

REPORT
OF THE
FOURTH INTER-STATE SEMINAR
ON RURAL HIGHER EDUCATION

HELD AT BHOPAL
4TH TO 10TH JULY, 1960

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MINISTRY OF EDUCATION

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INTRODUCTION

It is a truism that educational facilities for Higher education in India hardly touch the life of the people in our rural areas. This was taken into account when the University Education Commission under the Chairmanship of Dr. S. Radhakrishnan recommended the establishment of Rural Universities to meet the demands and special needs of our people in the villages. In the wake of the recommendations of the University Education Commission, was appointed a Committee known as the Rural Higher Education Committee, or more popularly known as the Shrimali Committee. The Shrimali Committee made a comprehensive study of the existing educational institutions in rural areas and worked out a well-designed pattern of education to suit the needs of our village communities. This resulted in the establishment of Rural Institutes, a pioneering experiment in education, whose impact on the reconstruction of our rural society may well be far-reaching.

The success of such an experiment, as in the case of every other field of human endeavour, depends on the kind of approach that is brought to bear on it and the ability and imagination of the men responsible for implementation. In India, as is well known, there is a paucity of organised training centres to provide training experience of the kind required to run new types of educational institutions like the Rural Institutes. The teacher is, of course, the key factor and accordingly the Union Ministry of Education has placed the greatest emphasis on giving him the required training and equipment. In 1958, 20 teachers were sent to Berea College, Kentucky (U.S.A.), in a type of moving seminar. They visited institutions of higher learning in the rural areas of various countries, both developed and under-developed, under the leadership of Dr. Louis Smith. Besides, they obtained a first hand insight into the community development programmes in some of the countries they visited and participated in the extension activities of the Berea College. The experience thus gained by the visiting teachers in extension and research should be rewarding and of considerable use in their work in India. In the context of the current economic stress, however, it was not possible to extend such opportunities of visits abroad to all the teachers in the country and, therefore, an alternative method adopted by the Government was to arrange for In-Service Training of Teachers through seminars and workshops. The Ministry of Education had held three Inter-State and five Regional Seminars to enable the members of the teaching profession to discuss their problems and pool their experiences through exchange of ideas on the techniques of teaching and on the questions of extension and research.

One important landmark in our efforts in the field of reconstruction of education in our rural areas was the fourth Inter-State Seminar organised at Bhopal in July. Even before the teachers of our Rural Institutes met to discuss their problems at Bhopal, a comprehensive questionnaire posing specific problems had been sent to them with the request that they should study the questions raised therein and give their replies. This proved valuable, for the replies showed that

quite a large number of teachers were thinking seriously about the problems of Rural Higher Education. In this Seminar at Bhopal. issues were squarely faced and practical solutions to intricate questions sought. The five-day Seminar was followed by a joint meeting of the delegates, special invitees and Directors of the Rural Institutes on the 9th and 10th July in which the recommendations of the various subject-teacher groups were closely scrutinised, analysed and discussed comprehensively. It was to discuss practical issues which permitted differences of opinion rather than to pass resolutions thereon that the Seminar was held. The report that follows, therefore, is confined to the highlighting of some of the salient features of the discussion and the major findings which are of interest not only to the teachers but all others interested in the Higher education of our rural communities.

Our thanks are due to Prof. S. Subramanayam Naydu of Andhra University, Dr. J. H. Heckman, Cooperative Education Adviser of the T.C.M. and Mr. Joshi of the Ministry of Community Development, for their illuminating and informative papers. Not less valuable and instructive, especially from the point of view of students of Cooperation and Small Scale Industries, were the papers read by Shri Shyam Bharosay, Joint Registrar, Cooperative Societies, Madhya Pradesh. Mr. M. D. Shingru and Shri V. R. Madhulkar, Principal, Khadi Gramodhyog Vidyalaya.

The Governor of Madhya Pradesh, Shri H. V. Pataskar graciously agreed to inaugurate the Seminar. The presence of the Chief Minister of Madhya Pradesh, Dr. K. N. Katju at the Seminar and his address to the participants, were greatly appreciated. We are also indebted to Shri G. Ramachandran who acted as the Director-General of the Seminar. We also thank Dr. B. H. Metha for the interest he took in making the Seminar a success.

Our thanks are also due to the Government of Madhya Pradesh who made as satisfactory arrangements for the comfort of the participants of the Seminar as could be desired. Particular mention should be made of Shri G. V. Bernard, Deputy Secretary, Education Department, Bhopal and Shri S. N. Singh, Deputy D.P.I. but for whose kind cooperation such arrangements would not have been possible. Our thanks are also due to the Directors of the Subject Groups, who spared no pains to obtain the best results out of the Seminar under their guidance. The participants exerted their utmost to make the Seminar a success.

The participants of the Seminar had the benefit of the presence of Dr. Luther M. Ambrose of the Berea College, Kentucky who had 30 years of teaching experience in rural areas to his credit. He has been assigned by the T.C.M. as a Consultant to the Ministry of Education for two years to help in the organisation and development of our Rural Institutes. The Seminar at Bhopal provided him with good opportunities to meet all the teachers of our Rural Institutes who profited by discussions with him.

PART I

INTRODUCTORY

- I. Welcome Speech by Shri Sham Narayan.
 - II. Inauguration by Shri H. V. Pataskar, Governor of Madhya Pradesh.
 - III. Address by Dr. K. N. Katju, Chief Minister of Madhya Pradesh.
 - IV. The Role of Teachers and Directors of Rural Institutes by Dr. Luther Ambrose.
 - V. Future of Rural Institutes by Shri G. Ramachandran.
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I. Welcome Speech by Shri Sham Narayan

Revered Rajyapal, Mr. Chairman, Delegates and Friends,

I have the proud privilege to extend to you on behalf of the Ministry and myself, a most cordial welcome to this Seminar. To you, Mr. Rajyapal, we owe a deep debt of gratitude for having graciously agreed to inaugurate this Seminar of Teachers from the Rural Institutes in spite of the tremendous amount of work connected with the high position of your office. We know how preciously occupied every minute of your time is. Your kind gesture therefore in sparing time for us is a clear indication of the keen interest that you evince in the education of the rural community which is the backbone of our great nation. Not only that, your Government has placed at our disposal, the services of its most competent officers for assistance in the organisation of the Seminar and, who have spared no pains in providing all amenities and comforts to us. The hospitality of Madhya Pradesh is proverbial, but coupled with the affection with which it is offered, it becomes all the more precious. We are grateful indeed to you and to your officers for all that has been done for us. To you Dr. Katju, I cannot thank you enough for agreeing to attend the Seminar at such short notice. You are an intellectual giant with a very keen interest in education. We earnestly look to you for guidance in this new educational experiment which in due course might affect the destinies of the millions in rural areas. We believe that your association with the Seminar is a happy augury. To you, Mr. Chairman, I hesitate in trying to express our feelings of gratitude; that may be rather an impertinence. Your whole life is dedicated to the cause of education of the rural areas, and service is the mission of your life. It was no wonder, therefore, that you readily agreed to spare all this time to direct our activities, and I hope in the results, you will find all the reward and satisfaction.

2. I am especially grateful to our foreign friends of the T.C.M. and Ford Foundation who have with the eagerness of a social worker and keen educationist, agreed to participate in the Seminar. In fact, Ford Foundation and T.C.M. are co-partners with the Ministry in this experiment, and have helped us materially and with technical know-how. I cannot help mentioning the name of Dr. Louis Smith of Berea College, Kentucky, our best friend and associate in this experiment on rural Higher education who is not with us, but whose spirit is there to inspire us. We also owe a debt of gratitude to the eminent educationists who in spite of their pressing engagements, agreed to benefit us by their valuable guidance. Some of them had to forego the pleasure of their hard-earned vacation, and undertake a tedious journey to come here to be available for serving the cause of education.

3. The teachers from the Rural Institutes, likewise, had to cut short their vacation to participate in this Seminar. We hope that their time will be utilised very fruitfully, and they will go back to their institutions fully prepared for the year's strenuous labour

ahead. These teachers have taken upon themselves, the task of experimenting with a new approach to education, and I hope that the re-orientation that they will receive in this Seminar will be of immense value to them.

4. I also have great pleasure in announcing the presence, amidst ourselves, of Dr. Luther M. Ambrose, an illustrious rural educator from the Berea College, Kentucky, who has a vast experience of working in the under-developed countries for the reconstruction of education in relation to community development. He is going to stay with us for two years, and we fervently hope that his association with this new experiment will make a steady and firm impact on the Rural Institutes.

5. Last, but not the least, our thanks are also due to the Ministry of Community Development and its officers for the co-operation they have extended in making this Seminar a success.

6. The purpose of this Seminar is to provide a forum for the teachers of the rural Institutes to come to grips with their day-to-day problems. The expert guidance of the renowned educationists who have devoted their life-time in the service of education, and who are deeply interested in the education of the rural masses, will clear the horizon for them so that they would see their path clearly.

