and feelings of others whose role they are taking and playing. It will help them in objectively perceiving in improving inter-personal relationship.

(3) Give general instructions to all the role players that they should accept facts as given and assume the *attitude* implied in their roles. When facts and events occur that are not covered by their respective roles, the role players should make up things that are consistant with the way it might be. The feeling and the mode of behaviour should be in accordance with events that transpire in the role playing process. After the role is over, they *should not* continue to feel offended, if their feelings have been hurt during the process.

(4) Give the general description of the situation. Select five participants for playing different roles, on a voluntary basis.

(5) Fifteen minutes before the role play demonstration

give each participant his respective role play brief and ask him to read it alone.

(6) Give the rest of the trainees copies of 'Observation Sheet' (Annexe-B) and ask them to observe the behaviour of role players during the process of the role.

(7) The process of role playing may continue for about 15 minutes. To make role playing effective the instructor can use devices such as doubling, role repetition, role reversal, etc.

(8) Start the role play before the problem situation is resolved. Soon after the role play is over, ask the observers to give their observations. They should use the given names and not the actual names of role players.

(9) The role players should be given an opportunity to give their impressions as to what transpired during the role play.

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

PART—II

Description of General Situation

1. There is a cooperative college being run by the National Cooperative Union of an Asian country. In the year 1980, the employees of the college formed a thrift and loan society. There are 50 members who regularly contribute five per cent of their salaries as deposits. The office bearers (who are honorary workers) are elected every year. The following are active office bearers for the current year :

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

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

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

3. The President called the Secretary and the Treasurer and discussed the complaints from the members. The Secretary and the Treasurer blamed each other for the mismanagement and said that they had no time to devote to cooperative work and were prepared to resign.

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

PART II

Role-Briefs

1. Role Play Brief for President (Mr. Thomas):

You are an active cooperator with a desire to serve the members and also to motivate others for social service. Being the Vice-Principal of the college, you do not have enough time to look into the routine management of the society and complaints of individual members. Moreover, you are usually out of station on official work. You try to persuade the Secretary and the Treasurer to do their work properly and appeal to others to assist them in discharging of their heavy duties. You, however, fail to understand the difficulties of your colleagues in the cooperative.

2. Role Play Brief for Vice-President (Mr. Abdullah):

You work as a Personal Assistant to the Principal of the college and is not interested in cooperative work. You are elected as the Vice-President with the hope that you will get interested in the cooperative in due course, but your heavy official duties keep you away from the routine management of the cooperative. You are not satisfied with the working of your cooperative and are irritated over the behaviour of others. Some time you feel that some of your colleagues are not working honestly.

3. Role Play Brief for Secretary (Mr. Pramun):

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

4. Role Play Brief for Treasurer (Miss Murthy):

You are a new person in the cooperative. You do not know, how to maintain accounts of the cooperative. However, on receiving assurance for assistance from Mr. Pramun (Secretary) you had agreed to work as a Treasurer. Your office duties do not allow you to devote much time to do the cooperative work. You are given an opportunity to attend a training course organised by the local District Cooperative Union. But you did not avail of the opportunity because of your other pre-occupations and lack of interest. Your main complaint is that nobody helps you in maintaining accounts not even the Secretary who had assured you earlier, of all the assistance. You also say that the honorarium given to you by the cooperative is not enough. Moreover, you demand some facilities from training centre, so that you can do the Treasurer's work conveniently, during office hours.

5. Role Play Brief for Managing Committee Member (Mr. Singh):

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

PART II

Observation Guidelines
(To be given only to the observers)

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

1. How did the leader present the problem?

    a. In presenting the problem did the leader have the attitude of asking for help?
    b. Did the leader present all the facts?
    c. Was the leader's presentation of the problem brief and to the point?
    d. Did the leader scrupulously avoid suggesting a solution?

2. What things occurred in the discussion?

    a. Did all group members participate?
    b. Was there free exchange of feelings between group members?
    c. Did the group use social pressure to influence any of its members?
    d. On which member of the team was social pressure used?
    e. Was the leader permissive?
    f. Did the leader avoid taking sides or favouring any person?
    g. What were the points of disagreement in the group?

3. What did the leader do to help problem solving?

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

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Good Relations

Structured Role Play-Individual

PART I

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

1. Objective:	A. To demonstrate to the group, the interpersonal and communication skills required in selling ideas to Senior Officers.
	B. To improve inter-personal skills.
2. Target Population :	(a) Salesmen, Sales Supervisor, Sales Officer and Sales Manager of Marketing Cooperatives.
	(b) Public Relations and Educational Personnel of Co-operatives.
3. Group Size:	20 to 25 including the Role Players.
4. Material Needed: (for conducting Role play)	(i) Role Play briefs
	(ii) Description of the Situation
	(iii) Observation guidelines
	(iv) Name cards for the Role Players
	(v) Chalkboard, chalksticks and duster
Handout Material : (for Educational Personnel) **The whole set to be distributed while summing up.**	(i) Good Relations (Structured Role Play-Individual)
Further Readings :	CEMAS Manual of Role Plays for Cooperative Teachers.
5. Participants to Play the Role:	(i) Mr. Paramesh, Area Manager of Bhartiya Krishak Sewa Sangh (BKSS)
	(ii) Mr. Singh, District Agricultural Officer
6. Application:	(a) In order to play the roles, players should be selected from among the participants on a voluntary basis. The Role Players should be called one by one and supplied with their respective role play

briefs just 15 minutes before Role Play starts. They should be asked to read their roles silently two-three times and ask the Coordinator to explain their role individually, if necessary.

(b) The observers should be given observation guidelines a few minutes before the Role Play starts. The observers should keep quiet during Role Play. After Role Play is over the observers will make comments constructively.

