

A Handbook of

Communi-
cation

and the

Cooperative
Teacher

Daman Prakash
Assistant (Publications)



International Cooperative Alliance

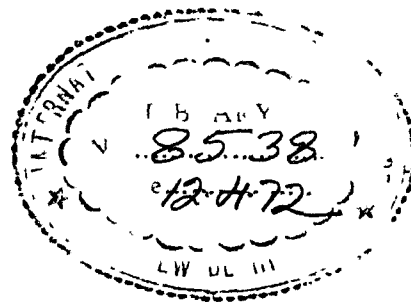
Publications & Education Centre for South-East Asia, New Delhi-14, India

234:37
ICA Library
334:37 PRA-H
ICA 01510

A HANDBOOK ON

COMMUNICATION AND THE COOPERATIVE TEACHER

Daman Prakash
Assistant (Publications)



334/37
ICA

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre for South-East Asia
43 Friends Colony, New Delhi-14

September 1971

I N T R O D U C T I O N

THIS document has been prepared keeping in view the requirements of the teachers working at the various cooperative training centres in India and elsewhere. A similar document entitled "A Handbook of Techniques of Teaching and Teaching Aids for Cooperative Educational Instructors" was also prepared some time ago keeping in view the needs of the Cooperative Member Education Programme which is in operation in India.

Conditions for both the teachers e.g., the Lecturers at the Cooperative Training Centres and the Cooperative Educational Instructors, are somewhat different. The lecturers meet those students who are already in service and who are sent to the training centres to get themselves oriented to the needs and requirements of the Indian Cooperative Movement, both from the official and non-official points of view. The Cooperative Educational Instructors, on the other hand, impart training to the members, office-bearers and members of the Managing Committees of the various types of cooperative societies with a view to enable them to understand the concept of the cooperative society and to further operate their societies in an efficient and democratic manner. The techniques of teaching and application and selection of audio-visual aids for the two groups are therefore different, although both are related to their jobs and also related to adult education.

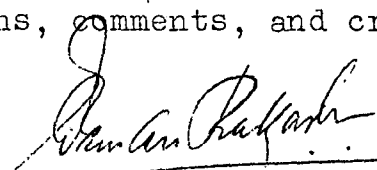
This Handbook discusses the methods of education and selection and application of teaching aids from the point of view of classroom teaching. The underlying idea is that the trainees who come to the training centres should be able to develop an understanding about the cooperative movement as such, its place in the economy, and development of skill and improvement of managerial efficiency.

It is hoped that the lecturers working at the various cooperative training centres would be kind enough to go through this document carefully and offer their comments so that the future issue of this document could prove to be an improved one.

Views and opinions expressed in this document are purely those of the author and not those of the International Cooperative Alliance, with which he is employed.

All communications containing suggestions, comments, and criticism, would be gratefully acknowledged.

New Delhi,
Tuesday, the 14th September 1971.



Damán Prakash
(Assistant, Publications)

A word to the
Cooperative Teachers...

You may or you may not find this Handbook to be a complete one. Your experience is the best judge, and your comments will contribute a great deal towards its further improvement.

The Handbook has been mimeographed on one side of the paper leaving one full page at your disposal for making suggestions and improvements which you might consider sending to the ICA for its consideration.

Aspects like mass communication, preparation of visual aids, introduction to the audio-visual equipment, preparation of lesson plan, materials needed for preparing simple visual aids etc., evaluation, have been kept out at present. They will be included in future issue, should comments and suggestions received so warrant.

Typographical mistakes might have occurred at various places. They will be corrected in the next issue.

Please pass this on to your professional colleagues for their comments and suggestions.

"To eliminate ignorance, spreading of education is essential."...Knowledge will forever govern ignorance."

A HANDBOOK OF COMMUNICATION AND THE COOPERATIVE TEACHER

C O N T E N T S

| | | | | |
|---|-----|-----|-----|----|
| Introduction | ... | ... | ... | 1 |
| Principles of Communication | ... | ... | ... | 2 |
| Communication in Process | ... | ... | ... | 3 |
| Communication and Symbols | ... | ... | ... | 3 |
| Teacher - a Cooperative Teacher | ... | ... | ... | 6 |
| Teachers' Tools - Methods of Education... | ... | ... | ... | 6 |
| Lecture Method | | | | |
| Question-Answer Method | | | | |
| Project Method | ... | | | |
| Problem Method | | | | |
| Discussion Method | | | | |
| Symposium Method | | | | |
| Excursion Method | | | | |
| Field Trip Method | | | | |
| Teachers' Tools - Audio-Visual Aids | ... | ... | ... | 13 |
| Classification of Audio-Visual Aids | ... | ... | ... | 14 |
| How to Produce a Film-Strip | ... | ... | ... | 18 |
| Graphic Aids - Aesthetic Part | ... | ... | ... | 25 |
| Evaluation Sheet | ... | ... | ... | 29 |
| Reference Material | ... | ... | ... | 30 |

Additional copies of this document can be hand from:

The Publications Section
International Cooperative Alliance
Regional Office & Education Centre for South-East Asia
43 Friends Colony, New Delhi-14.

September 1971.

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre
for South-East Asia
43 Friends Colony, New Delhi-14.

Sept.4, 1971

COMMUNICATION AND THE COOPERATIVE TEACHER
Daman Prakash, Assistant (Publications)

Introduction

Anything which we need, we first feel about it and then we express ourselves. This expression can be achieved either through signs or speech or by writing. In order to be able to possess what we need, our signs should be meaningful. In other words, our communication should be effective, otherwise we will get "anything" instead of "something" that we need.

All means which are employed in the process of communication should therefore be clear enough to stimulate action. A poor communication will only bring a poor response.

Communication is important for everyone and at every stage. Communication is employed in the process of learning, teaching etc. In order to satisfy our demands, we have to rely very heavily on all available communications.

The importance of communication in cooperative education and training, adult education, health education, farm guidance, cannot be overlooked. The illiterate farmers have to be informed about the use of fertilisers, high yielding varieties of seeds, utilisation of warehousing facilities, utilisation of small irrigation facilities etc. This cannot be done by handing over printed literature to them. They have to be shown the application of fertilisers by taking them to the demonstration farms or even by showing them well-produced films and other such visual aids.

According to Edgar Dale, "Communication is a two-way sharing process, not a movement along a one-way track. To communicate is to make an idea common to two or more persons."

The analysis of this statement will mean that (1) the communicator himself should be thoroughly acquainted with what he is going to teach, (2) the receivers - audience - should be equally interested in what is going to be taught to them, and (3) the process of stimulation should be heavily relied upon by the communicator. This situation is very appropriate when one communicator is involved with two or more receivers. The process is a two-way communication.

The Cooperative Educational Instructors and the Teachers of Cooperation in the various cooperative training centres have therefore to be fully acquainted with the various aspects of communication.

Before we deal with the various details of Communication, it is proper to understand the principles of Communication first.

Principles of Communication

Communication is comprised of three stages. Where instruction is involved, a fourth stage may be included:

Stage 1: Transmission - Origination of a message may be by way of a signal. This signal could be in the form of a spoken word, a photograph, image, chart etc. We may use radio as an illustration of communication. In this case, transmission is represented by the microphone into which the message is being fed. From here the transmission process commences.

Stage 2: Channel - Now the message transmitted through the microphone is carried to the audience. This audience could consist of one person or a thousand people. For our purposes the message transmitted is carried to the audience through the wires, which are channels. These wires carry the sound impulses, and which also provide the power for the radio network. A teacher or a Cooperative Instructor will thus use his voice as a channel to transmit the message to his audience.

Stage 3: Receiver - The message transmitted by the microphone is carried by the channels, i.e., wires, and brought to the radio set as such and in this process we listen to the radio. The message is being conveyed to the audience. It may, however, be noted that as soon as the radio is switched on, the message keeps on being received by the radio set and relayed to the audience, there may be someone in the room or not. If there is none in the room the message is not being received by the audience. The proper communication should take place only when there is someone in the room to listen to the radio.

This makes our point clear that it is necessary that there should be two parties in the process of communication. There must be one to originate the message and the other to receive the message.

When we speak of instruction - either in the class-room or in the study circle of our cooperative, or even at the meeting of the general body of members - one further step is required.

Stage 4: Follow-up or Feed-back - This is in-fact a process or evaluation. The idea is to find out how well the audience has received the message. This can be achieved by asking questions, or calling up reports or even by holding personal discussions.

Communication in Process

Before we move to our area of discussion, it is important that we discuss a little bit about the examples of Communication in process.

A knock at the door ... pause...reply comes from within, "Come in." A knock at the door has proved to be an effective communication, because the action, "Come in" is its result.

At 9.00 a.m. in Delhi, one can hear the hooting of siren. The same hooting is heard again at 5.00 p.m. This is only a time signal. Imagine what happens if one hears this sound at 9.00 p.m. People would take it as a warning signal against some air-attack and look for shelter. An effective communication indeed.

A tinkle of the call-bell, if at home, makes one run to the door to receive the guest, and if at the office, makes the people run to the offers for orders. Communication in process, properly explained.

You send out circulars to the members for a meeting and they come at the meeting place at the appointed time. Communication in process. Whatever the message, the circular has acted as a link between the two, or perhaps between one and several others.

An infant wants milk. The child cannot speak or make meaningful signs, but his crying attracts mother's attention and thus an effective communication is established.

Communication and Symbols

Road signs are communication in process. The message is conveyed through symbols. A Majority of road users, here we mean motorists, are educated people. They can very well understand the written warnings about the road turns. But they happen to be in a fast moving vehicle and therefore it may not be possible for them to stop at every road sign to read it. Instead, road signs have been introduced. These signs guide the traffic and lead the motorists back home safely. What happens if road signs are not observed by the motorists. A disaster, an unfortunate accident.