7. Sir, the experiment on rural Higher education is a unique one which requires all the experience, skill and training on the part of the Directors and the teachers to steer through the stormy conditions. In other countries, problems of rural education arose at various times, and they were solved. In the U.S.A., for instance, the problem of the rural community existed in its acute form in the later part of the 19th and early part of the 20th century, when the Roosevelt Commission of 1908, aroused the public to an appalling situation. All efforts of the Government and the educationists were geared to this problem and the results are there. In India, the consciousness of this colossal problem taxed the minds of the educationists and the social workers for the last half a century, and in fact, Mahatma Gandhi, Tagore and other eminent leaders and educationists took this challenge. Tagore's answer to it was Sriniketan and Gandhiji's Sarvodaya. A band of selfless educationists started educational institutions in the rural areas, but that was simply a labour of love, which did not receive any recognition at the hands of the government. Similarly, institutions of repute sprang up in various parts, but it was left to the popular Government of India after independence to devote serious attention to this side.

8. The University Commission, under the Chairmanship of Dr. Radhakrishnan, devoted a chapter to the rural Higher education and recommended the establishment of rural universities, by which they meant a ring of small under-graduate residential colleges with specialised university facilities at the centre. Later on, an international team of experts was constituted by the Government of India to visit foreign countries to survey the work of Danish Folk High Schools and colleges, and institutions of higher learning of similar type to find out how best India could benefit by those ideas and experiences. On the submission of their report, a committee on

Rural Higher Education, under the Chairmanship of Dr. K. L. Shrimali, now the Education Minister of India, was constituted to undertake a comprehensive survey and appraisal of the promising ideas, institutions and experiments in the field of rural education and to recommend a possible pattern of education, and to evolve a sound and a reasonably uniform system of education suited to the needs and resources of the country. They recommended the establishment of Rural Institutes.

9. By way of introduction, Sir, I may say that Rural Institutes stand for the study of rural life and providing to the rural people an education which is sensitive to their life needs. This is an attempt to provide a broad-based education, rich in standards, but with emphasis on practical field work and extension activities as an integral part of the curriculum, which would lead to the specialisation of the student in a particular vocation in life.

10. In developing a suitable pattern of education, an educationist has to examine the life activities of the community, its relationships, conflicts and compromises, attitude and outlook, resources and promises. He has to define and redefine educational purposes, and discover methods and materials to enhance the competence and skill required of the citizens of healthy democratic society. He has to explore and come to grips with the community problems, and to exploit all ingenuity and resources to solve them. John Dewey has well said that "A nation habituated to think in terms of problems, and the struggle to remedy them, before it is actually in the grips of forces which create the problems, would have an equipment for public life such as has not characterized any people". Well, the nation can be habituated to think in terms of problems, only if that sort of training is imparted to its people from the time when they are young. This is exactly what the Rural Institutes propose to do. The education provided by them centres round community problems, and the students have compulsorily to study rural problems, evaluate them, and find a remedy for them. We may take this aspect of education as the first salient feature of education in Rural Institutes.

11. Again, in designing a suitable pattern of education, the educationist has a dual role to perform. He has, firstly, to assess the society as it is, and then to envisage its future, and then design a pattern of education which dovetails the present into the future. An educationist is an interpreter of the wishes of the present society, and an engineer to build up the society of the future. The education process and pattern has, therefore, to be elastic and dynamic, permitting room for changes and modifications in terms of the changing needs of the society.

12. The general classification of educational purposes may be defined as follows:—

- (a) It should be related to the present living experiences of the community for which it is designed.
- (b) The work should be stimulating enough to challenge and involve mental stretching.
- (c) It should preserve the cultural roots of the society.
- (d) It should provide leadership in promoting community welfare; and a spirit of democratic cooperation.

The curriculum of studies in a Rural Institute is broadly based on the above principles. How far have the Rural Institutes been successful in meeting these fundamental requirements may be left to the judgement of those who have studied the curriculum, and seen its functioning. The curriculum is undoubtedly problem-centred and a closely integrated whole knowledge through a blending of academic learning with research and extension activities.

13. I may make it clear that in spite of this approach a Rural Institute is in no way in conflict with University education, or a repudiation of what it stands for. Universities have made an immense contribution to the growth of the nation and have, in future, a bigger role to play. The Rural Institutes have accepted all that is good in University education, but taken note of a persistent criticism that comes even from those who run the universities. It has often been stated that the existing system is not related to the life-situations. Much has been said about bookish knowledge, cramming and class-room lecture where a student functions only as a passive listener. The universities are alive to this criticism and are changing rapidly. But being situated, mostly in urban areas, as they are, they tend to revolve round the urbanised society, the urban culture and the urban way of life. The students coming out from the universities developed, at any rate in the past, a sort of antagonism for the rural way of life and did not like to go back to the rural areas. An uncharitable critic has described a university student as an 'educated proletariat' who has nothing in common with the rural community, and who does not fit in with the rural conditions. It is here that the rural institutes make a departure. They aim to discover talents from the rural youth, and to train them for leadership in the rural areas. Newer methods and fresh approach are adopted in teaching. To make education real and life centred, research and extension is dovetailed into academic studies. What he learns in the campus is applied to village situations. Outside, extension activities strengthen his knowledge and work as a catalytic agent for help in the assimilation of knowledge. Action research cultivates his faculties of observation, thinking and expression. Last, but not the least, the student is not permitted to choose unrelated subjects of study, as is permissible in a University, but has to select one optional group comprising two related university subjects. Minor adjustments have been made in the syllabus to place emphasis on rural economy and rural society. In examinations also, twenty per cent marks have been assigned for internal assessment based on class work, internal examination and record. Thus, cramming at the end of the course tends to be eliminated, and each day of study in the rural institute becomes a day of assessment. The universities have started thinking in the same direction and have begun to adopt extension and internal assessment methods, but rural institutes are lucky in stealing a march over them in this direction.

14. Ultimately, the success of the Rural Institutes will lie--

- (a) in maintaining high standards,
- (b) in functioning as centres for community reconstruction,
- (c) in educating and sending out the right type of students to the rural areas,

- (d) in assuring that the man-power so produced is properly utilised, and
- (e) in inculcating in the students a love for the rural way of life.

15. The academic standards depend upon good teachers and good students. So far as the teacher is concerned, we can speak with pride about some of them who have dedicated their lives to their institutes. Yet, the difficulty in obtaining the right type of teachers cannot be underestimated. There is no institution in India which gives training of the type required for the teachers in the Rural Institutes. Efforts are, therefore, being made to provide opportunities for in-service training. A group of 20 teachers was sent for training last year to Berea College in Kentucky in the United States, which had similar problems and have been very successful in rehabilitating the surrounding backward tribes. This group of teachers had also opportunities for studying Rural education and Community development programmes in some countries of Europe, Middle East, the U.S.A., and the Far East. For others, in-service training is being provided through seminars and workshops.

16. The problem of getting good students will not be solved unless the Rural Institutes have established their reputation and their students are absorbed in positions in the Community Development Programme. Unfortunately, what Huxley said somewhere else proves true in this case also. He said that every "new truth begins as a heresy and ends as a superstition". Rural Institutes are a new experiment and as such are regarded with curiosity and suspicion. It will take time to attract the imagination of the public at large. But the State Governments have a sacred duty to perform. They have to assess the Rural Institutes and if they are satisfied, they should extend unstinted support by recognising the diplomas of the National Council, and giving the graduates adequate opportunities for service. So far, ten State Governments besides the Central Government have recognised the diploma, but hesitation and doubts linger on the part of those who actually make a selection. Maybe that diplomas have not been adequately publicised. Maybe that the employment department believes in waiting and seeing. Unless, the Rural Institutes, the governments and the employment agencies play their part, the students will continue to face extra difficulties in getting their right placement and the Rural Institutes will continue to suffer for want of good quality students. This would militate against achievement of standard. This vicious circle has to be broken by the Rural Institutes themselves by toil and hard work.

17. The second problem has been posed by the Education Minister. He is very anxious to see that the Rural Institutes should help in the process of rural reconstruction and make an impact on the life of the rural community. He is anxious that Rural Institutes should not drift into the conservative system, and become mere replicas of weak colleges. So long as the present curriculum stands, and so long as the guidance of the present set of Directors who come from the finest strata of rural educators exist, the rural institutes will never lapse into traditionalism. But here also in the Community reconstruction programme as elsewhere, there are two parties to

play the game, Rural Institutes and the State Governments. Unless the State Governments assist in formulating plans of action on the part of the students, in co-ordination with their own development plans, and all the agencies meant for the community development and rural reconstruction work pool their resources, co-ordinate their activities, and are willing to accept the Rural Institute as an active participant in their experiment, the results will be the minimum and the Rural Institutes will be left functioning in the air. We have, therefore, to request the State Governments to cooperate with the Rural Institutes in their noble task.

18. In this Seminar, the teachers from the rural institutes, under the guidance of eminent educationists will consider problems, which have been pinpointed in the questionnaire circulated to them. The problems are:—

- (a) to improve the teaching techniques,
- (b) to formulate an extension programme in co-ordination with the other agencies, and
- (c) to undertake research work for the benefit of the rural people and the planning authorities.

19. They have also to find solutions to their day-to-day problems with the help of you all, who have been kind enough to agree to help them. There are 7 groups, which will discuss problems, in relation to their own subjects. Each day, these groups will meet under the guidance of their leaders, discuss the problems and formulate proposals. The leaders will meet each day to co-ordinate the results, and evolve a generally acceptable statement of their proposals. These proposals will then go to the Plenary Session, where a final decision will be taken.