(c) The Role Players may give their own views about the roles played by them.

(d) The teacher will carefully collect points from Role Play and also from views and comments of the observers.

(e) The teacher will ask questions regarding learning of the participants they received and thereby evaluate the whole exercise.

(f) The teacher at last will sum up everything systematically.

7. Time Allocation: Role Play : 25—30 minutes followed by about one hour discussion.

8. Class-room Arrangements:

(a) 2 chairs and one small table for the Role Players— Name cards of the Role Players should be put on the table in such a way that the observers can see the names.

(b) Sitting arrangement with table for the observers, preferably in semi-circle way.

PART-II

Description of Situation

The Bhartiya Krishak Sewa Sangh Ltd. (BKSS) imports and sells various kinds of chemical fertilizers, through local traders cooperatives and other agencies. It has its own brand name SEWAK for special mix of fertilizer sold in bags. The SEWAK brand was getting increasingly popular among farmers and the distributing agencies because of good publicity work done by the field staff of BKSS.

Mr. Paramesh is one of the Area Managers employed by the BKSS for popularising its SEWAK brand fertilizer and other products. He is a young science graduate who has taken special training in communication and extension methods.

On a request from one of its field workers, Mr. Paramesh takes an appointment with Mr. Singh, the District Agriculture Officer concerned with promotion and supply of agricultural inputs through the approved distributors in the area. Mr. Paramesh wants to invite Mr. Singh to a meeting of farmers to be convened by BKSS field staff in order to promote scientific use of SEWAK brand fertilizers. He wishes that Mr. Singh should also address the farmers in the meeting and emphasise on the need of farm planning so that right kind of agricultural inputs could be supplied to them on time.

Although Mr. Paramesh knows Mr. Singh personally, yet he prepares himself well for the meeting. Mr. Singh in consultation with him develops agenda for a one-day meeting. When he goes to meet Mr. Singh according to the appointment he takes his field worker along with him. He does not forget to take along with him copies of the latest extension literature and some diaries brought out by BKSS.

PART-II

Role-Briefs

Brief for Mr. Paramesh

You are a young and energetic Area Manager employed by the Bhartiya Krishak Sewa Sangh Ltd. "(BKSS) three years ago and deputed to a district to popularise its SE-WAK brand fertilizer and other products. You have a post-graduate degree in Agricultural Science (M.Sc. Ag.) from the Agriculture University. You have also undergone various training courses in extension methods and human relations. Because of your good work and amiable personality, you have developed personal relations with government officers and leaders in the district.

You are a habitual smoker and know that Mr. Singh does not like smoking. The purpose of your meeting with Mr. Singh, District Agriculture Officer, is as follows:

(1) To improve your personal acquaintance with Mr. Singh and his colleagues in the Agriculture Department.

(2) To inform Mr. Singh about the work and programmes of BKSS in the district.

(3) To invite him to be the chief guest in a meeting of farmers of some district village in the district.

(4) To involve Mr. Singh in the activities of BKSS, particularly in the organising of farmers meetings.

Brief for Mr. Singh

You are very senior and experienced District Agriculture Officer of State Government stationed in Indore city for the last four years. You are known among the farmers, cooperatives and other rural agencies of the district for your love for extension work and a fair deal to all. The state government has awarded you for your good work. However, you are short tempered and do not like talkative people. You are against smoking. You are very busy in your office duties and these days avoid touring due to ill health. However, you decided to give appointment to Mr. Paramesh, Area Manager, BKSS, for a meeting in the evening hours after office time. You are in a hurry to go home and feel somewhat tired because of the day's work.

PART-II

Observation Guidelines

1. Observe Mr. Paramesh, the Area Manager only and not Mr. Singh, as our objective is to learn about "Public Relations Skills".

2. (a) Was Mr. Paramesh well prepared?
   (b) Did he establish the rapport?
   (c) Was he sensitive enough to see the annoyance of Mr. Singh at his smoking?
   (d) Did he notice that Mr. Singh liked to be informed about the activities of BKSS?
   (e). Did he apologise to Mr. Singh for the past lapses in not keeping the Agriculture Officer informed?
   (f) Did he notice that Mr. Singh was not keen on getting involved in promotional activities?
   (g) Did he answer the objections raised by Mr. Singh in an even tone?
   (h) Did he maintain his calmness throughout the interview?
   (i) Did he lesson the objections of Mr. Singh by listening to him and not entering into arguments with him?
   (j) Could he pursuade Mr. Singh and achieve his objectives?

PART-III

(For the use of teachers only, not to be given to participants)