Message: is the content of the communication, the channel is the means by which it is transmitted. To send a message in human communication, some kind of symbols must be chosen. Examples, election symbols, road symbols.

Channel: is the mechanical means or device. It transmits the symbols chosen by the person who is attempting to convey meaning. In ordinary conversation, it is chiefly the human voice, for the reader of a novel, the printed book. The channel is normally referred to as printing, gesture, speech or broadcasting.

Response: Road symbols guide the motorists, and the motorists drive safely back home. Election symbols help the voters to cast their votes, and the candidate to win (or even to lose). When there is a speech, the response is in the form of applause, or even shame, shame..

Where printed communication has not yet made any penetration, as we find in advanced countries like Japan, the camera makes the job a bit easier. A message which needed two or three pages could perhaps be communicated better through a single purposeful photograph, either in black and white or in colour.

How to Ensure an Effective Communication

In order that the message, intended to be transmitted effectively, it is important that the communicator should be well-acquainted with the contents of the message. The receptivity of the message largely depends upon the fact as to what extent proper motivation has been achieved. The receiving end should be first made ready to receive the message. There should be full scale channel available through which the message is to be transmitted. This is possible only when two ends are ready.

To understand this better, the following two-way communication process could be examined:

WE PRODUCE MESSAGE BY

WE CONSUME (RECEIVE) MESSAGE BY

Speaking, singing, playing a musical instrument, and so forth.

↔ Listening

Visualising through making films, photographs, painting, models, sculpture, drawing, graphs, cartoons, non-verbal gestures.

↔ Observing

Writing or composing

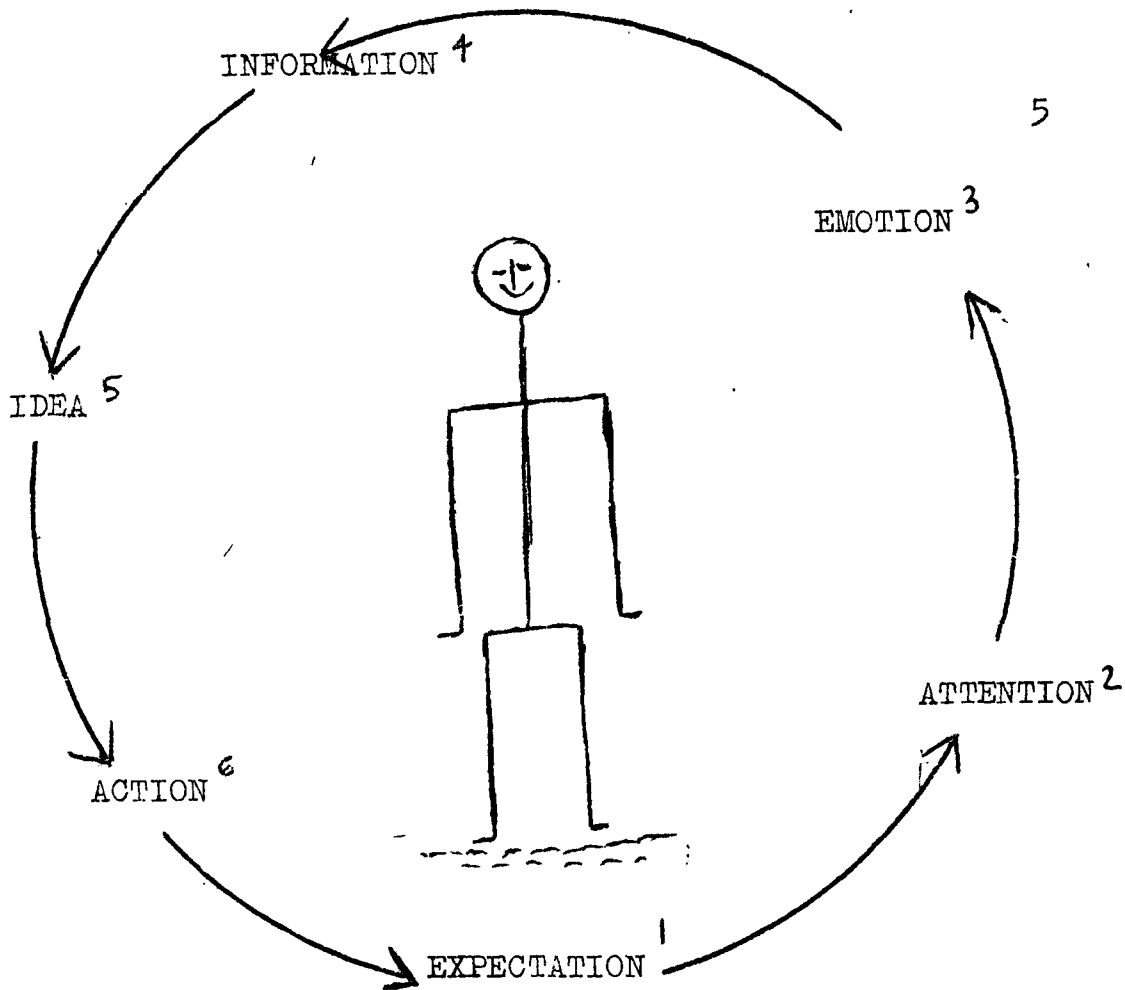
↔ Reading

Edgar Dale: Audio-Visual Methods in Teaching, 3rd Edition.

To ensure that communication takes place effectively, both the parties should have a common aim. The parties concerned should be sympathetic to a common aim.

Cycle of Communication

The communication process in this context can be viewed in the light of the cycle of communication. The cycle has six major steps:



Expectation: No member will just walk in to be the member of a cooperative society unless he expects something out of it. A farmer expects the supply of fertilisers, seeds, from the society. A consumer might expect regular consumer supplies from a consumer store. Each member thus has some expectation or the other. Before one actually becomes a member of the society, one checks about things and find out a number of details from friends and relatives.

Attention: With the expectation having been crystalised in his mind, he tries to see things more minutely and something there attracts his attention which makes him decide about being a member. His emotions are thus aroused.

Emotion: A member becomes emotional, and sometimes sentimental. Emotional, because he can get the services which he would have not got elsewhere, and sentimental, because he is going to be a joint owner of the cooperative society and participate in its business and services.

Information: In what sort of business would be he involved, and in case he is involved in the activities of the society, what amount of work he will have to put in and what services would he get as a worker in the society and as its member. He naturally likes to collect as much information about the society, its services and his own role, as possible.

Idea: Being fully equipped with the information he gives a final shape to his ideas and decides to be or not to be a member of the society.

Action: Having passed through all these stages, the cycle of communication completes itself with his application being considered positively by the managing committee of the society.

Of course we have said that the member will get himself acquainted with the activities of the society before he decides on being the member of the society. It is important that certain aids are made available to him through which he could understand the activities of the society clearly and quickly.

Teacher - a cooperative teacher

After having discussed the communication, its process, principles and various other aspects, we now come to the most important factor which helps in the process of teaching and the role communication process plays in his activities as a teacher.

A teacher who is to teach has to be a good communicator. He, of course, should be cooperative, besides being a teacher involved in the education and training programme of the cooperative movement, which again make him a cooperative teacher i.e., cooperative educational instructor, or the lecturers at the cooperative training centres or colleges.

A teacher should, besides having complete knowledge about his subject, have the following qualities:

1. He must possess a good personality - a pleasing one,
2. His voice should be clear and understandable
3. His preparations to present his subject
4. His presentation
5. His conformity with the level of the audience.

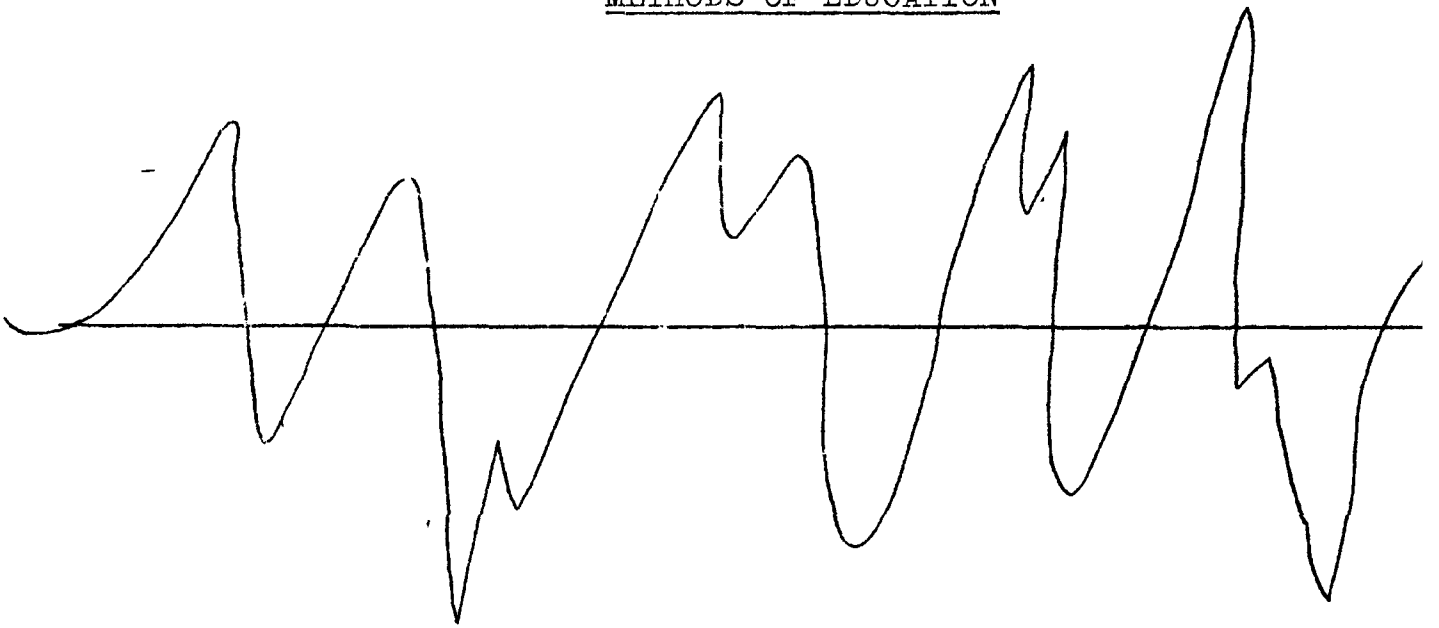
Teacher's Tools

What methods and teaching aids the teachers should use are also important. His methods should be so designed as to be effective and useful for his audience. He should try to use some teaching aids in combination with his teaching methods to put his ideas across. Teaching methods and teaching aids should be used by him as vehicles of communication.