20. In the end, I thank you again our worthy guests, revered Rajyapal, delegates and participants, for your taking all the trouble of coming over here to assist us. I fervently hope that this Seminar will achieve excellent results.

II. Inauguration by Shri H. V. Pataskar, Governor of Madhya Pradesh

Dr. Ambrose. Delegates to the Seminar, Ladies and Gentlemen.

Rural education is the primary need of our country. The system of education which we have in the country is not an indigenous system. It was introduced in our country about a century before by the then government. But it must be acknowledged that whatever its defects, it gave our country a new outlook on social, economic and political changes that were taking place in the world. All leaders who consolidated our people in the cause of freedom, those who spread the gospel of social changes in keeping with modern trends, and even those who brought about changes in the economic life of our people have all been the products of this education and there is no question of abandoning the system itself. The demand for more schools, more colleges and more universities is a natural and irresistible demand. The only question is how to mould it to suit the new political set-up of our country and the changing pattern of human society.

India became a free country some 14 years back, but our freedom set in motion forces in the world which have led to a chain of reactions resulting in the attainment of freedom by a large number of countries in the Asian and the African Continents. This

is an indication of the changing pattern of human society as a whole in the political sphere. On the attainment of freedom we have adopted for our country a Constitution which establishes a democracy of the Parliamentary type. On its success to a large extent will depend the functioning of democratic institutions in other countries in Asia and Africa which have become newly independent. The success of Democracy in India is thus a matter of great consequence not only to us but to a large section of humanity outside our country.

Politically free countries can continue to be free only if the social and economic life of the people of these countries is adjusted to suit their political freedom. For this adjustment proper education of the people in general is necessary. You must be aware of the old dictum that "Illiterate Democracy is a curse". But in the present world for the proper functioning of democracy, mere literacy is not enough; it requires a large majority of citizens who by their education are well qualified to work it and to make it an instrument of prosperity. Education, in fact, is the foundation of this adjustment. We in India since the day of Independence, have directed our energies towards the attainment of this task.

Our system of education consists of three stages, the University, the Secondary and the Primary. University education of the conventional type is rapidly expanding. Not only the number of universities but also the number of University students has largely increased. The number of subjects taught in universities is also increasing. The University Education Commission was appointed in the year 1948 under the chairmanship of one of the greatest educationists of our times, Dr. S. Radhakrishnan, and the Report of this Commission has been a valuable guide in moulding University education. However, even now it is being run in the old conventional mode and is largely confined to students from urban areas. There is a reluctance on the part of the products of these universities to go into rural areas. There are several causes, the chief amongst them are—

- (a) The present graduate of a University is brought up in such a way that he loses all contact with rural life.
- (b) He is brought up with an expectation of his future life which can only be fulfilled in urban areas.
- (c) Inadequate means of communication and poor facilities in the matter of sanitation and medical help.

The impoverishment of rural areas is continuing and there is increasing disparity between the urban and rural life in all matters, social and economic.

Nearly 80 per cent of our country's population lives in villages and it has been realised that systematic attempts must be made to improve the living conditions of these people. We complain of shortage of food. But who produces this food? It is these people on whom falls the burden of supplying food to the nation. The present disparity of income in regard to those who produce food and those who follow other occupations and professions must be reduced. We want to achieve this by establishment of Cooperatives, by establishing Community Development Projects and similar schemes. We have undertaken the task of improving rural economy by suitable

land legislation. Zamindari in its former form does not exist. Ceilings on land are being imposed. Steps are being taken to bring under plough cultivable land lying waste and to distribute it to the landless. Some big irrigation projects have been carried out and some are under erection. Minor irrigation projects are also being carried out. Several schemes of village water supply and rural sanitation are under way. Profession of agriculture alone is not enough either to provide employment or to improve the living conditions of our rural population. We, therefore, desire to establish small scale industries.

For the rapid implementation of all these schemes, we are in need of men and women who are educated and at the same time devoted to rural reconstruction and who will live and work in rural areas. This is a stupendous but a vital task. Primary education is rapidly spreading to remote areas. Rural Higher education has become a necessity.

There had been established some institutions of higher education in rural areas under various names, but they were almost of the same type as those in urban areas and they have not contributed much in effecting rural reconstruction or improving the rural life. They are mostly duplications of institutions of Higher education of the conventional type.

Basic education was conceived with a view to help rural reconstruction, but I must frankly confess that whatever the causes, after so many years and so much expense the results have been far from satisfactory.

We must undertake some rethinking of this problem of rural Higher education. I know we cannot rush in a matter like this with schemes which are not well thought out. We must take into account the differing conditions in different areas of our country and proceed cautiously in the task.

I am glad to welcome you who have come here from different parts of the country to take part in this Seminar on Rural Higher Education. With your experience of this kind of work you will be able to exchange your thoughts with each other and to discuss the various aspects of this national problem. I welcome Dr. Ambrose who has spent many years of his life in similar kind of work in his own country and I feel confident that he will be able to make a valuable contribution to your deliberations. I wish your Seminar success and declare it open.

III. Address by Dr. K. N. Katju, Chief Minister of Madhya Pradesh

Dr. Katju welcomed the idea of making education responsive to the needs of the community for which that was designed. He pressed the point that the simplicity of rural life and the preservation of rural culture should be the guiding principles in framing the work programme in rural institutes. He referred to the fine discipline the *Ramayana* taught, and urged that the students of the rural institutes should be enthused to lead a disciplined life. He thought that the cultural heritage of the rural community deserved respect and efforts should be made to preserve it as far as possible and also bring a synthesis of the old and the new. "We should preserve old values and strike a balance between the traditions and the new situation in life".

Dr. Katju was quite alive to the necessity of bringing Higher education to the doors of the rural people but warned that such an education should not gradually drift into the old traditionalism, but should encourage the rural youth to maintain the simplicity of rural life. The new education should take its root in the village soil and offer opportunities for leadership to the talented youth from the rural areas.

IV. The Role of Teachers and Director of Rural Institutes by Dr. Luther M. Ambrose

On this my first opportunity to speak to teachers of the Rural Institutes in India (I spoke to 20 of them in the United States in March) I wish to tell you that I have followed with interest the development of these Institutes for several years, while in Thailand and while in Paraguay, South America, I read of the programme.

Therefore when the Government of India and Technical Co-operation Mission asked Berea College to give some consultative guidance to these schools and Dean Smith and President Hutchins invited me to come to India, I considered it an honour and an opportunity.

From the 1955 Report of the Committee on Higher Education for Rural Areas, commonly known as the Shrimali report named after the able and honoured Chairman, I learned:

(1) "Rural Institutions will help in breaking down economic and geographic barriers between rural and urban population. They will also help in bridging the gulf which exists in our country between culture and work; between the humanities and technology and between the practical and the ideal".

(2) "Rural Institutes will aim at serving the entire community. By providing a comprehensive programme of teaching—research—extension, will strive to meet the educational needs of everyone in the area they set out to serve".

I urge every director and teacher to reread the report.

Then I read Dean Luis Smith's report written in March 1957 after a three months' stay and visits to these new schools. I read his major recommendations and find that you have been effectively implementing them during the last 3 years including such actions as securing recognition by most of the State Governments of the diplomas and certificates as equal to University degrees for basis of appointment. Twenty participants have been sent to the United States for study in the field of research and extension. These participants will be returning within a few weeks and will take their places with you for the further development of the Rural Institutes. Dean Smith recommended that the National Council should appoint a Committee to formulate criteria and to evaluate the work of the Institutes. This has been done. He recommended then and again in his report in 1959 that a full-time consultant and four part-time consultants be brought from Berea College to give assistance to the Rural Institutes. This is being implemented. I am the first of the group to arrive and the others will come for short terms during the next two years.

I want to assure you that I consider it one of the greatest honours of my professional line to have been invited by Berea College to serve in the capacity of consultant for the Rural Institutes.

In order that you may know something of my own background and perhaps the reason why Berea College has asked me to come to India I would give this brief outline of my early training.

I graduated from a rural college, Berea College, Kentucky. Among the courses which I studied were History, Literature, Psychology, Philosophy, Methods of Teaching, Chemistry, Physics, Biology, Agriculture and German.

As you know Berea College is an institution in which all students must work. Firstly because they need to work for their financial support and secondly they work so that the expenses of education may be kept low and thirdly because Berea College knows that labour in itself is an educative process. During my years in Berea I worked as a cultivator in the vegetable garden, in the canning factory, as a farmer, as a dairy man, as a sweeper, as a clerk, as a laboratory assistant, as a teacher. In my spare time I engaged in debate, in oratory, in music and in religious work. I consider that the education I received in manual labour and later in administrative responsibilities has given me many of the qualities that actual course work in the class-room would have failed to produce. I am glad that labour was a part of my education.

I am a villager. I have always lived on a farm or in a small village. In my early teaching career at Berea College my salary was small and in my spare time I found it necessary to provide the food for our family by growing our own vegetables, producing our own milk and eggs and preserving vegetables and meat for use during the winter months. In addition, during the years I served on the village council and on the governing body of our church and on many committees for community betterment.

I now look back on 40 years of teaching in Berea College and on 40 years of struggle to keep expenses low for the son and daughter of the small farmer and low income worker.