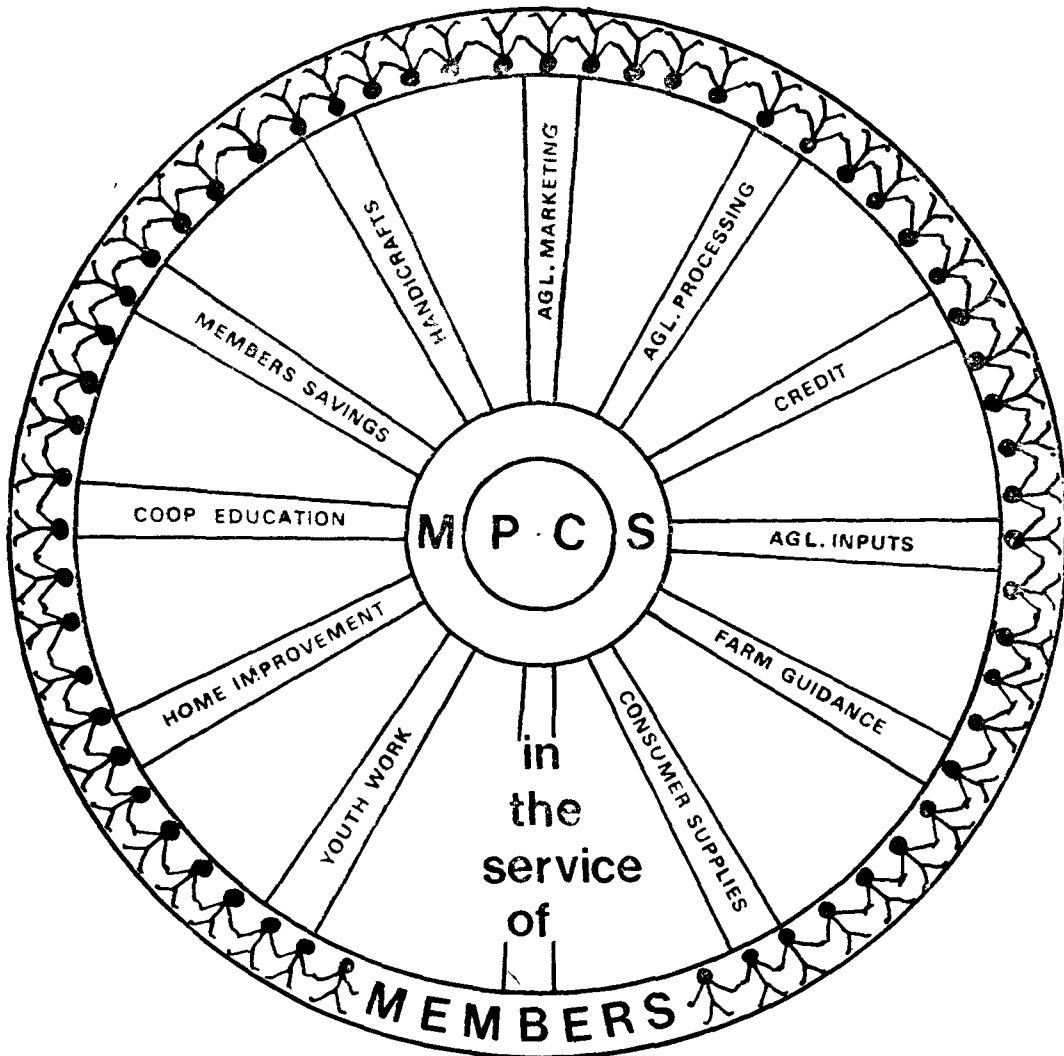## Analysis, Implications and Summing-up

Like any salesman, the Salesmen of Ideas (Public Relations Personnel) are required to know the essence of selling. Every Salesman should know that the art of selling is the Sales Interview. The Sales Interview consists of four steps:

(a) Approach the customer/client.
(b) Present his product or idea.
(c) Answer his objections.
(d) Close his sale in such a way that he achieves his objectives.

If the *Sales Interview* is to be successful, the Salesman or Public Relation Personnel:

(i) is to plan out for the Sales Interview,
(ii) should have thorough knowledge of the product or the idea he wants to sell,
(iii) should have the understanding of the human behaviour, the client's psychology and his own personality,
(iv) should be thoroughly familiar with the sales communication principles and practise them, and
   The PEOPLE formula Role Play No. 8 can be useful to the teacher. It is given on page 123 of the *Manual of Role Plays for Cooperative Teachers*, edited by Prof. Shabhana Khandwala, published by the CEMAS UNIT, ICA ROEC, New Delhi.
(v) ask questions to get their view-points and feelings. Open-ended questions like what, when, where, how are useful to collect data and get to the heart of the objections.

multi-purpose cooperative society
(m p c s)

MEMBERS SAVINGS · HANDICRAFTS · AGL.MARKETING · AGL.PROCESSING · CREDIT · COOP EDUCATION · AGL. INPUTS · HOME IMPROVEMENT · FARM GUIDANCE · YOUTH WORK · CONSUMER SUPPLIES

M P · C S

in the service of

MEMBERS

SPECIMEN-6

Multi-Purpose Cooperative Society (MPCS) in the Service of Members

Study Material*

What is a Cooperative?

A Cooperative Society is an organisation of persons who join together voluntarily to achieve a desired social and economic goal which they cannot attain individually. It is owned, managed and operated by the members themselves, to their own advantage. Every member is a shareholder and has the right to vote, to elect representatives and to take part in the working of the society. The members of the cooperative are also its customers.

Thus the cooperatives being tools of mutual self-help of economically and socially weaker groups of a society combine two organisational entities: a service oriented business enterprise and an association of individuals relying on the services it provides.

The Organisation of a Cooperative Society

Organisational structure of an Multipurpose Cooperative Society (MPCS) (as given in the diagram) shows members at the top (giving end) as well as at the bottom (receiving end). It also shows that in a cooperative, members should provide an input and then expect a proportionate output (see chart).

The Board of Directors of the Cooperative Society acts as trustee for member interests and is responsible for the organisation and supervision of the day to day operation of the cooperative. Formulation of the programmes of work, the budget, supervision of their implementation and reaching decisions are also the responsibilities of the Board of Directors.

In the discharge of these responsibilities they are guided by the by-laws of the society and the cooperative principles (see Annexe 'A').

Services of a Cooperative

The reorganised multi-purpose cooperative societies in Sri Lanka are expected to perform various functions in the interests of their members. These services based on the felt needs of the members may vary according to the geographical area of operation.

Accordingly the services of an urban society may be different from those of a rural soceity. They will also greatly contribute to the improvement of society—member relations thereby encouraging a greater degree of member participation and member control in cooperative activities. They will also be instrumental in raising the standard of living of members, leading to better business of the society itself.