These tools, first, the teaching methods could be the following. It depends on the teacher himself to select the most reliable one and for different situations i.e., class-room teaching or member-education.

PART : I

METHODS OF EDUCATION



"A Handbook on Communication and the Cooperative Teacher"

The following are a number of teaching methods which had been in use in various places and under various circumstances:

1. Lecture Method - a teacher faces the class
2. Case Method
3. Syndicated Method
4. Seminars and Conferences participation
5. Book review
6. Role Playing, dramatisation, puppet playing
7. Incident process
8. Programmed learning
9. Project Method
10. Symposium
11. Panel discussion
12. In-basket techniques
13. Business games
14. Demonstration Method
15. Observation-cum-study visits
16. Sensitivity training
17. Task force method
18. Tutorial system
19. Brain storming sessions
20. Debates
21. Quiz competition
22. Planning reading programme
23. Coaching method
24. Workshops
25. Executive exercise
26. Counselling and guidance
27. Correspondence Courses
28. Audio-visual aids
29. Exhibits, displays, cartoons, comic books
30. Student participative teaching method
31. Guided discussions
32. Study circles
33. General Body meetings or conventions.

It is not necessary that all the methods are to be used by the teacher. Only a few of them have to be selected and tried and then applied. These methods differ from the Cooperative Educational Instructors, who work in the field and hold classes from place to place, and the Lecturers or Teachers who have to meet their students at the Training Centre or the Cooperative College.

For class-room situation, we can adopt the following methods:

1. Lecture method
2. Question-answer method
3. Project method
4. Problem method
5. Discussion method
6. Symposium method
7. Excursion method
8. Field Trips method

1. Lecture Method: It is a good and effective method for a limited group which has a higher level of understanding and literacy. It is the most widely used method. This is a one-way traffic i.e., from the teacher to the students. The teacher has to do a lot of labour to be able to stand before the students to deliver a lecture. He has to read through a number of books and be prepared to answer questions coming from the students.

A lecture, to be effective, should be prepared according to the well-established norms. There should be a proper lesson planning. The following essentials of a well-delivered lesson may be of some interest:

- 1.1 Lesson notes should be well-planned, well-prepared and well-written. This helps in achieving confidence and clarity.
- 1.2 Enumerate the objectives of the lesson.
- 1.3 Use appropriate teaching aids and other teaching material wherever it is essential. Aids so used should be visible to the whole class.
- 1.4 Ensure that the students are well-seated and proper lighting and ventilation arrangements exist in the room.
- 1.5 The introduction should be interesting and if possible dramatic to arouse the interest of the students.
- 1.6 Write down the topic on the black-board and plunge into the subject at once.
- 1.7 In presentation adopt right methods required according to the nature of the subject-matter. Involve the students as much as possible. The teaching-learning process should appear as a cooperative venture in which both teacher and taught are sincerely and actively engaged.
- 1.8 Use of black-board should be systematic and timely. Writing on the black-board should be legible, clear and bold.
- 1.9 It should not be a real one-way traffic. Keep on checking whether the students are coming along.
- 1.10 Budget the time according to the steps of the topic. Never be in a hurry.
- 1.11 Be natural. Do not stand like a statue and do not speak like a tape-recorded signal. Do not lean on the table or the chair. Also do not dance.
- 1.12 Summarise the lesson and dictate important notes to the students wherever essential.
- 1.13 Maintain the discipline of the class.
- 1.14 Do not behave like a Radio Announcer. You should repeat points wherever necessary and where emphasis is needed.

2. Question-Answer Method: The lecture method, examined above, can be easily broken into two parts i.e., (i) lecture and (ii) question-answer session. The lecture which has been delivered can be followed by having a five minute question-answer session. You can invite questions from the students and answer them clearly, bravely and authoritatively. The questions posed to the students should be clear, understandable and within the scope of the lecture already delivered.

The questions could be directed to two categories: (i) back-benchers and (ii) front benchers. Also the middle rows could be covered. Those who indicate their willingness to answer the questions should be encouraged to do so. Those who are shy about their being asked, can be encouraged by the teacher to stand up and solve the problem.

When the answers have been received, you can formulate a model answer so that all the students could understand as to how best the questions should have been answered. Do not snub those who offer wrong answers.

Another way of holding this method could be that the teacher allocates a particular chapter to the students a day in advance. The students can come prepared to the class to answer questions from the teacher. You also should encourage the students to ask questions from you as well. This helps in maintaining the communication process which leads to a better understanding.

3. Project Method: A teacher can device a project and give its outlines to the students to formulate a full-fledged project. The teacher can ask the students to prepare an outline of setting up an "Audio-Visual Education Unit" in the Cooperative Training College. You can indicate the scope of the proposed unit. The students could then work on the project and its various details e.g., scope of the Unit, equipment required, whether available locally, costs involved, space requirement, personnel needed, its usefulness to the Cooperative Training College, to the cooperative movement, its services to the movement etc.

The teacher only guides the students as to how the details of the project are to be worked out. The teacher can indicate the resources available for setting up such a Unit i.e., space available, amount available, limits of the budget etc.

Similarly the students can be asked to prepare another project e.g., setting up a students cooperative store in the College.

The students can learn more by this project method and they get the feeling of themselves being involved. Again we find the communication process at work.

Already such a method has been usefully tried in various places where cooperative stores were set up by the students themselves. Given proper guidance by the teacher, this method can increase the understanding of the student very fast.

4. Problem Method: This is yet another very useful method which help the students to learn effectively. Here the teacher poses a problem to the students. The problem selected should be directly related to the needs and working of the students. In this case the students which come into contact with the teacher are mainly connected with the cooperative movement. Problems therefore could be, for instance, Problem of Marketing, Problem of selection of appropriate variety of seed, Problem of obtaining fertilizers, Problem of auditing, Problem of obtaining farm guidance etc. Any problem related to the working of cooperatives could be posed by the teacher.

The teacher can furnish the following details to the students:

1. Title of the problem
2. A brief background tracing the history of the problem
3. Various alternatives of its solution
4. Methodology of its solution
5. Time allowed for its solution
6. Suitable reference material

After receipt of these solutions from the students, the teacher can help solve the problem.

5. Discussion Method: This involves a direct participation of students as well as of the teacher. The discussions are centred around a topical subject. Points of discussions are carefully chosen by the teacher and his other colleagues. The points are then placed before the students. A proper background is first given to the students and then the discussion could start. The group, consisting of the students and the teacher and/or his other colleagues, could elect a chairman and a secretary. The duties of the Chairman could be to conduct the meeting in a proper manner and ensure an effective participation of all present. The secretary could take down notes and prepare a brief summary of the discussions. The Chairman and the Secretary could then, with the help of the teacher, work out the recommendations of the group which emerged out of the discussions.

Any point could be discussed e.g., Operation of the students cooperative store in the Cooperative College, Need for holding annual refresher courses, Need for conducting study visits, etc.

6. Symposium Method: A topical subject could be selected by the teacher in consultation with his students and colleagues. A sort of seminar could be organised on that subject. Besides the students, teacher and/or his colleagues, a number of other people who have better knowledge about the subject could be invited to get together and hold discussions. The resource persons could be the people who are really acquainted with the subject and the latest trends in the subject. They could be requested to prepare brief notes which could be circulated among the participants in advance. The students could also be asked to prepare their own papers or working papers. The teacher could guide the students in their preparation and presentation.

Suitable topics for such a symposium could be: problem of rural credit, problem of marketing, the role of cooperative teacher in bringing management efficiency, the role of cooperative unions in the formulation of national cooperative policy, the role of village level workers in rural development, the role which the Cooperative Training Centre could play in the development of cooperative organisations. Resource persons could be invited from the cooperative banks, Reserve Bank, State Bank, Marketing Federations, Extension Departments, National Cooperative Union, International Cooperative Alliance etc.

The method helps in bringing together a number of people of different opinions. The students would be in a position to know how others feel about the particular problem. Various view-points are placed before the students. The teacher can help the students in summarising the proceedings.

7. Excursion Method: This in fact is a sort of refreshment which is given to the students after a hard task. After working in the class for a long period, the Training Centre could arrange a visit to some information unit combined with a sort of pick-nick. The students can be taken to a nearby Cooperative Departmental Store for a visit. The visit could be planned well in advance. The areas to be covered and with what objective. The students can have their lunch or evening-tea at the Super Market Cafeteria.

Similarly the students could be taken to an Exhibition. This visit will enable the students to see the models, working models, maps, charts, demonstrations etc. arranged at the Exhibition. The visit could be related to the subject being taught to the students. This visit will bring a rich experience to the students and the teacher is always there to satisfy the queries of the students.

A number of Training Centres often organise such excursion visits to a number of places of historical importance, e.g., the training centre at Bhavnagar in Gujarat could take the students to New Delhi. The students will benefit in two ways: (i) they will be able to see Delhi and its important places e.g. the Parliament, Connaught Place, Qutab Minar, Super Bazar, Rajghat etc. and (ii) they will be able to see some of the national cooperative institutions and exchange views with their counterparts.