To keep the syllabii adapted to the needs of a very rural area, changing with the change of conditions and needs, to keep extension services flowing out to isolated communities; some of these extension services were the book wagons, a library on wheels pulled by mules at a time when roads were not suitable for automobile traffic; book boxes, small libraries sent by mail to still more isolated communities and schools; printed bulletins on agriculture, health, community cooperation; travelling teams of lecturers and speakers giving programmes in isolated villages; speakers for special occasions, opportunity schools, short courses by college teachers in rural communities; rural school improvement projects involving hundreds of teachers and thousands of children.

To conduct research projects into the needs of the area, schools, teachers, income, health and so forth.

To keep class-room methods of teaching simple, effective and of high quality.

"Put the fodder down where the calves can reach it".

To improve instruction, teachers were encouraged to continue their studies in Summer schools; teachers were encouraged to attend professional meetings in which discussions of those subjects in which they were interested were held.

It is not good always to look backward. So I not only look back to these years of struggle to keep Berea College tuned to the rural needs, but also with you I look forward to a great future in education for rural India. This future will also involve struggle.

First, struggle against the tendency to make the Institutes just like other colleges, forgetting that one great purpose of these schools was to change, to improve, to depart from traditional aims and methods of education. You are to be reformers, with your lives dedicated. Many of the reformers in history, in education, in social life, in politics, in religion, have paid with their lives. I doubt that such a price will be demanded of you but it will not be easy to maintain the ideals of the Rural Institutes.

Struggle to keep the schools open to village youth. It will be very easy to let the expenses increase in little ways, such as clothes, food, extra things until the poorest student feels ill at ease and gradually the student body comes from a higher income class as the lower income students drop out.

Struggle against a feeling of security—satisfaction. Sometimes teachers think that schools are run to give *them* jobs. The schools are for the students and for the villages these students will serve.

Struggle against the discouragement because of seemingly impossible task—against loss of faith in the original purpose of the institute, against loss of faith in democracy and in the common people. I suggest that the 1955 report of the Committee on Rural Higher Education for Rural Areas, the Shrimali Report, should be read by every teacher in the Rural Institutes.

I have been in India only two months and have visited only two of the Institutes, Jamia Millia and Balwant Vidyapeeth, Bichpuri, so don't consider myself in a position to advise you now on any of your internal problems. As soon as this Seminar is completed we plan to visit for a few days in each of the Institutes. I have, however, discussed with Mr. Sham Narayan the questionnaire which was sent out to you and the topics for discussion in this Seminar. On some of these topics my background and my interest provides some basis for discussion. I would comment on a few of the challenges which this Seminar offers to you and problems for which you should seek a solution. First I note that the questionnaire challenged you to the supposed conflict between academic excellence and practical experience, which forces you to determine anew (1) the purposes for which the Rural Institutes were established; (2) what kind of personnel you wish to produce by your teaching; (3) specifically what knowledge, what attitudes, what skills, what abilities you desire your students to have; and (4) what educational experience must be provided to produce these results.

You are challenged to discover better methods of teaching.

I would ask you at this point what the teaching learning process involves? Is it only getting information to the students or as defined by one student in the United States "The lecture method is the transfer of information from the teacher's note-book to the student's note-book without passing through the minds of either". I would challenge you to this different definition that teaching involves providing information, getting it accepted, assuring that it is understood

and that it is acted upon. I believe that learning is not just memorization but involves also understanding, a change of attitude and a change of conduct. Therefore, to determine whether the teacher has taught and the student has learnt requires that we know whether or not there has been a change of attitude or whether or not this understanding and change of attitude results in change of *behaviour*. This story will illustrate this point. A teacher once taught a course in hygiene. In the unit of oral hygiene the students were required to know the names of the teeth, the rules of cleanliness, the cause of decay, the elements of food necessary for good dental health and to act upon this knowledge. One student made a perfect score on the examination based on information, but he had 10 decayed teeth in his mouth. Would you pass him in the course? Yes, dental work is expensive, but this boy was not poor and his father was a dentist.

You are challenged to find a better way of extension—of improving life in the communities. If after five years the villages near your Rural Institutes are no better in matters of health, sanitation, agricultural production, cooperative action, education, literacy, then your Rural Institute has failed in one main purpose of its existence. In a news note in the *Times of India* I read that “the Programme Evaluation Organisation has said that on the whole the general level of achievement of community development programme is still low and far from adequate. This organisation made a survey of 18 selected blocks in its evaluation report and said that people’s reaction in most of the blocks was not generally favourable to the growth of self-reliance in village communities which is the primary aim of the community development programme. The majority of the villages do not regard it as their own programme and rely on the government for effective development of the rural areas. The basic philosophy and approach of the community development programme are, therefore, inadequately subscribed to by the people. Also improved agricultural practices seem to be spreading very slowly. Among the reasons for slow progress are the storage of supplies, lack of irrigation and shortage and delay in supply of fertilizers. I hope you will ask yourselves, do these conditions exist in the villages near the Rural Institutes or have you made a different approach to community development?”

This seminar challenges you also to find better methods of evaluation, both internal and external. The need for better examinations is well known to you and to your leaders in education. I would not from my short stay in India presume to criticise, but as our well loved comedian philosopher of the United States the late Will Rogers said “All I know is what I read in the papers”. So I quote from the *Times of India* of June 13, 1960.

“The present system of classifying students almost entirely on the results of a single final examination is undesirable in many ways.

“This is the conclusion reached by a committee of educationists which was asked to advise the University Grants Commission on the steps to be taken for the reform of the present examination system.

“The committee is reported to be of the view that the mental strain involved in the existing system of examination has many evil effects. The whole purpose of the student tends to be narrowed down

to the single end of acquiring a degree which he looks upon as having an intrinsic rather than a symbolic value".

The student, the committee feels, confines his study to those portions of the course which are likely to be included in the questions, memorises stock material and makes little attempt to acquire a deeper understanding of his subject.

Colleges in their turn become agencies for the supply of stereotyped information.

"They may instruct their students, but they fail very largely, to educate them", says the committee and it is convinced that "these evils would undoubtedly be lessened if the dominance of the final examination were reduced".

Suggesting that the nature of the final examination should be modified, the committee says: "It need not take the form of a single concentrated performance on which the student's ranking, and therefore, his future solely depends. It would also be possible to combine with the examination an internal assessment based on a cumulative record maintained by the teachers".

The Rural Institutes hold a fortunate position in relation to the reform movement in India to improve the system of evaluation. You have been permitted a certain percentage of the total credit for the course to be based on internal evaluation, to be based on the record of the student from day-to-day and from month to month in his growth towards the aims of the course. It is recognised that many of the more intangible qualities which you expect to develop in your students cannot be measured by a written examination held at the end of a three-year course. So you are challenged to improve your ability to evaluate during and at the end of your courses, so that eventually you will be given the total responsibility for deciding which of your students have passed.

Perhaps the greatest challenge to you as teachers and directors of the Rural Institutes is that your schools become famous in India for high quality of teaching. This can only be judged by the high quality of your graduates in their performance on the jobs as rural leaders.

Dr. J. D. Dawson of Antioch College who prepared a report on the Institutes stated....."let the rural institutes carry out their own purposes with distinction and excellence. The results will speak for themselves and will merit recognition. Like most pioneering undertakings, recognition will be forthcoming on the basis of demonstrated accomplishment rather than by means of pronouncements in advance".

Accept your challenge, dedicate yourself with devotion to the improvement of the Rural Institutes to the uplifting of village life and the establishment of a better life through democratic processes.

V. Future of Rural Institutes by Shri G. Ramachandran

Your Excellency, Chief Minister Saheb and Friends,

This Seminar is going to be strictly a business like one. That is the message that I bring to you from Dr. Shrimali, the Union Minister of Education. He has specially commissioned us to put in the hardest work we can, study every problem thoroughly and bring out a report full of practical recommendations to improve teaching methods and the standard of attainments of the students in the 11 Rural Institutes of Higher Education. I, therefore, deem it a very good augury that the Governor and the Chief Minister of Madhya Pradesh have given us their blessings and incidentally the same message.

The Rural Institutes represent a very significant departure from traditional methods in Higher education in India. No Institute is rural simply because it is in a rural area, even though that is important. Rural Higher education should have its roots in the village soil and at the same time its branches should reach out to the objective of a broad based, scientific and modern education which would be accepted as such by the people. This is a difficult synthesis and the conception of such a synthesis and its working structure have come to us through the courage and vision of Dr. Shrimali. Before him there have been many critics of current Higher education in India but it was given to Dr. Shrimali to bell the cat. Academic studies, practical extension and research are the three pillars upon which the Rural Institutes stand. There are the core subjects like the History of Civilization with emphasis on the development of Science through the ages and theoretical approaches to every rural problem like those of health, education, sociology, village industries, cooperation, agriculture, home science, etc. Every student should learn three languages, the regional language, Hindi and English. Then every student must specialise in one selective group of subjects and all the selective subjects from which a choice can be made are those mainly concerned with the development and growth of the rural area. What is thus happening in the Rural Institutes is a new type of Higher education in which are integrated intellectual and academic excellence with practical experience closely interlinked to rural realities. The Rural Institutes thus aim at producing students who, on the one hand can hold their own with the University students and on the other stand shoulder to shoulder with those who are striving to reconstruct rural India.