Main Aspects of Member's Life

The membership which the societies would serve—How is it composed of? The total membership in the multipurpose cooperative societies in Sri Lanka is approximately 850,000. The greater part of the membership consists of rural farmers who are engaged mainly in agricultural occupations, such as paddy cultivation and subsidiary occupations like growing of vegetables and minor export crops. There are quite a number of farm households engaged in side occupations like dairy keeping, poultry keeping and cottage industries. These activities form the production aspect of the farmer's life. The farmer's life has consumption as the other main aspect. This aspect includes food and clothing, housing, health and education, recreation and social obligations and savings.

Relation Between Services & Member's Needs

The services of a cooperative society should bear direct relation to the day to day needs arising from these two aspects of the member's-farmer life and should be capable of helping him to increase his income and raise his standard of living to make his life happier.
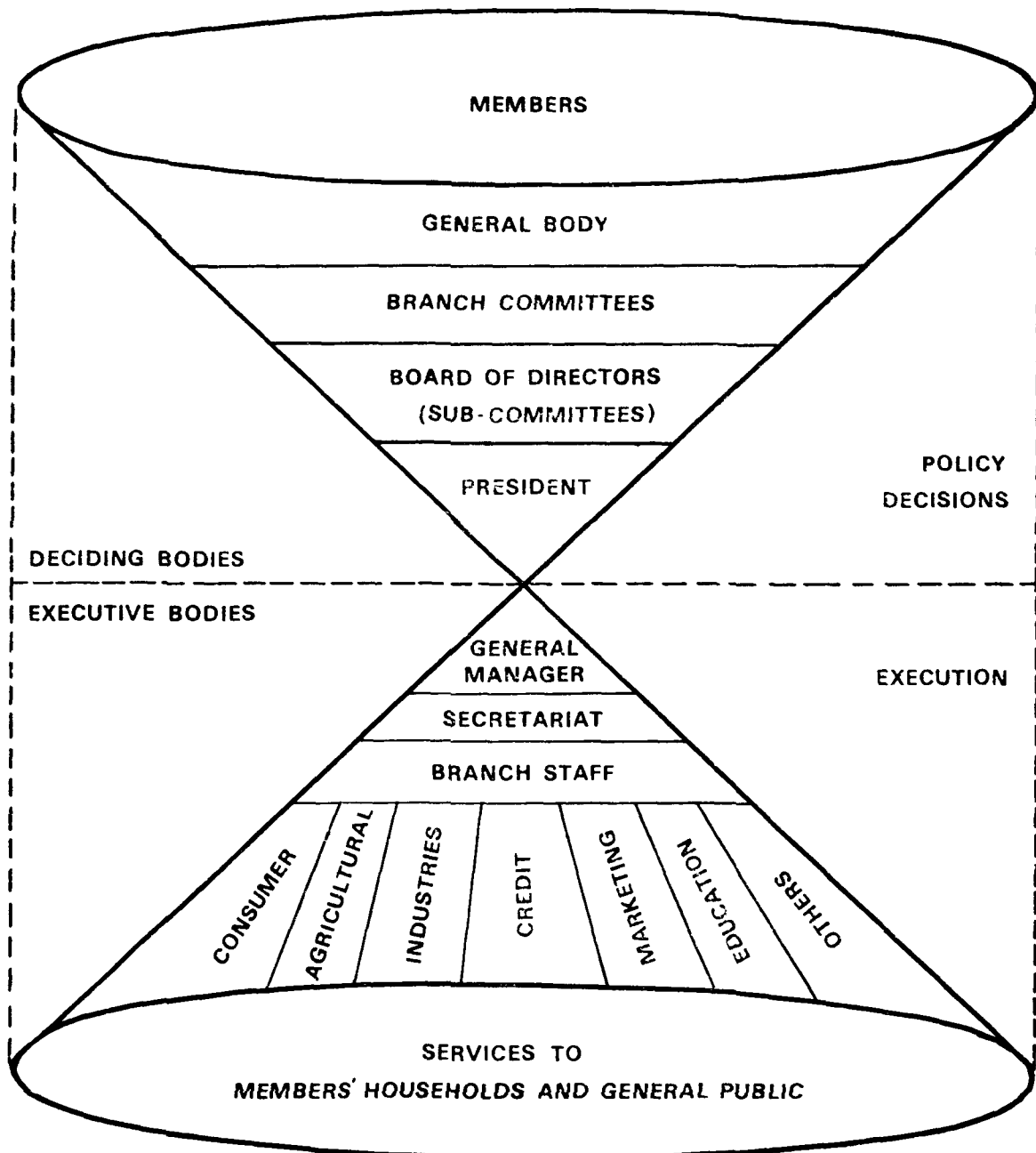
Increased Income

Increased income for the member farmer—in what ways can the society be of assistance to the farmer-member in this regard? Increased income can be achieved only through a *higher level of productivity* at a reasonable cost.

Traditionally the average farmer in Sri Lanka was not interested in producing more than what he requires for family consumption. There is therefore the need to convince the farmers that they should take to agriculture as a business enterprise and not as a subsistence occupation. Poor farm families may be assisting in undertaking other income generating activities.

(a) *Diffusion of Technical Knowledge:*

In this context the farmer member needs the guidance and the assistance of his society. The farmer is not familiar with the scientific techniques of farming which are the results of agricultural research. The society through its farm guidance services can assist in the diffusion of scientific knowledge to members. What the farmer requires specifically is the assistance in the actual business approach application of scientific techniques, according to the particular needs and resources of each farmer and the small holdings under cultivation. The information to be communicated should be of the right type in the right amount.