This in fact can be called a Treasure-Hunting Expedition. The teacher has to be a guide. One of the students could be given the position of a Leader of the Group to work out practical details e.g., travel programme, night halt, food, where and what to eat, first aid facilities, etc. Such visits inject leadership qualities and keenness to know about things.



8. Field Trip Method: This method differs a bit from the Excursion Method of education. Here the trip is taken with a particular objective. It is not merely going to the field and coming back. So often is confused with Excursion Trips.

The students could be taken out on a field trip under an organised programme of the Training Centre under the leadership of the teacher himself. A problem is given out to the students. They are expected to conduct a sort of survey and present a detailed study-report to the teacher. The teacher, in this case, does the following:

- 8.1 Identifies a problem, of course related to the students' needs.
- 8.2 Locates the area on which the study has to be made,
- 8.3 Distributes detailed outlines of the study to the students,
- 8.4 Distributes a questionnaire to the students,
- 8.5 Leads them to the place of visit,
- 8.6 Helps in locating the right persons who are to be met,
- 8.7 Helps in filling in the questionnaires based on interviews and checking of records,
- 8.8 Helps the students to work out a report,
- 8.9 Discusses the report with the students,
- 8.10 Presents a model report to the students enabling them to learn as to how best such studies are made.

Topics for such visits could be, e.g., Why village Rampur has been able to develop a minor irrigation plant, with no outside assistance, while its neighbour Alipur, despite of receiving outside money and assistance, could not do so, or Why auditing of accounts of the Rampur society took three months to complete, etc.

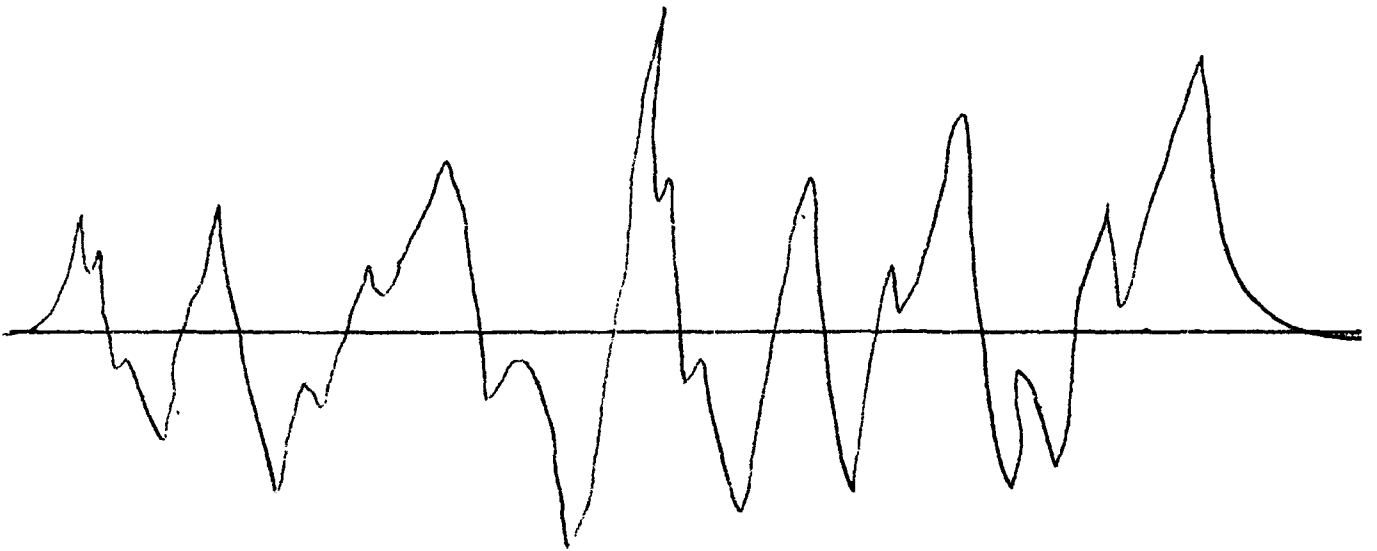
Such exercises help the students in learning the process of identifying problem areas precisely.

Conclusion

Of course, the above mentioned methods are not all. They have been found to be the best where class-room learning is involved and that too with adults are involved. The teacher can locate several other methods of education. Those methods should be correlated to the needs of the students, and keep in mind the fact that his students are not school boys, they are adults. For them learning is a life long process and does not end with the Matriculation or Degree Examinations. They are to receive in-service training so that they are able to improve their efficiency and managerial skill.

PART : II

AUDIO-VISUAL AIDS



"A Handbook on Communication and the Cooperative Teacher"

Teacher's Tools - Audio-Visual Aids

Audio-visual or visual sensory aids help our senses of hearing and seeing to enable us to learn effectively and efficiently. Through these aids the process of learning gains speed. They help in the process of communication. Audio-visual aids are today being employed increasingly in all processes of teaching. The use of these aids is not a new concept. These have been in constant use. The great paintings in caves, temples were created to achieve an effective communication.

Another example of the use of teaching aids is the use of slates or sand-boards by the monks and teachers in the educational institutions of the past. Even today one can find the slate being used quite extensively in the schools.

Learning process gains speed only when the instructional material is simple, effectively and properly illustrated. These illustrations are extremely important for beginners. It is said, "One picture is worth a thousand words". Use of symbols is thus as important as the text itself is.

Audio-visual aids in Cooperative Education

We categorise the cooperative education and training process in the following two ways:

1. Cooperative education imparted at the school level and which continues to be imparted upto university level as a part of the recognised syllabus.
2. Cooperative education imparted at the Cooperative Training Centres or Colleges for the cooperative personnel belonging to the Cooperative Department and the Cooperative Institutions. This is a sort of in-service training in order to enable the participants to increase their efficiency and managerial skill.

We are here concerned with No.2. Of course, we have another aspect of cooperative education and that is related to the Cooperative Member Education, where the members and office-bearers of cooperative institutions are involved. The idea there is to make the members realise the importance of their cooperative society, their own contribution in the its development, their own rights and responsibilities as members or managing committee members or other office-bearers.

Essentially both aspects are under the adult education scope and therefore the element of teacher-and-the-taught does not fit in. Here the teacher is one of the participants and for the entire group the process is "life-long learning" and not a "terminal learning".

We, therefore, select the teaching aids, or the audio-visual aids for this group and not for the students as such.

Classification of Audio-Visual Aids

The basic element of the visual aids is their pictorial content. They present the subject-matter mainly through the medium of pictures and sketches. Thus they facilitate the formation of mental image so basic to learning.

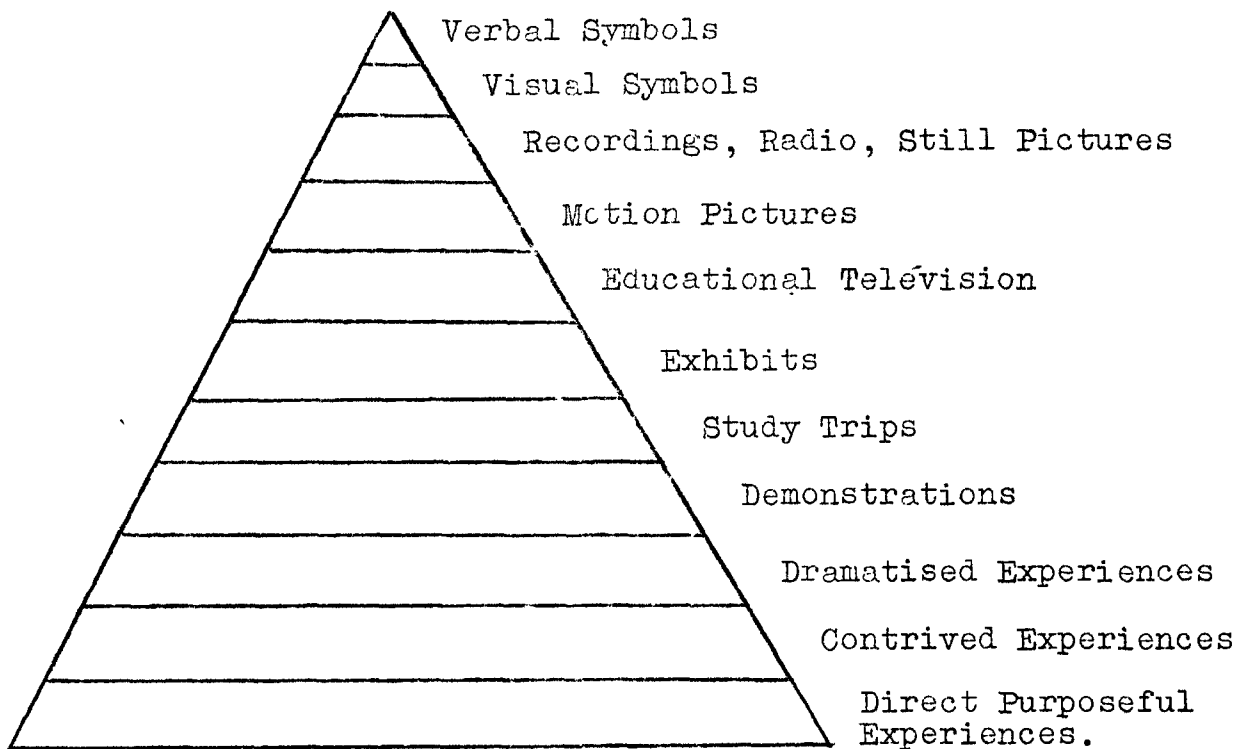
The audio-visual aids can be classified in a number of ways. These classifications, for instance, can be:

SPEED-WAY Classification

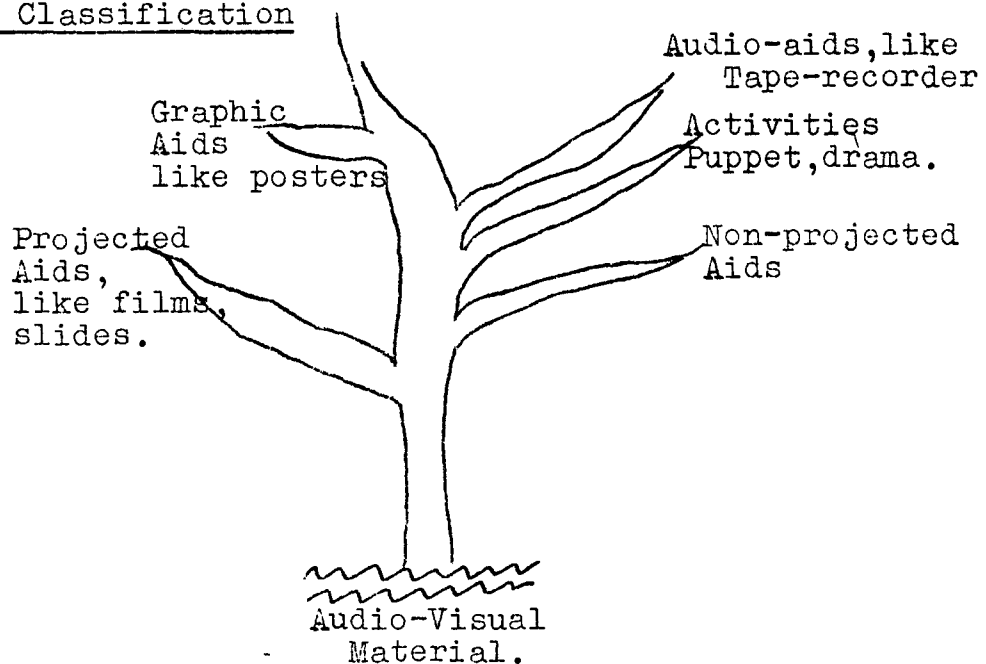
| | | |
|------------------------------------|---|--|
| Symbols (Verbal) | S | Symbols (visual) |
| Pictures (still, like film-strips) | P | Pictures (motion, films) |
| Experiences (Direct, journey) | E | Experiences (contrived, through models etc.) |
| Exhibitions | E | Excursions |
| Demonstration | D | Dramatisation |

CONE OF EXPERIENCE Classification

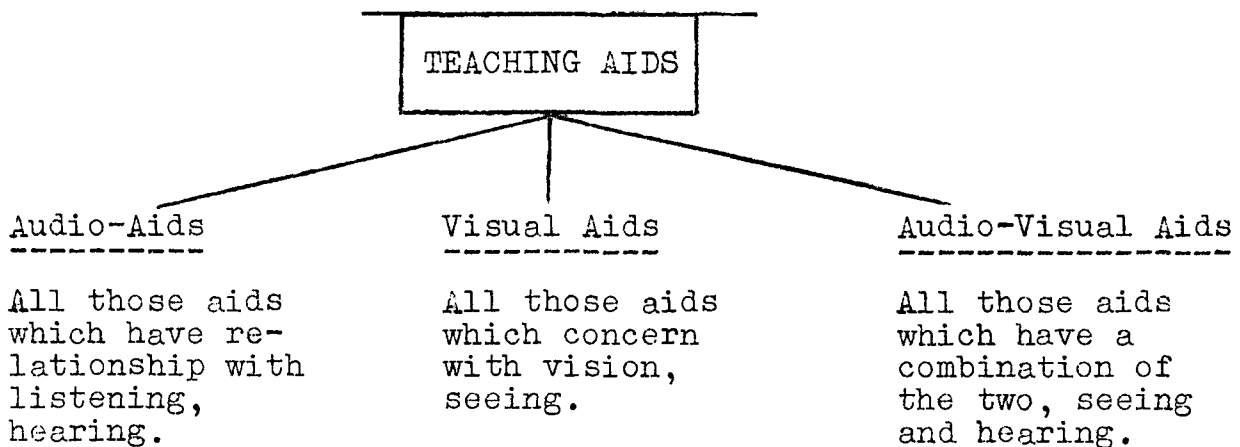
This is also known as Edgar Dale's Cone of Experiences.



Edgar Dale's Cone of Experiences.

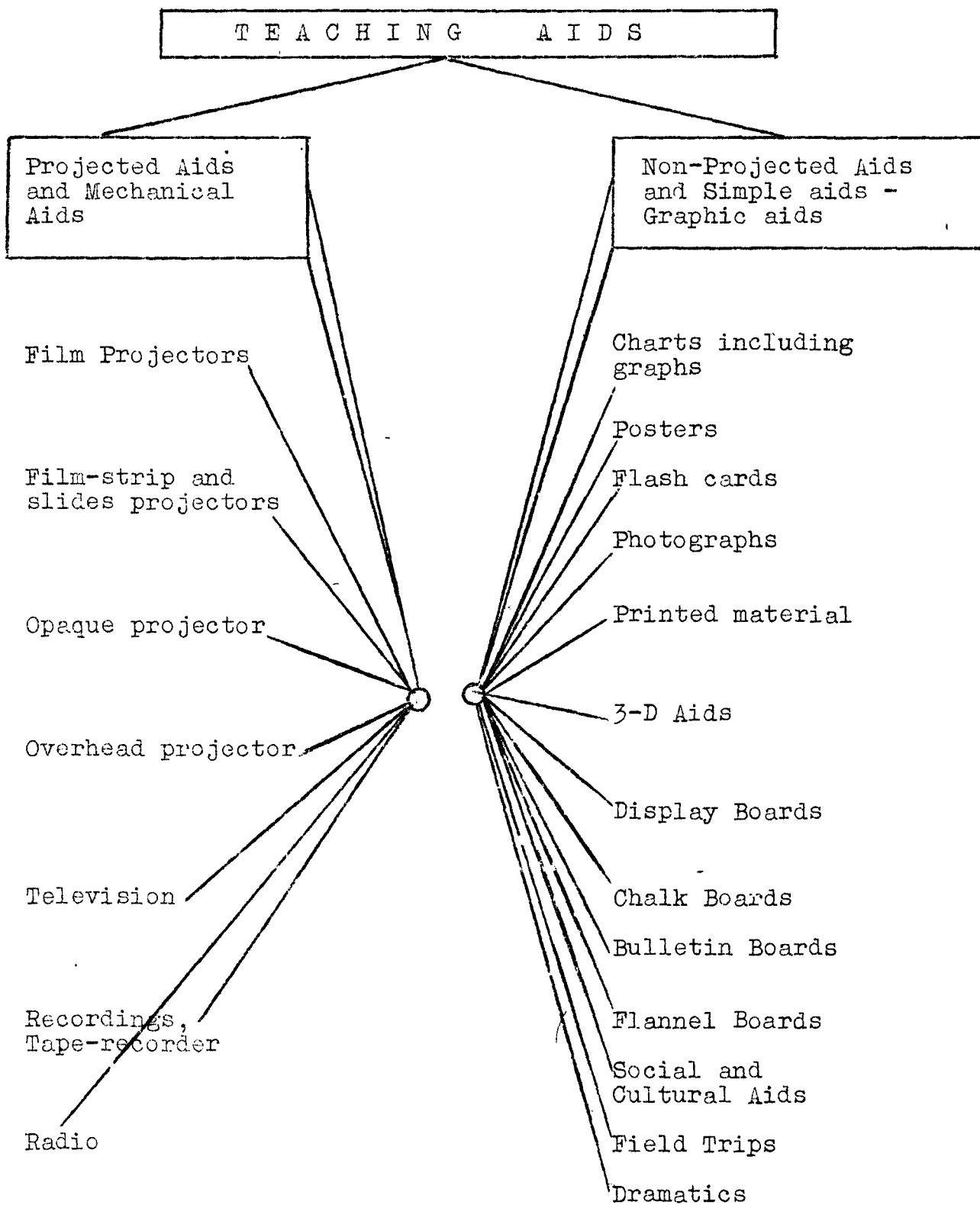
TREE-WAY Classification

Another classification can be shown in the following manner, under which we separate audio-visual aids, visual aids, audio-aids and name them as "TEACHING AIDS".



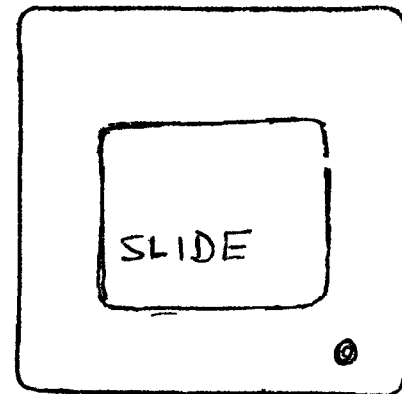
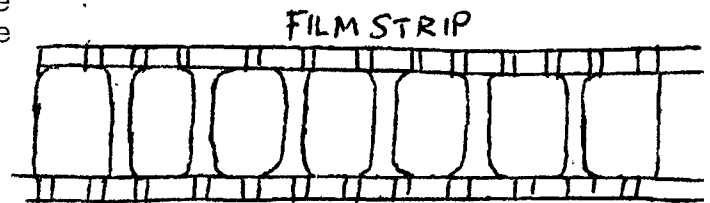
Audio-visual aids or the Teaching Aids have been classified by a number of experts in a number of ways. This was done mainly to suit the local conditions in which they were so placed. For instance, in countries like India, Ceylon, Nepal, Indonesia, where projected aids e.g., films, film projectors, slides projectors, tape-recorders, over head projects, are expensive or not available, educational experts have tended to rely on graphic aids like posters, charts, printed material chalk boards etc.