Those who have gathered here for the Seminar are the teachers from the Rural Institutes. They are already in the field and have even now good work to their credit. We have met to find out in what ways we can improve the teaching methods and thus raise the standards in the Rural Institutes.

We shall take up for study improved techniques of teaching, extension and research. We shall also consider methods of assessment and examination and try to draw up a more rational time-table programme. Further, we shall take up the question of drawing up the syllabi for Post-Graduate studies in Community Development and for an Up-Graded Course in Agriculture. All this is going to be hard work and let us promise Dr. Shrimali and the Governor and the Chief Minister that we shall try to do our job to the best of our ability.

I am particularly grateful to His Excellency the Governor for his brilliant analysis of the gaps in present day Higher education in India and for the courage with which he has indicated the remedies. As I listened to him, I was thinking what a splendid Education Minister he would have made! Dr. Katju the Chief Minister, laid considerable stress on the need to nourish the cultural background of India in the educational programme of the Rural Institutes. He is not only a great administrator but a remarkable intellectual and great scholar. Let us keep both these messages in our minds as we go to our work in the Seminar. I am, however, glad to say that what the Governor and the Chief Minister have stressed are already at the centre of the rural Higher education which we are building up. Even so, these matters cannot be over emphasised.

Our great country is at the cross roads. We have to take great decisions and advance rapidly if we are not to be pushed aside by modern world developments. We cannot advance unless we carry with us the millions in the villages. They are a great even if difficult heritage. We must carry the benefits of Higher education and the opportunities for the same to the very door of the village people. The 11 Rural Institutes represent, therefore, a dynamic step in the right direction. It is, however, for the teachers in the Rural Institutes to keep this vision in their minds and to do their day-to-day work in the most efficient and practical manner. I hope sincerely that with the assistance of the representatives of the Union Ministry of Education and others concerned, this Seminar will become a landmark in the development and growth of the Rural Institutes.

PART II

RECOMMENDATIONS OF THE SEMINAR—SUMMARISED

- I. Teaching Methods.
 - II. Extension.
 - III. Research.
 - IV. Examination.
 - V. Time Distribution.
 - VI. General.
-

I. Teaching Methods

(A summary statement of reports of the Groups I to VI)

1. Important Features of the New Approach

The important features of this new approach have been listed in detail by the various groups. The Rural Institutes are in essence an attempt to combine academic and intellectual education with the development of techniques and skills necessary for rural reconstruction. This system affirms that academic accomplishments are not inconsistent with the activities of field-work, extension and research, and that only the combination of these with class-room teaching can constitute an integrated educational process. The following are some of the salient features of this new system of education:—

- (i) It is the first attempt in India to bring Higher education to the midst of rural communities.
- (ii) It is designed to train the village youth to serve village people.
- (iii) The teacher and the taught lead a community life and remain in intimate touch with the rural people. Education in the Rural Institutes is thus life-centred, stressing manual and productive work, and stimulating self-reliance and co-operative spirit. Education is drawn not only from books, but also from the natural and social environments of the communities located inside the campus, as well as of the rural societies which lie around.
- (iv) Theoretical knowledge imparted in the classes is linked to practicals, and in addition, the knowledge thus gained through theory and practice are applied for the improvement of village conditions.
- (v) Rural Institutes aim to produce a new type of citizen who would combine in himself a wide general knowledge and be deeply appreciative of rural life and be capable of meeting the challenges which have overtaken rural areas in the context of the modern world.

2. Academic Standards

The current connotation and the traditional meaning of the term 'academic' emphasises merely bookish knowledge which in fact does not convey the true significance of the term. Better standards can be attained and maintained by correlating class-work with field work and extension and research. Learning by doing can alone lead to the growth of the total personality of the individual. The time diverted to these activities will not, therefore, undermine the standards, but would rather strengthen it.

3 Time Distribution between Class-Room Studies and Field Work

(a) For Home Science Group—

The following should be the allocation of time:—

- (i) Practical work including field work two-thirds of total sessional time.

(ii) Theory and book-centred work: one-third of the sessional time.

(iii) Community work: outside class hours.

(b) *For Agriculture Group*

One-third of the time for class-room teaching and two-thirds for laboratory, field work and projects as above.

(c) *For Village Industries Group*

For the Village Industries Group, it is difficult to lay down rigidly the time to be apportioned as there will have to be a measure of elasticity from year to year or even from term to term. A rough allocation of the time is given below:—

(i) A little less than two-thirds of the sessional time for practical or productive work.

(ii) A little over one-third for theoretical studies.

(iii) 45 minutes per day for community work.

(iv) 5 hours a week for extension work.

Time given to community life and extension work is outside class hours.

(d) *For Social Work Group*

The Group provided the following data:—

	Class-room Work	Field Work
Jamia	486	324
Amraoti	505	600
Sriniketan	Figure for class-room teaching is not available	486

Social Education Group suggested the following distribution of time:—

	Theory	Practical
	%	%
Paper I—A	95	5
B	85	10
Paper II—A	40	60
B	30	70
C	70	30
Paper III	40	60
Paper IV	50	50
	Practical 100%	

In general, the Group felt that 50 per cent of the time should be devoted to studies and the rest to field work. In Sociology, 20 per cent of the time is to be given to field work.

4. Syllabuses: An Appraisal

The Social Work Group felt that if the teaching of subject matter is properly planned the difficulties of "heavy syllabus can be overcome".

The Village Industries Group observed that "the contents of the syllabus are really heavy" and suggested the following apportionment of time with some elasticity:—

Total periods in 3 years.

- (i) The main industry should get 660 periods for theory and practicals. (The Principals of the Khadi Gramodyog Vidyalayas of Nilokheri and Himayatsagar, however, maintained that the main industry should be allotted 1,200 hours for theory and practicals).
- (ii) The two minor industries should together get 200 periods for theory and practicals.
- (iii) 140 periods for the paper on theory on Village Industries and Industrial Cooperation.

The Home Science Group was of the opinion that "the syllabus particularly of paper No. 6 "Handicrafts" is heavy. But for the fact that Crafts would require more time, "syllabus could be covered with a flexible and judicious allocation of time" (*vide* Appendix A).

5. Teaching Methods

The following table gives the different teaching methods, other than class-room teaching employed for the different subjects.

Table showing the Teaching Methods Employed in Class-Room Teaching.

Serial No.	Methods	Home Science	Social Work	Social Education	Village Industries	Agri-culture	Co-operation
1	Observation	"	"	"	"	"	"
2	Demonstration	"	"	"	"	"	"
3	Experiments	"	"	"	"	"	"
4	Learning by doing ..	"	"	"	"	"	"
5	Dictation and Notes ..	"	"	"	"	"	"
6	Discussion	"	"	"	"	"	"
7	Seminars	"	"	"	"	"	"
8	Debates	"	"	"	"	"	"

Serial No.	Methods	Home Science	Social Work	Social Education	Village Industries	Agri-culture	Co-operation
9	Symposia .. ..	..	..	..	..	..	..
10	Committee Meeting .. ..	..	..	..	..	..	..
11	Conference .. ..	..	..	..	..	..	..
12	Audio-Visual Aids .. ..	..	..	..	..	..	..
13	Film Shows .. ..	..	..	..	..	..	..
14	Tutorials .. ..	..	..	..	..	..	..
15	Group Studies .. ..	..	..	..	..	..	..
16	Reading of—						
	(a) Selected portions from books.	..	..	..	..	..	..
	(b) Essays .. ..	..	..	..	..	..	..
	(c) Selected Answers .. ..	..	..	..	..	..	..
17	Class Tests .. ..	..	..	..	..	..	..
18	Enacting Situation .. ..	..	..	..	..	..	..
19	Dramatising Events .. ..	..	..	..	..	..	..
20	Case-Studies .. ..	..	..	..	..	..	..
21	Field-Records and Reports .. ..	..	..	..	..	..	..
22	Assignments .. ..	..	..	..	..	..	..
23	Extensive Studies .. ..	..	..	..	..	..	..

The Village Industries Group felt that in view of the paucity of time, discussion method could not be widely used. But stress was laid on the Tutorial system or the 'Guru Kula' Group system in course of which students sit together, read together, and the tutors help wherever necessary.

The Social Education Group felt that setting up of Social Education Laboratories and Community Development Museums, which has already been done in one of the Rural Institutes, is a desirable step as aid to teaching.

The Cooperation Group felt that dictation of notes in the absence of reference books on appropriate topics may be necessary although this should not be the general rule. The practice of putting questions to teachers and eliciting answers is a desirable device when conducted within controlled limits. Allotment of regular periods for library work under the guidance of teachers and promotion of self-study were also some of the desirable steps recommended by this group.

6. Self-Study

The *Cooperation Group* observed that "the assignment method serves a real purpose but there should be effective guidance and supervision from the teacher in order to make the system useful. It is, however, essential that the list of topics should be carefully prepared by the teachers and supplied to the students in advance".

The *Social Education Group* found that assignments are given in *Sociology* papers and have been of immense use.

The assignment system was in high demand in the *Social Work Group* as they found the method exceedingly useful. It promoted independent thinking and developed capacities to collect and systematically present relevant materials regarding a particular topic.

The *Home Science Group* tried the assignment system occasionally and found it useful.