ORGANISATIONAL STRUCTURE OF MULTI-PURPOSE COOPERATIVE SOCIETY

MEMBERS

GENERAL BODY

BRANCH COMMITTEES

BOARD OF DIRECTORS
(SUB-COMMITTEES)

PRESIDENT

POLICY
DECISIONS

DECIDING BODIES

EXECUTIVE BODIES

GENERAL
MANAGER

EXECUTION

SECRETARIAT

BRANCH STAFF

CONSUMER   AGRICULTURAL   INDUSTRIES   CREDIT   MARKETING   EDUCATION   OTHERS

SERVICES TO
MEMBERS' HOUSEHOLDS AND GENERAL PUBLIC

(b) *Farm Management:*

However excellent the farming techniques may be, they are of little use to the farmer till they are economical. In order that the farmer may secure maximum production of selected farm products at minimum cost, he should be educated in farm planning and farm management with the assistance of the relevant agencies; guidance can also be given in the selection of proper seeds, time of sowing, application of fertiliser, time of harvesting, availability of production requisites, labour, marketing channels, etc.

(c) *Supply of Credit:*

The most pressing problem faced by the farmers for increasing their agricultural production is how to secure adequate and timely funds. The cultivation of the members' field cannot be delayed on account of a delay in the obtaining of a loan.

If the farmers were to get their funds from private traders and money lenders they had to pay very heavy interest. They would also have to resort to such devices as hypothecation of produce and lease of crops. The farmers need money not only for major agricultural activities, but also for subsidiary occupations. Supply of credit on time to farmer members will therefore be an important function of the MPCS.

(d) *Agricultural Inputs:*

Fertiliser, insecticides, farm implements and raw materials where the members are engaged in industrial production, should be kept with the society for supply to members at the time of need.

(e) *Marketing Facilities:*

The guidance activities of the cooperative society are not likely to succeed if they are not closely linked with the business activities such as the supply of production requisites, processing and sale of goods.

No less important than the funds and the supply of material is the exploitation of markets; If no markets are available higher levels of production reached with the integrated assistance of funds, material and techniques are destined to end in failure. Therefore, the cooperative should concentrate its efforts on the exploitation of markets and cooperative marketing.

In marketing and processing, a cooperative can increase the income of members by fair measuring and weighing, by exercising quality control and grading at the primary level. The cooperative can eliminate or replace the middlemen and cut marketing costs, thus gaining a higher collective income on behalf of the members. Processing centres owned by the cooperative may ensure the flow of further benefits to members. A cooperative marketing chain from the individual members—→to the Branch—→ to the MPCS—→ to the national apex can ensure a higher return to the producer. The member producer can be assured of a fair and stable price by resorting to such systems as contract marketing where the cooperative can buy the produce at a pre-determined price.

(f) *Other Services:*

There are a host of other production services which the cooperative can provide to its members. For instance, facilities may be provided for transport and storage of farm produce, of artisanal and industrial products, of production inputs and requisites, services for joint use of agricultural machinery such as tractors, harvestors etc. which the members cannot afford to purchase individually; facilities for group farming and collective utilisation of labour.

Planned Consumption

An attempt has been made in the foregoing description to outline some of the services that the MPCS can undertake in order to raise the productivity levels of its members. Equally important it is to provide the necessary guidance in order that the income generated will be wisely spent on consumption leading to happy and contended homes.

(a) In this respect, the cooperative society can help its members in a big way. This can be carried out by the continuous supply of consumer information and through specially designed programmes of cooperative member education, integrated with the business activities of the cooperative.

(b) Apart from the supply of consumer goods of quality covering the total requirements of the member family at fair prices the society can through its specially designed member education programmes advise the consumers on "best buys" for their money, and on new articles appearing on the market.

(c) Education programmes designed to meet the needs of housewives can teach them how to judge correct weights and measures;
—how to select various types of foods;
—how to store them so that their nutritional value is preserved;
—how to substitute cheaper foods for more expensive foods.

(d) Offering a wide range of goods will of course be of little value if the housewife is not educated as to what consists of a balanced diet, most economical to the family.

(e) Guidance on household budgeting will be of vital importance to the housewives. They must learn how to provide their families with good nutritious meals which make up a balanced diet. They must be told how to do this within the amount of money they can afford to spend on food. Besides food, there are a host of other essentials like, clothing, shelter, household goods which have to be provided. Only through careful planning, budgeting and controlled expenditure can these needs be met and some savings be made for meeting emergencies and making further investments.

Service Channels

These services of MPCSs can be provided by the organisation of members into small groups such as commodity groups, study circles, women's groups, youth groups etc. Members can be brought together for informal meetings, discussions, study circles and other similar forms of educational, social and cultural activity.

Benefits

The services enumerated above, besides directly contributing to raising the standards of living of members, will also be of great value in:

—increasing awareness of the need for cooperation;

—improving member relations;

—promoting member participation; and

—fostering a sense of loyalty to the society.

Through cooperative education and guidance activities of the MPCS the members get an opportunity for expressing their views, exchanging information and ideas. They can discuss their common problems and find solutions collectively. The service function of the MPCS well planned and managed will promote cooperative leadership specially at the rural level, an essential pre-requisite for the attainment of the social and economic goals of cooperatives.

Questions for Group Discussion

1. What are the services rendered by your MPCS to members?
2. In your opinion what other services should be provided by your MPCS to members?
3. How can member participation in the activities of your society be developed?
4. Suggest some measures that a society can take to assist (a) housewives, (b) youth, and (c) farmers.
5. Study the cooperative Principles (Annexe—A) and discuss their application to your cooperative.