We therefore classify these aids to suit our conditions and therefore they are grouped under (i) Projected Aids, and (ii) Non-Projected Aids or Graphic aids.



So far as class-room teaching is concerned, we find the following aids to be effective and useful.

1. Film-strip and Slides: One single photograph, taken on a transparent film, duly mounted, is classed a slide. A number of photographs taken on a transparent film and retained on the strip is called a film-strip. Film-strips contain between 20 to 40 frames with or without captions. The photographs are taken according to a well-prepared theme and the photographs are in sequence. The captions help the students or the audience to know about the particular photograph or that serves as a part of the commentary. The film-strip can be given a pre-recorded commentary, or the teacher can go on commenting on each frame as it appears on the screen.



Special advantages with the slides and film-strips are that they could be interpreted both positively or negatively. Any particular frame could be retained on the screen for a desired length of time.

This is considered to be the most effective media of education for a group of 20 to 30 people. The teacher can select the relevant film-strip and correlate the same with the subject. The Reserve Bank of India has produced a number of such film-strips and the teachers can always make a selection.

Since there is a organised group in the class, the screening of slides or film-strips can be arranged without much difficulty. A screen can be placed in the class-room, slides or film-strips projector can be easily arranged and the screening can commence as and when desired.

Of course, we have the problem so far as its maintenance is concerned. Of course, the repair is not that difficult these days. Another problem is the availability of relevant film-strips. Cooperative Training Centres, in collaboration with the State Cooperative Unions and the National Cooperative Union can always work out programmes to produce relevant film-strips and slides.

We give below are sketch which could be easily adopted by the Cooperative Training Centres and/or interested teachers and produce some film-strips and slides for being used in future cooperative training courses.

A film-strip is a series of still pictures in a related sequential order on a 35mm film, from two to six feet long with sprocket holes on each side. The pictures may be in colour or black & white, single or double-frame in size.

Film-strips are very effective media of bringing home a point clearer to the audience. For a particular type of audience an appropriate film-strip would be necessary.

How to produce them

Basic processes in producing an instructional filmstrip are given below:

1. Purpose: What is the purpose of the film-strip. This has to be defined carefully and noted down in the production guide.
2. Audience: For whom the film-strip is being produced. Children in slum areas, or children in a most sophisticated school, members of cooperatives, or managers of consumer stores, or for the cooperative Inspectors or Cooperative Educational Instructors. In case a wrong audience is chosen, the results of the effort will not be appreciated. It is, therefore, important that the type of audience is visualised and determined before the production is taken in hand.
3. Content Outline: What is intended to be projected. Build one point which is the strongest around which the whole film-strip will revolve. This outline could be regarded as chapters in the series of film-strip. Remember, each frame appearing on the screen is a full chapter in itself. The process of working out content outline is therefore very important and which should be very brief and precise.
4. Length of the Film-strip: Determine how many frames would be needed to convey the desired message. While determining the total number of frames of the film-strip, remember the quality of the audience. Too many frames generally bore the audience and too few frames create very little impact.
5. Script, visual content and narration or caption: Best visuals appearing on the screen may not convey the desired message unless they are accompanied by good and brief narrations. Each visual should have a caption. These captions will be best selected from the script which will ultimately build the story and reach the climax.

Script therefore plays a very important role in the production of an effective film-strip. The script should be checked and discussed with the subject specialists. The script should also be discussed with the artists and photographers who will actually transform the script into visuals.

Narration or captions should appear in such a way that they form a link with each other. These should not appear too much of a contrast between the first frame and the second frame. The captions should be brief and meaningful.

6. Rough visuals: An effort should now be made to work on the type of visuals which will be included. These could be photographs, sketches, cartoons and so on.
7. Treatment: After reaching this stage, steps should be taken to bring the whole lot into one shape so that the final artwork could be undertaken. The treatment will be done in the following manner:

Name of the Film-strip.....

T R E A T M E N T

| Frame No. | Outline | Caption | Visual | Nature |
|-----------|---|--|---|--|
| - | Give the brief description of what is intended to be projected. | Give the appropriate caption which is to go with the visual. | Whether it is going to be a photo or art-work or cartoon etc. | Long-shot or a close up, or copy-photo from some book etc. |

This list could run upto 20 frames or 30 frames. This will be the final document from which the film-strip will be made.

8. Transform this list into small cards on which editing etc. could be done. Each frame will have one card.

These cards should appear in the same sequence in which they are intended to be presented in the final form.

TREATMENT CARD: Name of the Film-strip

This portion is reserved for writing out the content and caption.

Reserved for
visuals

Colour or B&W

Artist/Photographer

Frame No.

These cards should be minutely examined by the subject-specialist, programme coordinator, photographer and artist. Check spellings very carefully and the layout.

The coordinator may now assign jobs to the photographers, artists so that they prepare the desired photographs and visuals.

After all the desired visuals and photographs are complete they should be mounted on flat cards.

Final captions and frame numbers should be written on these flat cards. The frame number will appear on the bottom right hand corner while the captions can appear below the visual.

These flat cards will now be ready for copying work. Before they are placed under the camera, it is absolutely necessary for the Programme Coordinator to have a very close look at all the frames and check the spellings and the correctness of the photographs and visuals.

9. Photography: Obtain the approval of the programme coordinator or the Head of the Department on each frame (on the back of each card) and give these cards for copying.

Copying of these frames should be done by an excellent copying camera using proper lighting and film.

10. Master Negative: The copying film after developing will be called the "master negative" which should be preserved under ideal storing conditions. Ensure that no finger prints appear on the negative.
11. Positive prints: With the help of film-strip printer, make as many number of positive prints as required.
12. Introduction guide: Each film strip should be accompanied by some teaching notes for the help of the teacher. These teaching notes are made on the basis of the Content Outline mentioned under No.3 and 5 above. These can be either mimeographed or printed. Each film-strip should, while leaving the issue office, have a copy of these instruction guides.

Cost Factor: This depends from institution to institution and from subject to subject. Where facilities of developing 35mm films exist, the cost can be brought down, as the entire processing can be done at the institution itself. Where no such facilities exist, the charges claimed by the processing firms will have to be paid. Any film-strip having more or artwork will naturally be expensive as the remuneration to the artist will be higher.

Black and white film-strips will cost almost one-third of the total cost of an Ektachrome film-strip.

2. Films: This is the most effective media for a large number of people. Receptivity of the message is the highest if the film is upto the level of understanding of the audience. So far as the use of films in class-room teaching is concerned, it is generally felt that they should be used only to supplement what the teacher has told his students. A separate time for film should be arranged.

Motion pictures are produced in four sizes i.e., 70mm, 35mm, 16mm and 8mm, both in B&W and colour. 16mm and 8mm films are the most suitable for educational purposes.

3. Overhead Projector: This is the most ideal projector for class-room teaching. The teacher can continue facing the class while operating this projector. The message is transmitted in front of the audience and the projector is also placed in front of the students. The message is inscribed on a transparent sheet which is projected on to the screen with the help of a prism lens.

4. Opaque projector: This too is a useful projector and the students find it very interesting. A small postage stamp can be enlarged 20 to 100 times with the help of this projector. This projector is useful for drawing maps and making sketches from already printed material.

Everyone is a born artist. Art is inborn, spontaneous and eternal. The only thing is that in some cases the art is evoked and studied to its perfection while in others it sleeps. That is why on several occasions we get thrilled when a piece of art suddenly comes across our eyes. Our sleeping art get a bit of inspiration and it makes itself felt. Thus everyone is an admirer but there are only a few creators.

Now we study some of the useful graphic aids which can be used with advantage in the class-room.

1. Chalk-board: It is one of the best and oldest friends of a teacher. With the advancement of technology, we may use other teaching aids but the black board will continue to dominate the class-room. It is an extremely important and effective aid.

It is the most dynamic aid. A teacher can move about while using the black-board. It is the cheapest aid since it provides a writing surface that can be easily erased and used over and over again.

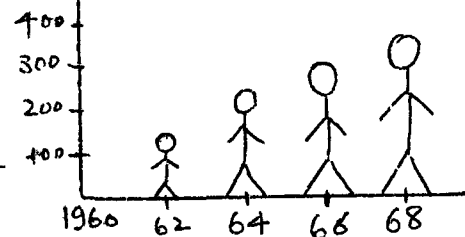
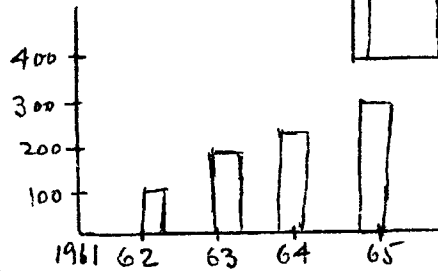
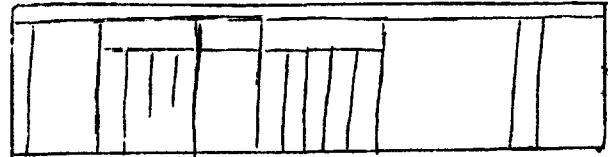
While using the chalk-board, certain precautions should be taken by the teacher. When you use black board you have two chances of putting your story over to an audience - first, when you present it verbally, second, when you outline its highlights on the black-board.

According to Edgar Dale, a chart is "a visual symbol summarising or comparing or contrasting or performing other helpful services in explaining subject-matter." Charts and graphs are very much used in depicting progress or achievements in certain sectors.