The *Agricultural Group* found that two different systems of assignments were in practice. The first is that the students collect material from library for preparing assignments, and the second is that various crops are being taken up for study over three to four months. The students were, however, not mature enough to make a great deal of success of this method.

It was found that the *Rural Institutes* were encouraging self-study with profit through organising debates, conducting seminars and writing papers and that the method should be encouraged by the adoption of periodical tests and through individual conferences, supervision and guidance and specific reading assignments.

7. Group Discussions

The *Social Work Group* stated that the system of group discussion has been adopted in all the *Rural Institutes*. In group discussions the whole class may be divided into small groups of 6 or 7. Each group will have a leader who will guide the group in discussion, and present a report to the class at the end.

The *Group on Cooperation* stated that group discussion method is followed in some of the *Rural Institutes* and is found to be beneficial.

The *Village Industries Group* stated that in spite of heavy strain on time, they have been employing this method from time to time.

Social Education Group stated that discussion method is being followed in all *Rural Institutes* but felt that in some cases discussions are not organised on a scientific basis.

The *Home Science Group* stated that they have adopted this system and found it helpful. The students collected data on important topics and discussed the subject in the class under the guidance of a teacher who finally summarised the salient points of the discussion.

Agriculture Group stated that the group discussion method is practised in the shape of formulation of answers for problems posed by individual students.

8. Books for Extra Study

Most of the groups other than the Group on Village Industries expressed that there was a dearth of text books in their subjects, and specially so in the case of books relating to Indian conditions and in regional languages. Excepting the Group on Agriculture, all other groups supplied lists of books and journals in their subjects. Most of the groups stated that there were no prescribed text books in their subjects. The Cooperation Group particularly emphasised that there were not sufficient provisions in the budget of the Rural Institutes and no good lists of books were either available in their subject. They suggested that a list of books should be prepared by the Institutes and that the National Council for Rural Higher Education and the Central Committee for Cooperative Training may be requested to produce suitable text books in this subject and arrange for their translation into the major regional languages.

9. Lecture Method

Most of the groups felt that it was very difficult to work out a ceiling for time to be devoted to lectures in the class-room as time given to lectures depends on the subjects concerned. The Social Work Group felt that 50 to 75 per cent of the class hours may be devoted for straight lectures and the rest for other methods.

Social Education Group stated that the division of time as obtained is 50:50.

10. Debate Method

The debate method has been generally used in all the Institutes, and in almost all the groups of subjects. The Home Science Group stated that it did not prove to be of much use and the Agriculture Group found it to be of limited value. The Social Education Group found that all the Rural Institutes have tried the debate method after considerable planning and consultations with the students. The groups which have practised the debate method have given a *list of topics used in debate*.

11. Home Science: Time Table Plan

A tentative "Total Time Plan" for the arrangement of the syllabus in rural institutes is suggested below:—

- (1) Subjects like Psychology and Human Relations, Housing and Home Management may be completed during the first year; while other subjects may be taken up during the second and third year.
- (2) Laboratory experiments relating to house-hold physics and chemistry, dietetics, and textile chemistry etc. may be carried out.
- (3) Crafts may be spread out through the three-year course to enable students to develop the required skills.
- (4) In Housing and Home Management, the word "beauty" be amplified as "house decoration", which should include "alpona" or "rangoli", pot painting, wall paintings, etc.

A Tentative Tabular Form Indicating A Rough Allocation of Periods

Serial No.	First Year		Second Year		Third Year	
	Subjects	No. of Period	Subject	No. of Period	Subject	No. of Period
1	Housing and Home Management may be completed.	200	Mother Craft and Child Development.	100	Food and Nutrition to be completed.	200
2	Psychology and Human Relationships may be completed.	100	Food & Nutrition may be begun.	100	Mother Craft and Child Development to be completed.	100
3	Textiles and Clothing Or Compulsory Crafts.	60	Crafts and Textiles and Clothing.	160	Crafts and Textiles and Clothing	380
	Total ..	360	Total ..	360	Total ..	680

(5) *Labour-saving devices for the village* include equipments such as ball-bearing *chakkis*, *magan choolhas*, simple steam cookers, rubbing boards, suction washers etc.

(6) *Mother Craft and Child Development*—In Child Development it is desirable to include the teaching of simple *balwadi* songs, folk songs, dances (such as *Kolattam*) and music;

Students may attend a dispensary wherever possible and learn simple methods of treatment of common ailments in the village.

(7) *First Aid and Home Nursing*—Students may work for and pass the Certificate Course given by St. John's Ambulance on First Aid.

(8) *Textiles and Clothing*—It is advisable that students be given practice in basic stitches to enable them to teach village women who do not have access to sewing machines.

(9) *Food and Nutritions*—Greater emphasis may be put on (a) dietetic survey of the village; (b) "Spending habits" of the villagers; (c) improving "food habits" by supplementing their incomes by maintaining kitchen gardens, poultry farming and fish ponds, etc. Demonstrations of new recipes should be given. (These should relate to the availability of the articles in the villages and done within the economic means of the villagers).

- (10) *Psychology and Human Relationships*—The syllabus for psychology may be simplified and if necessary certain topics be omitted. 100 periods of 45 minutes each have been allotted for the subject which will be sufficient if certain modifications are done. (Redrafting may be left to those who have drawn the psychology syllabus).
- (11) *Crafts*—Bearing in mind that the students have to learn 3 compulsory and 1 optional crafts, wherein a high standard of skill and techniques is to be acquired it is desirable to delete "Wooden and plywood toys" from the syllabus. The students can make soft toys of various types. Puppet-making may also be included here.
- (12) *Leather Work*—Only simple drawing may be taught. Topics such as "preparing conventional, abstract and oriental designs of different ages of Indian Art, scale-drawing" may be deleted from the syllabus.

Cooperation Group—Suggested Changes in the Syllabus

In the course of discussions, the Group felt that the syllabus in respect of the optional subjects in Cooperation Group calls for revision as indicated below and suggests that steps may soon be taken to bring this about:—

- (a) The present heading of "Agriculture Economics" and "Cooperation" (Economic Part III) may be changed into "Rural Economics".
- (b) Paper III on Sociology may be replaced by a paper on "Co-operative Law, Rules, Bye-laws and procedures and Accounts and Auditing" and a suitable syllabus may be prepared.
- (c) As a result of (b) above, the syllabus in respect of Paper I and Paper II in Cooperation needs to be revised and in so revising, the portion of syllabus bearing on Cooperation in Foreign Cooperation may be made up-to-date and more balanced.
- (d) There is very great need for provision of practical training of students in co-operative societies of different types and this will have to be provided in the syllabus as recommended in paragraph 2.

LIST OF BOOKS RECOMMENDED FOR READY REFERENCE

1. Cooperation

Indian Journals

- (a) The All-India Cooperative Review;
 (b) Cooperative News Digest;
 (c) Economic Review;
 (d) Kurukshetra;
 (e) Cooperative Journals published by the State Cooperative Unions or Institutes.

Foreign Journals

- (a) The International Cooperative Review;
 (b) Cooperative Information;

(c) News for Farmers' Cooperatives;

(d) The Agricultural Year Book (Horace Plunket Foundation).

2. Social Work (Books for Extra reading)

1. Social Work Year Book. Russel Sage Foundations, U.S.A.
2. Social Welfare in India. Published by C.S.W.B.
3. Report of the Study Team on Social Welfare and Welfare of Backward Classes. (Committee on Plan Projects, 1955).
4. Social Legislation—Its Role in Social Welfare. (The Planning Commission, Government of India).
5. A Guide to Community Development (The Ministry of Community Development).
6. Communities and Their Development—T. R. Batten.
7. Field of Social Work—Fink.
8. Scientific Social Survey and Research—Pauling Young.
9. Records in Group Work and Community Organisations.
Textbooks—widely read by the students in Social Work

Paper I

1. Social Welfare in India—C. V. M. Rao. Government of India Publication.
2. Introduction to Welfare—by Friedlander.
3. Field of Social Work—by Fink.
4. Theory and Practice of Social Work—by Hamilton Gordon.
5. Group Experience and Democratic Values—by Coyle and Grace.
6. Social Group Work Practice—by Wilson Reland.
7. Community Organisation for Social Welfare—by Machillen Wayne.
8. Community Organisation and Planning—by Hillman.

Paper II

9. Social Welfare Legislation in India—A Government of India publication.
10. Scientific Social Survey and Research—by Pauline M. Young.
11. Statistics, Theory and Practice—by Ghosh and Choudhari.
12. Statistical Methods for Social Worker—by Mamilton Wayne.

Paper III

13. Indian Village—by Dube, S.C.
14. Silent Revolution—by Rambhai.
15. Publications of Tata Institute of Social Sciences.
16. Tribes in India—by Muzumdar.
17. Guide to Community Development—by Dr. Ensminger (Government of India publication).
18. Manual on Social Education by Ministry of Community Development.

19. Rural Community Organisation—by Sanderson.
20. 'Kurukshestra' Annual number and Indian Conference of Social Works Annual Number.