A Dilemma in Adult Education

(Discussion Sheet)

It is often mentioned that educational and training needs of a target population should be identified by the adult educators. The adult education programmes should be based on the findings of such a field survey. It should also try to ascertain learning interests of individual adults and categorise them in common groups for educational purposes. In short it may be stated that educational programmes should be developed for the adults keeping in view their interests, needs and environmental pressures.

Although, learning is ultimately an individual (personalised phenomenon) yet it takes place in an environment. If the main objective of learning is group action, it is best that this type of social learning takes place in a simulated/real group situation. Moreover, learners needs, interests, and learning situations are constantly changing. So the teaching learning process has to be dynamic and two-way. For example, a lady educator should constantly learn about family and work circumstances of female learners also their special needs and interests. At the same time she has to effectively communicate her message to different groups of adolescents, young adults, married couples and old adults. Much more care is to be taken, if the message to be communicated is sensitive one such as, family welfare planning; concept, advantages and disadvantages of a cooperative action, etc.

A question is often asked how to determine the educational needs and interests of adults participating in an adult education programme. There is one view that it is best to ask adults to tell the educators their interests and needs. However, there is another view that as the adults may not be aware of their needs and interests or they may not be able to express them, it would therefore be better to use indirect methods and elicit their educational needs. For example, under Criterion Reference Instructional (CRI) approach developed by modern experts in adult education, an effort is made to determine the performance problems of adult learners. By performance problems we mean the gap/difference between the present performance level and the expected performance level of adults in a given situation. The adult educationists have yet to develop a commonly accepted approach to identify the needs and interests of adult learners. The dilemma may perhaps be resolved not by choosing one of the elaborate extreme approaches but to work out a pragmatic approach and make diagnostic tools to understand adults and their problems.

Question for group discussion

Adult education programmes should be based only on :

1. Expressed needs and interests of learners   :   **YES/NO**

2. Environmental demands & performance problems of learners   :   YES/NO
3. Prescribed syllabus and evaluation system of the department   :   YES/NO

Please discuss the above views in the light of your experience and suggest what steps should be taken to identify educational needs and interests of adults to be covered under an educational programme.

REFERENCE

See Chapter 12 — Field Education Development (FED) Programme

The Indore Project

Commentary on Coloured Slides*

Introduction

Established by the International Cooperative Alliance (ICA) in 1971, the Project has been conducted by the National Cooperative Union of India (NCUI) since 1976 with the assistance of M.P. State Cooperative Union, State Cooperative Bank, Indore Premier District Cooperative Bank and District Cooperative Union, Indore. Officially known as ICA/NCUI Field Project in Cooperative Education (Indore District), it was popularly known as "INDORE PROJECT", because of its location in the Indore District of Madhya Pradesh (M.P.) State of India.

The Project was educational in character and oriented to developmental needs of primary agricultural cooperatives in the district. Its overall objective was to contribute to the development of rural cooperative societies and (through that) to the social and economic improvement of their members.

The main features of the Project were:

(a) Survey of developmental needs of local cooperatives and educational needs of its members.

(b) Continuous education of and better communication among cooperative personnel such as employees, office bearers, managing committee, member households.

(c) Assistance in the solution of problems of members through their cooperatives.

(d) Active involvement of primary cooperatives and their federal bodies in educational work.

(e) Coordination with various governmental and other developmental agencies.

The Project was initiated in 1971 with intensive work in five agricultural cooperatives located in rural parts of the district. Later on, it was enlarged to cover about 30 cooperatives of various kinds. After an interim evaluation in 1974-75 it was transferred to the NCUI—the main member organisation of the ICA in India. Impressed by the benefits derived by the members and achievement made by the Indore Project, the NCUI decided to have a similar approach for promotion of cooperative education in other parts of India. Consequently, sixteen projects in cooperative education and development have been established by the NCUI in less developed areas of the country.

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*The set of coloured slides on Indore Project can be had on loan from the CEMAS Unit, New Delhi.
(A copy of report on the project can also be supplied on request as a supporting material for further study).

In all there are six technical project personnel i.e. one Project Officer, two Co-operative Education Instructors, one Lady Cooperative Education Instructor, one Farm Guidance Instructor and one Dairy Extension Instructor, besides a skeleton secretarial staff. All Project activities are carried under the overall guidance of Local Advisory Group and Project Direction Committee.

Questions for announcement before the show

1. After the slides show the audience will be welcome to ask questions and make observations.
2. The educator may also use the following questions in the class room or group situation :

   (a) What are the main features of Indore Project?
   (b) What can be the lessons drawn from the experience of Indore Project for applications elsewhere.

Commentary on Slides

Slide
No.

1. Indore Premier Cooperative Bank is the centre of the cooperative activities in Indore District. There are several cooperative institutions including the Indore District Cooperative Union which is located in this building. The building has been recently expanded to accommodate the office of the Field Project in Cooperative Education and Development i.e. popularly known as "INDORE PROJECT".
2. The office of Indore Project was previously located in a small rented building. There were six Field Workers who covered distant villages in the district with the help of a jeep, by-cycles or public means of transport.
3. In the centre is Mr. V.N. Pandya, Project Officer along with Mr. J.M. Rana, Director (Education), ICA ROEC, meeting the field officers of different agencies in his office.
4. The Deputy General Manager of the Indore Premier Cooperative Bank (in the centre) and other representatives of local developmental agencies participating in a meeting of the Local Advisory Group (LAG) held in the Project office. The LAG meets periodically to review, guide and give advice for project programmes.
5. The general condition of the villages covered by the Indore Project was not good. The houses, drainage system, the roads and water supply system were out-moded, there was general scarcity of drinking water as well as water for irrigation in entire district. Most of the men and women folk were illiterate and there were not enough facilities for education of children.
6. There were no recreational facilities available in the villages, the children somehow passed their time in the open.
7. The villagers are very religious minded persons. This is one of the images of Lord Ganesha located in a village for worshipping.