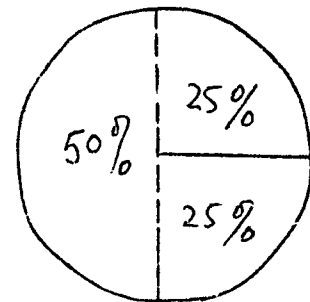
They are of the following types:

- Tree charts
- Stream charts
- Flow charts
- Table charts
- Strip charts
- Time Charts
- flip charts etc.



Graphs are of the following types:

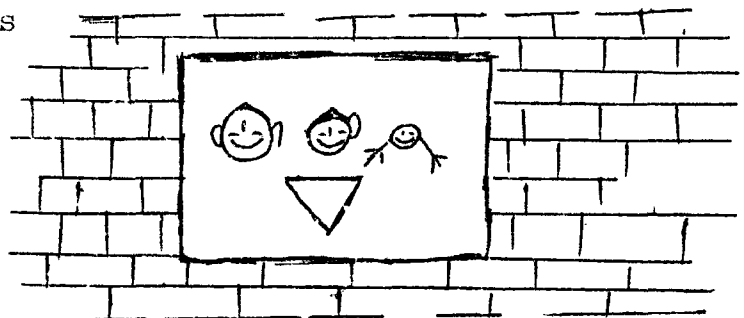
- Bar graphs
- Line graphs
- Circle graphs
- Pictorial graphs



In the preparation of charts and graphs care must be taken that the reserved area is sufficient for the message and that it is not too crowded with figures and colours.

A teacher can explain his various points with the help of charts and graphs. While teaching the progress of cooperative banking, the teacher can use the charts and graphs and draw simple sketches on the black board itself. He can involve the students in preparing such aids for display in the campus of the training centre.

5. Posters: With the help of a poster, a message can be taken to a large section of the population at a reasonable cost. It is an excellent medium for teaching or educating people in general. So far as class-room teaching is concerned, it plays a less prominent role since it appeals to a larger section of the people while the number of people in a class are limited. However, posters produced by a central training organisation could be usefully employed in class-room teaching. In that case the theme of the poster should be correlated to the subjected taught to the students at the various training centres.



subjected taught to the students at the various training centres.

A poster should have the following qualities:

1. it **must** attract attention,
2. convey message quickly,
3. lead eventually to action.

It is very important that very few letters are used. Two or three bright colours will add to the value and beauty of the poster. It is suitable for group teaching. By fixing certain objects on to the poster, a 3-Dimensional effect can be achieved.

6. Flash Cards: This is set of about 10 to 15 cards on which certain visuals are printed with brief captions. It is an ideal teaching aid for a group of about 20 people. In order to attract attention of the audience, the colours should be rather fast and the commentary, to be used by the teacher, should be printed on the back of each card in bold letters.

7. Printed Material: In class room situation, the role of printed material cannot be overemphasised. Without this aid, it would not be possible for the students to achieve a state of comprehension. Any lecture delivered by the teacher should preferably be supplemented by his written notes with illustrations or photographs. For the cooperative training centres, it would be good if they produced a sort of mimeographed bound handbook containing synoptic notes with photographs, for the use of the future trainees. The teacher then need only to highlight some of the points of his lecture. The background material is already provided in the papers.

The material should be nicely made, tastefully illustrated and printed and preferably in a bound form.

The Training Centres could issue a monthly or bi-monthly newsletter to all their former trainees. This newsletter could be either printed or mimeographed. The trainees who had attended the various training courses at the training centres could be invited to send on their experiences to the editor for publication in the newsletter. This will serve as a feedback which is so very important for improving communication process. The teacher would be able to evaluate himself and his former trainees. Also the training centre would be able to re-adjust its training programmes in view of the points made by the former trainees.

8. Photographs: "A picture is worth a thousand words". Good photographs represent chapters of life. They are a permanent record. A teacher could use good photographs to illustrate his points. While discussing the development of consumer cooperative movement in Sweden and the progress which the consumer stores made progress there, the teacher could illustrate his examples by showing some photographs of consumer stores i.e., Konsum, Domus, their layout, self-service system, payment system, and organisation structure of the consumer cooperative

movement. These photographs can be had from the Swedish Information Centres or directly from the Swedish Cooperative Union and Wholesale Society or collected from the various Swedish cooperative journals like VI. After looking at the photographs, the students will naturally like to compare them with the local conditions. This desire will lead to further informal study.

We therefore find that a number of simple teaching aids can be used by the teacher in the class-room situation to bring about his points to the students. It entirely depends on the teacher whether to use the teaching aids or not. It is, however, felt that "A bad teacher with good aid is not a good teacher, A good teacher with minimum aid is a good teacher." Remember, the class room should not be converted into a display room of charts and posters, projectors etc. Minimum teaching aids which are really connected with the subject should be brought into the class and applied when it is found absolutely essential.

In this connection we can also make use of dramatisation and demonstrations as teaching aids for the students under various circumstances.

Conclusion

The application of teaching aids, whether projected or non-projected, would certainly help the teacher in putting his ideas across. They serve as a vehicle of message. They transmit your thoughts more effectively to the students. Their application should be judicious and selective.

Graphic aids - Aesthetic Partⁱ⁾

Under this heading we would like to briefly discuss a little bit of the aesthetic part of a picture or fundamentals of a good photograph. This section will help us in understanding a good graphic aid, or a good photograph and would lead us to make good photographs and even better painting.

There are two main aspects of a picture:

1. Expression - it differs from individual to individual. It exposes the personality. It is concerned mainly with personal taste.
2. Technical Efficiency - This means to what extent the picture can be branded as an excellent one, its technical efficiency, the yard-stick to measure the technical qualities of a picture.


i) Based on a talk delivered by Mr S.D. Galaviya of the Department of Teaching Aids, NCERT, New Delhi.

We can measure the technical efficiency according to the following yard-stick:


2.1 Composition of the picture, its layout, or the pictorial arrangement, its shape. This can further be detailed:

- 2.1.1 Line
- 2.1.2. Mass
- 2.1.3 Form


2.1.1 LINE - There are various shapes of line itself. They are:

a. Straightlines e.g. 


They indicate directness, rigidity, firmness.

b. Curved Lines e.g. 


They give grace, beauty, femininity, softness, smoothness, tenderness.

c. Horizontal Lines e.g. 


They indicate rest, repose, laziness, infirmity.

d. Vertical Lines e.g. 

They mean aspiration, determination, challenge, confidence, manhood, high thinking.

e. Broken lines e.g. 

They mean indcision, weakness, fickle-mindedness, trend breakers.

f. Diagonal lines e.g. 

They represent force, action, advancement, progress.

2.1.2 MASS - Solid weight, psychological weight which is very difficult to define. It is also quite a task to determine the mass and the weight. This is a sort of filling, giving a sense of occupation of space.

2.1.3 FORM - It is an aesthetic arrangement of areas that makes a picture. It has the following characteristics:

a. Square form, e.g.



This shows the equality of interests, sense of conformity.

b. L shape e.g.



This means opposition of interests, Guru standing and the disciple touching the feet.

c. Triangle shape e.g.



Means unity of interests.

d. Circle shape e.g.



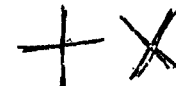
This means continuous process, indicates progress, gives continuity and unity.

e. S shape e.g.



An indication of grace, beauty, love, effeminacy.

f. Cross shape e.g.



This indicates the merger of interests, etc.

2.2 Qualities which a picture should have

The following qualities should be there in a good photograph. They are:

- 2.21 Contrast - There should be a synthesis of rough and smooth, black and white.
- 2.22 Balance - The picture should possess physical balance, which is also termed as psychological balance. There should also be an optical balance.
- 2.23 Climax - the picture should be in sharp focus, particularly the highpoint of the photograph should be prominently clear and focussed.
- 2.24 Cohesion - The picture should be complete in perfectness, it should have unity of thought, unity of sequence, and give a feeling of completeness.
- 2.25 Repetition - This increases the beauty of the picture and shows the continuity.

The photograph having the above mentioned qualities should be regarded as a good photograph. Of course, very few photographs have all the desired qualities. Several photographers try to bring in their photographs as many qualities of a good photograph as possible. The photograph or a picture should be able to attract the attention. It should create a powerful impact on the mind.

The following hints would be useful for those who are interested in taking good photographs. A good photograph, as said earlier, could be worth a thousand words, and leaves a permanent impact on the mind.

Hints for Good photographs, composition

- a. Never divide a picture i.e., the horizon line should not be in the centre of the photograph.
- b. Never be vague while taking a photograph. Plan your action and understand the point of focus and be sure what is to be photographed and which part of the object is to be photographed.
- c. Never be led away by the scenic beauty. Bring your object into sharp focus and just as a second thought do not try to mix up other objects with your own selected object. A water-fall might look beautiful, but if a person sitting near the place where the water is actually touching the ground, is your object, do not include the entire water-fall into your frame. Concentrate on your planned object.
- f. Do not take two beauties at a time. As mentioned above do not take the photograph of the person as well as of the water-fall at one time. The two objects can perhaps make two good photographs.
- g. Concentrate on close-ups. It is better to take a close-up a reasonable close-up, than a distant shot. One does not get clarity in a long-shot where individuals or persons are involved. Of course this cannot be applied to landscapes.
- h. Carefully select your theme or the object. The following tips might help in a proper selection:
 - i) Define your object, clearly imagine about the object.
 - ii) Check the lighting conditions.
 - iii) Adjust your angle. Follow your object as a bee does its honey-hunt.