Extra Books recommended for Study for Library

1. Group Process in Administration—by Tracker Harliegh.
2. So You Want to Help People—by Wittenberg Rudolph.
3. The Art of Leadership—by Tead Ordway.
4. Making Good Community Better—by Sander T.A.
5. Community—by Lindman.
6. Social Work Administration—by Street Elwood.
7. Social Service in India—by Blunt Edward.
8. Methods in Social Research—by Goode and Hatt.
9. A Primer of Social Statistics—by Dornbusch Schmid.
10. Emotional Problems of Life—by English and Pearson.
11. Social Work Year Book—by Russel Foundation U.S.A.
12. Publications of different Acts, Government of India.
13. Toward Freedom from Want—by Hatch.
14. F.A.O. Publication.
15. Teachers Handbook of Social Education—by Union Ministry of Education.
16. Manual of Social Workers—Ministry of Community Development.
17. Rural Reconstruction in Action by Alien M.P.
18. Group Work in Institution—Konopka, Gisela.
19. Atteberry—Introduction to Social Science. A Survey of Social Problems Vols. I and II.
20. Manganot Mead—Cultural Patterns and Technical Change.
21. Philosophy of Indian Economic Development—by Richard Gregg.
22. A Handbook—by Khadi and Village Industries Commission.
23. Cooperation in India and Outside—by Bhatnagar—Selected Chapters.
24. Sarvodaya—by Gandhiji.
25. Gandhian Plan—by Shriman Narain Aggarwal.
26. Why the Village Movement—by J. C. Cumarappa.
27. Economics of Peace by the Sarva Sewa Sang.
28. A Business of My Own—by Arthur Morgan.
29. Techniques and Civilisation—by Louis Murnford.
30. Cultural Patterns and Technological Changes—by Margaret Mead.

31. Human Development and Technological Changes—by Prof. Raj Kishen.
32. Gandhi and Marx—by Kishorilal Mashruwala.
33. A Vision of Future India—by Kishorilal Mashruwala.
34. Report on Small Scale Industries—by Karve Committee.
35. Rural Industrialisation—by M. Visweswarayya.

II. Extension

I. SCOPE

In the Rural Institutes, the role of Extension is mainly educational. Extension programmes are planned and carried out as educational programmes. Naturally, therefore, it is the students who directly benefit from Extension. But all extension work must inevitably touch the life of the village people, wherever it is organised, and therefore villagers will also be benefited to some extent. It is good because this will secure the willing participation of the village people in our extension programme without which it cannot succeed. Thus, even while the first consideration in Extension is the education and training of students, the corollary is some service to the people.

2. PLANNING OF EXTENSION

Every subject-teacher will have to plan and carry out his or her own Extension programme. Thus, several subject teachers in the Rural Institutes will carry out at the same time different extension programmes relating to their subjects. This will enable them to enrich their knowledge through the application of the theories learnt in the classroom to the solution of village problems.

It would be of real value in certain subjects, to organise practical projects within the campus of the Rural Institute before transplanting them in the rural area outside. This would apply for instance to "Cooperation", the organisation of a Cooperative Store, a Cooperative Canteen and if possible a Cooperative Rupee-Savings Bank.

Extension has to be taught both in the classroom and in the field and extension work should be effectively linked with classroom teaching. In other words, classroom teaching and field work should be integral parts of the same educational process.

Extension in the rural area outside should only be on a limited scale and in selected villages in the immediate neighbourhood without detriment to academic studies. It is, therefore, necessary to emphasise the following points in this connection:—

- (1) Extension outside should be directly related to theory-teaching inside the classroom.
- (2) Extension should be carefully planned with due regard to agricultural, economic, social and cultural conditions of the selected villages and their felt needs on the one hand and the resources and capacity of the institutes and the villagers on the other.
- (3) The programme should be flexible and drawn up in consultation with the local Block Development and other Co-operative Agencies and the Village Panchayats.

3. EXTENSION COMMITTEE

There will certainly be the need for a full-fledged Extension Department in each Rural Institute. This department will be under the charge of the teacher who will be returning shortly after specialising in this work in the U.S.A. There will have to be a committee for this department consisting of all the subject teachers, the B.D.O. of the adjacent block and the President of the Panchayat Samiti. The Head of the Extension Department may be the Convenor and the Director the Chairman. Every subject-teacher will place his or her extension programme before this committee so that the different extension programmes may be co-ordinated properly. The department will also collect all the reports of the work done and study them along with the members of the committee so that some internal evaluation may be done from time to time to improve extension.

4. EXTENSION IN CORE SUBJECTS

It should be remembered that there would be some extension attached to the core subjects also under "Introduction to Rural Problems with special emphasis on Community Development". Such extension work should also be planned in collaboration with the Extension Department to avoid duplication and conflict of programmes.

Extension is possible in almost all the subjects. It may be more essential and possible in some subjects than others. For instance, under Home Science, Mother Craft, Child Welfare, Food and Nutrition will involve at every step extension work among the people with-out which these subjects can never be learnt properly by the students. Another apt instance would be in the case of the subject "Village and Small-Scale Industries". 'Ghani,' for instance, cannot be studied even theoretically without extension. The traditional 'Ghani' in its traditional setting is not an efficient instrument of oil production. But the latest Model 'Ghani' has undergone many vital changes and yet remains a village instrument of production. Unless the students go out into the village and study the traditional 'Ghani' and find out all weak points, they will neither understand nor appreciate the changes that have been effected in the new 'Ghani'. The conversion of a single traditional 'Ghani' to the new pattern with the consent of the villager will be better education for students in 'Ghani' than anything else that can be taught in the classroom or in oil production with the improved 'Ghani' in the Institute. Similar instances can be given under almost every other subject.

There is no question of Extension robbing time from theoretical studies and causing a lowering of the academic standard, because Extension outlined as above enriches learning and makes education fuller. The danger of lowering academic standards will arise only if Extension is carried out as something mechanical and separate from education. Here, on the contrary, Extension is kept as an integral part of the process of learning. Therefore, there is no problem of striking a balance between academic studies and Extension but simply that of changing them together into one integrated process.

5. EVALUATION OF EXTENSION

Extension should certainly be evaluated. It will not be possible for this Seminar to chalk out evaluation on a scientific basis. When Extension Departments have begun to function effectively under the

newly trained teachers, each department in collaboration with its committee should formulate its evaluation scheme. Copies of such schemes produced by all the Extension Departments of the Rural Institutes should then be mutually exchanged and studied and some time later, the Heads of Extension Departments from all the Institutes may sit together at one of the Institutes to compare notes, exchange ideas and then produce a full-fledged scientific evaluation scheme which may then be circulated to all the Institutes.

In the meantime, some of the salient features of the scheme of evaluation can be outlined as below:—

- (1) Is Extension organically related to the subject?
- (2) Does Extension increase the knowledge content in the minds of the students?
- (3) Has Extension secured the understanding and consequent participation of the villagers?
- (4) Has Extension improved the lives of the villagers at the point at which it was applied?
- (5) Is one Extension programme in harmony with all the other extension programmes of the Institute and the Block?

6. EXTENSION IN RURAL INSTITUTES

The following are some of the programmes organised in some of the Rural Institutes:—

Home Science

Two backward villages were chosen within a radius of 2 miles. Each girl student was assigned 5 families in either of these villages. The first step was to establish personal contacts with the families. The following items of extension work were undertaken in about 70 families:—

I. Food and Nutrition

- (A) Efforts to improve the current diet by demonstrating healthy methods of cooking, to preserve nutritive values.
- (B) Persuasion to include greens in their daily food and the distribution of seeds and seedlings to produce greens in kitchen gardens, properly utilising waste water for this purpose.

II. Housing and Home Management

- (A) Demonstration of the construction of 'Magan Choolas' and introducing them in the homes.
- (B) Introduction of simple decorations in the home, like 'Rangoli,' Wall-Painting, Flower Gardening, etc.

III. Mother Craft and Child Care

- (A) Persuading expecting mothers to go to the nearest ante-natal clinics.
- (B) Training them in simple matters of personal hygiene.
- (C) Advising on preparation for the arrival of the baby.
- (D) Popularising cheap and nutritive home-made supplementary foods like 'Ragi' Malt, Vegetable soups, etc.

IV. Handicrafts

- (A) Training in making clay toys and soft toys with waste-cloth cutting.
- (B) Organising spinning groups.

V. Sanitation

- (A) Making of trench latrines and instructions in using them properly.
- (B) Making of soak-pits and how to maintain them properly.

All the above items were correlated to the improvement of health and prosperity through explanations of the why and how of every process.

Under Cottage and Village Industries

(A) Participation in an Artisans' Seminar attended by 50 village artisans. Demonstrations are given in Bee-keeping, Soap-making and 'Ambar Charkha'.

(B) Formation of a Potters' Cooperative Society which will now get assistance from the Khadi Commission for a common workshop and improved tools and also loans.

(C) Organisation of a village Industries Exhibition taking advantage of a rural festival.

In regard to the printed syllabi for various headings under "Rural Problems" these are used as a general guide without considering every line as mandatory. But wherever necessary, teaching was given through tackling the actual problems in the field.

Organisation of Village Camps was undertaken in most of the Rural Institutes. But the pattern has differed from institute to institute. One Institute organised a 4 to 5 days' camp every term. Another organised one 7-day camp and yet another a 10-day camp.

For the first year students particularly, the village camp gives the first entrance to the village situation and a strong orientation towards understanding village realities.