8. People spend their time in participating in religious festivals or attending political meetings. Rural people are not educated to use their time more gainfully.

9. On different occasions such as, birth, wedding, death, etc. the farmers have to spend much money on giving feast to members of their 'biradary' (caste panchayats) and/or to the village community. Conditions for living and providing feast are not hygienic.

10. The cattle stock in the villages was not very healthy. Whatever milk was produced in a village was collected by the private merchants and supplied to the sweet-makers in Indore town. The local merchants were very strong and clever. (In view, are some of the cooperative workers standing in front of a local shop. Their office is on the first floor with a difficult stair-case shown leading upto it.)

11. The Project Officer and his staff visited the villages and the cooperative societies adopted for development through cooperative education. They interviewed the local leaders and office bearers of primary agricultural cooperatives and collected information about their education and development needs.

12. The local leaders are expressing the situation of their cooperatives and the problems being faced by them. One can see in the background that there is not enough greenery for lack of water supply to the fields.

13. Selected cooperative leaders of Indore district were taken in a group for study visits in the neibouring Gujarat State. As a contrast to the village life in Indore the village leaders were shown happy, prosperous and orderly life in some of the villages in Gujarat. They saw that the local cooperatives specially the milk cooperatives were very active in collecting the milk from the farmer members and supplying the same to the local cooperative dairy. (In view is a Milk Collection Centre located in attractive building owned by the local cooperative Society in Kaira District of Gujarat State.)

14. Women folk mainly engaged in maintaining milch cattle and milking cows and buffalos. They preserved milk in clean container and brought it to milk collection centre two times a day i.e. morning and evening.

15. The milk was correctly measured and received by specially trained employees of the cooperative.

16. The amount of milk received by the milk collection centre was immediately entered in the individual pass-book supplied to the members and prompt payment made to the suppliers after their milk was tested by the local cooperative.

17. Milk collected by the local milk producers cooperative was supplied to the Kaira District Cooperative Milk Producers Union (AMUL DAIRY), Anand. This dairy was world famous for collection and processing of milk and its marketing on behalf of member producers. Fresh milk and milk products produced by this dairy were regularly sent to distant places like Bombay, Ahmedabad, etc. for marketing.

18. The fresh milk collected by the cooperative dairy through the trucks was regularly received by the AMUL Dairy at Anand by well trained milk receivers.

19. The milk collected in special cans supplied by the cooperative dairy was received by the employees and carried inside the dairy through special conveyer belts.

20. Some samples of the milk collected from the producers were tested again for purity, freshness and fat contents.

21. One of the dairy machineries being repaired and manned by properly trained staff who were also hygienically dressed for their work.

22. The dairy had a nice campus. Visiting farm families to the cooperative dairy could relax in the open and pleasant campus of the cooperative.

23. Most of the village cooperatives were connected through the telephones with the Head Office of the AMUL Dairy. On receiving an emergency call from any farmer, the veterinary doctors along with medicines are rushed to the villages to meet immediate needs. There was a fleet of properly equipped jeeps for veterinary assistance to the cattles of farmer members.

24. The farmers were helped in the purchase of cross breed cows and buffaloes at reasonable prices. This helped them to produce healthy milk for supplying it to the dairy.

25. There were special bulls reared at the dairy for artificial insemination. These bulls were fed with special diet and given special exercises.

26. A bull gets ready for artificial insemination purposes.

27. The AMULDAN Factory in Gujarat State was also shown to the visiting leaders. (In view is the main building of cattle feed factory with heaps of bags containing feed stuff for cattles and poultries.) This factory was installed by AMUL Dairy with the assistance from UNICEF and other agencies.

28. Gunny bags full of feed-stuff were rolling out of the factory under supervision of the expert staff. These bags were properly sealed and marked so as to avoid adulteration.

29. All these activities in Kaira District of Gujarat State, which was supposed to be more advanced than the Indore district, were discussed by the cooperative leaders of Indore District after their return from the study visits. They decided to implement some of the ideas gathered by them after suitable adaptation in their district. (In view is the President of the Indore Premier Cooperative Bank addressing the local cooperative leaders.)

30. The local leaders discussed their ideas further with the members of their cooperative at the meeting specially called for the purpose.

31. Some of the ideas were presented to the members in the village meetings and to the general body meetings of their cooperatives.

32. These meetings were well attended and addressed by the Project staff and an effort was made to pursuade farmers to undertake development activities which would improve their productivity and quality of life.

33. Special general body meetings of local cooperatives were arranged to popularise the project activities and take approval of the farmer members to the new proposals. Some of the proposals were to get better irrigation facilities and better milch

cattles. A view of such a meeting held in the premises of the local cooperatives cold storage at RAO.

34. The Project Officer and his staff visited villages and convinced the farmers of the need for cooperative action to solve their problems such as water for drinking as well as irrigation, development of dairy business as side occupation of the farm households.

35. They were pursuaded to keep a record of their income and expenditure and to make farm production plans which will help them in securing production loans from their cooperatives.

36. They were also told the need of keeping drinking water in clean vessels so as to avoid any pollution or illness.

37. What about water for irrigation? (A farmer is awaiting for supply of water for irrigation to his field. In the background one can see poor crop because of shortage of irrigation and other facilities.)

38. After harvesting the farm family is engaged in separating corn from the chef (de-husking). The whole farm family is engaged in agricultural occupation specially at the time of sowing and harvesting.