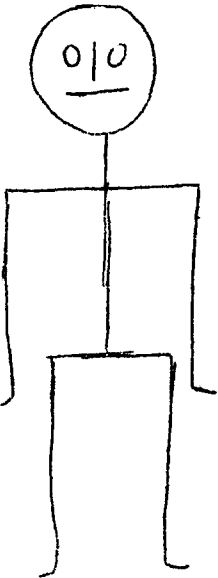
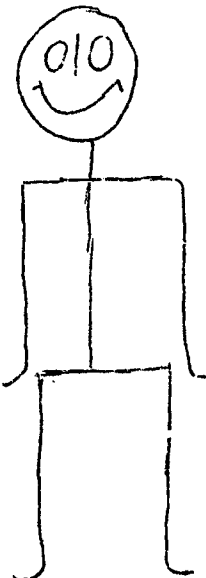
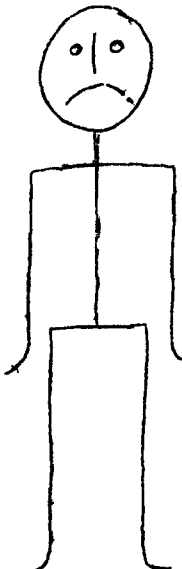
While preparing teaching aids, whether they are posters or charts or photographs, it must be remembered that aesthetic parts plays an important role. The above hints are certainly good guidelines for the imaginative teachers and students to create good teaching aids and help the communication process,

Conclusion

In preparing, selecting and applying graphic aids e.g. posters, charts, photographs, printed material, a communicator should be live to the aesthetic part of such aids. A teacher would do wonders, if he is a bit conscious about the aesthetic part of teaching aids besides being a good teacher so far as his own subject is concerned.

E V A L U A T I O N S H E E T

"Communication and the Cooperative Teacher" by Daman Prakash

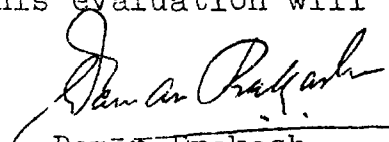
| | | |
|--|--|--|
|  |  |  |
| ± | + | - |

PLEASE DO NOT SIGN THIS SHEET

- (+) means that you have been able to gain something.
- (-) means that you have not NOT been able to gain anything.
- (±) means that you have neither gained anything nor lost anything from these talks.

You are required to tick-mark (✓) one of the three check figures freely and frankly. This will be an evaluation of yourself as of mine. Results of this evaluation will benefit both of us.

Thanks,



Daman Prakash
Assistant, Publications
International Cooperative Alliance
New Delhi-14.

on Methods of Education and Teaching Aids

The following reference material could be of great advantage to all those who are engaged in teaching profession within the Cooperative Movement. There can be additions to this list, but that depends on the resourcefulness of the teacher himself and the financial accommodation of the cooperative training institutions and other organisations.

AHLUWALIA, S.L., AUDIO-VISUAL HANDBOOK, Department of Field Services (now Department of Teaching Aids), National Council of Educational Research and Training, New Delhi.

AHLUWALIA, S.L., SIMPLE VISUAL AIDS FOR SOCIAL EDUCATION. National Council of Educational Research and Training.

ATKINSON, Norman J., MODERN TEACHING AIDS - A Practical Guide to Audio-Visual Techniques in Education. Maclaren and Sons Limited, London.

BHALLA, C.L., AUDIO-VISUAL AIDS IN EDUCATION. Atma Ram and Sons, Delhi.

BHOLA, H.S., EFFECTIVE USE OF DISPLAY MATERIAL IN SCHOOLS, Central Institute of Education, National Council of Educational Research and Training, New Delhi.

BOTHAM, C.N., AUDIO-VISUAL AIDS FOR COOPERATIVE EDUCATION AND TRAINING. Published by the Food and Agriculture Organisation of the United Nations, Rome.

BROWN, James W., and LEWIS, Richard, and HARCLEROAD, Fred F., A-V INSTRUCTION - MATERIALS AND METHODS. 2nd Edition. McGraw Hill, Inc., New York.

CHAKRABARTI, Sujit K., AUDIO-VISUAL EDUCATION IN INDIA. Oxford Book Company, New Delhi.

Cooperative Education Centre, Moshi, Tanzania, HANDBOOK ON COOPERATIVE EDUCATION.

DALE, Edgar, AUDIO-VISUAL METHODS IN TEACHING (3rd Edition). The Dryden Press, Holt, Rinehart and Winston Inc., New York.

EAST, Morjorie, Edited by EDGAR DALE, DISPLAY FOR LEARNING. Holt, Rinehart and Winston, New York.

FINN, James D., THE AUDIO VISUAL EQUIPMENT MANUAL. The Dryden Press, New York.

GOODWIN, Arthur B., HANDBOOK OF AUDIO-VISUAL AIDS AND TECHNIQUES FOR TEACHING ELEMENTARY SCHOOL SUBJECTS. Parker Publishing Company, Inc., West Nyack, New York.

HUTCHINSON, Carl R., TEACHERS MANUAL FOR STUDY CIRCLES. National Cooperative Union of India, 72 Jorbagh, New Delhi.

INTERNATIONAL COOPERATIVE ALLIANCE, MANUAL FOR STUDY CIRCLE LEADERS by Dr D. Vir, Joint Director, ICA Regional Office & Education Centre for South-East Asia, New Delhi.

INTERNATIONAL COOPERATIVE ALLIANCE, "A HANDBOOK OF TECHNIQUES OF TEACHING AND TEACHING AIDS FOR COOPERATIVE EDUCATIONAL INSTRUCTORS" by Daman Prakash, Assistant (Publications), ICA Regional Office & Education Centre for South-East Asia, New Delhi.

KOCHHAR, S.K., METHODS AND TECHNIQUES OF TEACHING. Sterling Publishers Private Limited, Delhi.

MURSELL, J.L., SUCCESSFUL TEACHING. 2nd Edition. International Student Edition. McGraw Hill.

NCUI, HOW CAN YOU MAKE THE COOPERATIVE WORK FOR YOU?, National Cooperative Union of India, New Delhi.

PRAKASH, Daman, TEACHING METHODS IN COOPERATIVE MEMBER EDUCATION; 1969, Published in Madras Journal of Cooperation. February 1970, and the Cooperator of the National Cooperative Union of India, April 15 1970 issue.

WEAVER, Gilbert G., and BOLLINGER, Elroy W., VISUAL AIDS - THEIR CONSTRUCTION AND USE. D. Van Nostrand Company Inc., Princeton, New Jersey and New York.

WITTICH, Walter Arno, and SCHULLER, Charles Francis, AUDIO VISUAL MATERIALS - THEIR NATURE AND USE. Harper and Row Publisher, New York.

The following institutions produce some simple material and visual aids which the cooperative teacher could obtain depending upon his requirements:

1. The Department of Teaching Aids
National Council of Educational Research and Training
10-B Indraprastha Estate, Ring Road, New Delhi-1
2. The Visual Aids Production Unit
National Cooperative Union of India
72 Jorbagh, New Delhi-3

- | | |
|---|---|
| 3. The Director Literacy House P.O. Sringer Nagar, Lucknow-5. UP | Posters and Flash-cards for adult education. |
| 4. The Executive Officer Gujarat State Coop Union Limited "Sahyog", Behind Jyoti Sangh Relief Road, AHMEDABAD. | Slides and Cooperative Films, flags and posters. |
| 5. The Chief Executive Officer Maharashtra State Coop Union 11 Bank Street, Fort Bombay-1 Maharashtra | Slides, coop films, posters, charts and illustrated publications. |
| 6. M/S Shitole Brothers Jin Prasad, East Mulund Bombay-81. Maharashtra | Slides and film-strip on "Cooperative Flag". |
| 7. The Director (Coop. Training) Department of Cooperation Ministry of Agriculture Government of India Krishi Bhavan, New Delhi | Flash-cards on "Sahakari Samaj" and other teaching material on Cooperation. |

Several other State Cooperative Unions and other institutions like the Reserve Bank of India and Farm Information Units have also produced some posters and other teaching aids.

The following organisations may also be contacted for obtaining material on techniques of teaching and teaching aids:

1. The Food and Agriculture Organisation of the UN.
2. The Oversea Visual Aids Centre
Tavistock House South
Tavistock Square, London W.C.1. England
3. The International Cooperative Training Centre
University of Wisconsin, Madison. USA
4. The Cooperative Union Limited
Education Department
Holyoake House, Hanover Street, Manchester 4 England
5. The Cooperative League of the U.S.A.
59 East Buren Street
Chicago Ill. 60605 U.S.A.

6. The Institute for the Development of Agricultural Cooperation in Asia - IDACA
24-9 6-chome, Funabashi
Setagaya-ku
Tokyo, Japan
7. The Communication Media Centre
US/AID, New Delhi
8. The Indian Institute of Mass Communication
NDSE, Part II, Ring Road, New Delhi
9. The Indian Adult Education Association
Indraprastha Estate, Ring Road, New Delhi
10. The International Cooperative Alliance
11 Upper Grosvenor Street, London W1X 9PA England, and/or
The Regional Office & Education Centre for South-East Asia
43 Friends Colony, New Delhi-14.

Government Cooperative Departments and other cooperative organisations in South-East Asia have also produced several types of teaching aids including films, which are being used in cooperative education and training programmes.

334:37
ICA



8538
12-4-72


Papers written by the author on the subject:

1. Teaching Methods and Teaching Aids. November 1969.
 2. Teaching Aids, Their Classification, Preparation and Application. September 1969
 3. Use of Projectors in Teaching. May 1970
 4. Effective Communication, How to Ensure and Methods to be Adopted. November 1970.
 5. Communication and General Body Meeting of a Cooperative Society. March 1971
 6. A Handbook of Techniques of Teaching and Teaching Aids for Cooperative Educational Instructors. July 1970.
 7. A Handbook on Communication and the Cooperative Teacher. September 1971.
-



COVER DESIGN BY
DAMAN PRAKASH

ICA Library



ICA 01510

A white rectangular sticker with a barcode and text. The text "ICA Library" is at the top, followed by a standard 1D barcode. Below the barcode, the number "ICA 01510" is printed.