39. Water for drinking purposes was brought by the housewives in the vessels carried on their heads. This water is brought from long distances after tedious labour in the hot sun.

40. The farm families are being contacted by the Project staff to get an artisan or tube well on the farm so that there is better supply of water for irrigation and other purposes. Since it costs much to have a well for tubewell, the whole family is to be involved in the decision making for taking a huge sum as loan through the local cooperative.

41. The farmer selected a suitable place for digging a tubewell with the help of specialists from the water development society of the area. The society is a specialised body for digging wells and tubewells in rural areas.

42. The farm family applied for a long-term loan from the Land Development Bank through their cooperative and received in time with the active assistance of the Project staff. The water development society of the area undertook to dig a tubewell. Luckily, the drilling operation was successful and farmer got a source of abundant supply of water for irrigation.

43. The happy farmer and the guests are having a taste of water being supplied by their tubewell operated electrically.

44. A proud farmer with his happy family. Now he is ready to develop plans to diversify his cultivation with the help of the farm guidance advisers of the Project.

45. With the help of the Project, the farmers could learn new methods and techniques of cultivation. They also started using, tractors and other machinery for cultivation.

46. The marketing cooperative society helped farmers not only in selling their products but also in supplying improved farm implements and machinery. In view is the new

type of ploughing-cum-sowing machine supplied to the members on outright sale and on hire basis.

47. The Project also helped in construction of better offices, storage and other facilities for the cooperatives.

48. The potato crops grown in abundance in the fields has been brought to the cooperative cold storage for grading and storage. The storage facilities are given to farmers on hire at a reasonable rates. This helps the farmers to sell their produce when the prices are favourable to them. Potatoes, onions and garlic grown in Indore area are marketed in far off places such as Bombay, Ahmedabad, etc.

49. The storage facilities are being expanded in a local cooperative cold store with the assistance from the National Cooperative Development Corporation (NCDC).

50. More sugarcane is now grown in the Indore area. The farmers have also got extra income by making and selling jaggery in the local market. The sugarcane production has grown considerably because of the irrigation and other facilities along with farm guidance regularly provided by the Project office. So much so that a modern cooperative sugar factory has been installed near Barlai village of the district, with the assistance procured from the NCDC and the Government.

51. All the developments described were made possible by various kinds of educational and development programmes undertaken by the Project. The functions of the primary agricultural cooperative society and its aims are being explained to the members with the help of visual aids. These members are also supplied with relevant material written in simple language so that farmer members are encouraged to read and make use of them.

52. The women groups are also involved in cooperative activities. In view is a women officer engaged in collecting information from the female members of the farmers' families. Indirectly children are also brought in the fold of cooperative education through their mothers.

53. Educational needs of different groups of farmers such as wheat growers, potato growers, garlic growers, milk producers, women and youth are being discussed by the Project staff with the members of the Managing Committee of the local cooperative. These meetings are also used for giving advice about the plans, business and services to be implemented by the cooperatives concerned.

54. Several kinds of audio-visual aids are used by the project staff for communication of their ideas. Special kinds of tin-boards having instructions painted on them are displayed and made use in the class-room situation by the cooperative education instructors.

55. Remember, this loan is only for development of your agriculture. This is the message of this visual-aid used by the Project staff in the field.

56. Special flip-over charts with coloured illustrations were made use for education of members, committee members and office bearers of the cooperatives.

57. Another flip-over chart showing the importance of Cooperation through the seven coloured umbrella.

58. Some of the publications and educational material are displayed in the project office.
59. Study Mission consisting of several specialists was sent by the World Bank to study the field situation in Indore. The mission members were shown the acute shortage of water for drinking as well as for irrigation purposes. In view is an artisan well without proper facilities being inspected by the members of the mission. They were much impressed by the efforts being made by the Project office to help the farmers in improving such wells for proper supply of water.
60. The members of the study mission are listening to the problems being faced by the project staff in helping farmers to get better facilities for improvement of their agriculture and living conditions.
61. They assured the farmers that they will recommend to the World Bank of the need of adequate loans for digging wells and tubewells. They in turn advised the farmers to diversify their crops after they receive adequate water facilities.
62. The Indore Project was also visited by Dr. S.K. Saxena, then Director of ICA London. Dr. Saxena arriving by plane at Indore airport.
63. He was taken to several villages and shown the improvements made in farmers' life with the help of educational project.
64. Dr. Saxena is visiting the new building of a local cooperative.
65. Mrs. Saxena also visited the villages. She was very warmly received by the women folk.
66. Mrs. Saxena and her family along with Lady Officer and women folk of a village.
67. Dr. Saxena participating in the meeting of a local cooperative.
68. Many farmer members, women and children attended the meeting.
69. The local leaders describing the benefits derived from the project.
70. A view of the meeting.
71. Dr. Saxena along with other local cooperative leaders.
72. The Chairman of the local cooperative is welcoming Dr. Saxena and presiding over the meeting.
73. Another view of the meeting.
74. The Field staff visited the villages covered by the Project and collected necessary information from the farmer members for evaluation of the Project activities.
75. The farmer members frankly giving their own views about the project activities.
76. Regular members' meetings were held to plan, implement and evaluate local development activities.
77. The results of the evaluative study being discussed in the project office.
78. The visitors from different parts of the world were received and briefed about the achievements and problems of the ICA/NCUI Cooperative Education Field Project.
79. They were shown some of the field activities.
80. With the expanding needs of the Project, its office was shifted to a new premises. The field office of the Indian Farmers Fertilizer Cooperative Ltd. (IFFCO) was also in the same building. IFFCO has joined hands with the Project staff in improving their farming practices including better use of chemical fertilizer. The Project is keeping the Cooperative flag flying.