But even with the limited experience obtained so far, it can be safely said that village camps have considerably strengthened and vitalised the educational programmes of the Rural Institutes. These camps have established a link between the campus and the villages and taken students to meet village people in their own environment, and attracted village people to come and look at what is going on in the campus. But on the whole, the organisation of village camps is yet to be planned on a more systematic and scientific basis. It would be good if a brochure can be brought out by the Ministry of Education on this subject.

It is the general experience in the Rural Institutes that students take more lively interest in extension than in class-room work wherever extension is conducted as an educational programme. Students do not look upon extension as some manual or 'sareera-sram' work in the village, but as a means of exploring the village situation and enriching their knowledge of village conditions and problems.

It is not possible at this stage to determine to what extent class-room knowledge can be applied to village situations. Our extension work has to become more scientific and sustained before this can be accurately determined. There is no doubt, however, that class-room knowledge can be taken out by village people to help them solve their own problems. But this pre-supposes a close correlation between class-room teaching and extension programmes.

Different Rural Institutes have taken different steps to ensure that their students are trained to apply their theoretical knowledge to village problems. Some of these, we have indicated already. In this connection we have to mention the steps taken by some of the Institutes in their Agricultural extension like:

- (1) Organising farmers' conferences.
- (2) Demonstrations of improved agricultural practices and fight against pests.

7. AUDIO-VISUAL AIDS

The use of audio-visual aids in extension is still unsatisfactory in most of the Rural Institutes. Models, charts, flannel graphs, film-strips, films and exhibitions have been utilised. In some cases puppet shows and dramatics have been used. But on account of the absence of a generator, projectors could not be used in villages without electricity. Therefore, we need more equipments. We think the time has arrived to attach a man trained in audio-visual aids to the existing staff of the Rural Institutes. This trained person should help in the preparation and use of audio-visual aids and should also give some training to every subject-teacher in this work. This is now an imperative step to be taken without delay.

8. RESEARCH AND EXTENSION

Rural Institutes should lose no time in firmly organising their Extension Departments and conducting extension work on different subjects in a planned and co-ordinated manner. Proper records should be maintained and some real link established between Extension and Research Departments. Extension should refer problems to Research and Research should contribute to fertilise Extension. Academic studies on the one hand and Research on the other should be brought together by and through Extension.

The Extension syllabus should not be considered mandatory and the Rural Institutes should be free to make amendments and modifications.

The more real and effective Extension becomes, the more successful and significant would be the new type of integrated Education for which the Rural Institutes stand.

III. Research

1. RESEARCH IN RURAL INSTITUTES

It is recognised that learning, extension and research are all necessary to complete the educational process for each complements the other. Thus, properly selected research investigations should supply valuable teaching material and form an effective basis for extension work.

Generally speaking, no Rural Institute has yet come up to the level of being able to organise research work. It should, however, be possible to start that work as soon as the staff members from each Institute already sent abroad for training in Extension and Research methods return to their Institutes.

The view expressed by the previous Seminar held in 1958 that the Rural Institutes are not in a stage to undertake fundamental research in fields like General Science, Engineering, Agriculture etc., still holds good. But they can and should undertake research in applied branches of knowledge with reference to conditions in Rural India. These should be more in the form of study projects, simple in character, clear-cut, and well-defined in objective and scope.

2. RESEARCH BY STUDENTS

It is not possible for the students of the Diploma and other courses in the Rural Institutes to take up major research projects of a fundamental type. The main responsibility for this sort of work has to be that of the teachers and the students should be associated with the work and their assistance be taken to the extent possible. The objective of research in so far as students are concerned is to inculcate in them the spirit of enquiry, develop the faculty of investigation and critical thinking and to train them for setting up simple study projects, conducting surveys, collecting data, and collating and interpreting the same.

3. FIELD OF RESEARCH WORK

Some of the fields for investigation or topics for research are indicated below as suggestions only:—

A. *Agriculture*

- (i) Manurial-cum-varietal-cum-cultural trials
- (ii) Protection of crops against pests and diseases in the crops of the region.
- (iii) Improvement in the local agricultural implements.
- (iv) Problems relating to marketing of agricultural produce.
- (v) Assessment of the local resources and more scientific utilisation of the same for increasing production.

B. *Cooperation*

- (i) Collection of preliminary data by way of a general survey into agricultural, economic and social conditions of the people in the villages where cooperatives may be organised.
- (ii) Study of matters connected with coverage of membership in rural cooperatives with particular reference to local factors which operate against admission of all sections including the weaker section of the rural community and measures for elimination of such factors and for making cooperatives more broad-based and representative.
- (iii) Study of matters connected with member-participation in cooperative activities, their attitudes, resistance etc.

- (iv) Attitudes of members towards management, official and non-official employees.
- (v) Assessment and analysis of credit requirements of members of village cooperatives with particular reference to the purpose of borrowing and the role of cooperatives in meeting such requirements.
- (vi) Study of the part played by government, money-lenders, traders and cooperatives in the provision of agricultural credit.
- (vii) Investigation into the needs of members in respect of short, medium and long term loans and cooperation of effort in this field by several cooperative agencies concerned—cooperative credit societies and Central Banks on the one hand and land in mortgage banks on the other—co-ordination between cooperatives and government.
- (viii) Study of analysis of owned resources of cooperatives including savings of members and measures aimed at inculcation of thrift and pooling of rural savings in promoting the financial self-sufficiency of rural cooperatives.
- (ix) Study of the role played by women and possibilities of better women participation particularly with reference to promotion of rural savings and provision of consumer goods by service cooperatives etc.
- (x) Study of the role of rural youth in cooperation both from the standpoint of current programmes and preparing the youth for future leadership.

C. Home Science

- (i) Food and nutrition—Cost of food—contents of food, value of food—evaluation of balanced diet at minimum cost within the village family's budget, etc.
- (ii) *Textiles and Clothing*—Different types of garments and textiles such as saris and borders particularly of a particular province or region.
- (iii) *Indigenous Methods of Dyeing Fabrics.*
- (iv) *Environmental Sanitation.*
- (v) *Type of latrines and the most suitable among them for a given area including dry areas.*
- (vi) *Surveys of the present income of village families and ways of improving their income.*

D. Small Scale Industries

- (i) Study of tools and techniques of production already found in the villages which have stood the test of time and find out how they can be improved and made more efficient without altering their character as tools and techniques for village industries within the reach of the village artisans.

- (ii) Study in regard to the application of electric or other power to each cottage and village industry, or to a particular process of such an industry, in order to reduce drudgery and at the same time not upset the employment pattern in rural areas seriously.
- (iii) Investigations to find out how finish, polish and artistry can be introduced and maintained in the products of cottage and village industries in order to make them more marketable without reducing the nutritive value in the case of food products and durability and service in the case of other articles.
- (iv) Investigations into the methods of minimising wastage.
- (v) Investigation into the improvement and standardisation of the quality of products.
- (vi) Investigation into suitable methods of storage and preservation of perishable articles produced in the village.
- (vii) Investigation into causes of resistance in the minds of villagers to improved tools and devices.

E. *Social Education and Sociology*

- (i) Problems of illiteracy—how to create incentive for literacy—problem of castes in organising literacy classes—study of reading materials and habits of literate adults—effectiveness of different literacy methods—duration of literacy classes to achieve functional literacy—basic vocation of the region, etc.
- (ii) Problems in follow-up of literacy—organising of continuation classes, rural libraries provision of other popular reading materials etc.
- (iii) Problems in community organisation—youth clubs, 'Mahila Mandals,' farmers' organisation, recreation clubs, panchayats, etc.
- (iv) Research on educational methods and media for adults.
- (v) Research on the effectiveness of different audio-visual aids in Social education.
- (vi) Factors of resistance to social change.
- (vii) Changing concepts of caste.
- (viii) Influence of caste tensions on development programmes, especially in people's participation.
- (ix) Changing pattern of rural leadership.
- (x) Problems of introducing improved practices in health and sanitation.

F. *Social Work and Community Development*

- (i) General surveys of villages and areas should be followed by basic socio-economic studies revealing the need for making more intensive surveys of vital social problems.

- (ii) Surveys to determine population trends—family life and family patterns in various societies like those of Hindus, Mohammedans and others.
- (iii) Child surveys and studies.
- (iv) Survey of diet patterns.
- (v) Surveys about standards of living.
- (vi) Investigations relating to migration and emigration patterns.
- (vii) Survey of local price fluctuations, especially in Community Development areas.
- (viii) Investigations into the land ownership and distribution problem in specific villages.
- (ix) Surveys relating to health, diseases and illness.
- (x) Surveys of educational opportunities, facilities and handicaps.
- (xi) Study of youth problems in general.
- (xii) Surveys leading to village planning and community development.
- (xiii) Surveys based on systematic observation of village life regarding response to family planning, role and status of women, role of tradition in the village community and the effectiveness of local authority, etc.
- (xiv) Problems of the community in terms of technological and administrative changes.
- (xv) Handicaps and mal-adjustments in the village community (i.e. problems of the individual, the family and the community).
- (xvi) Study of social services and programmes in the village community e.g.; functioning of panchayats, cooperatives, social welfare extension programmes etc.

4. CO-ORDINATION IN RESEARCH

To avoid duplication and wasteful work it is necessary for the rural institutes to find out the work already done in the fields they take up for research. For this purpose a good library and contact through literature and otherwise, with the concerned institutions are necessary. For example, in the case of small industries some research work has already gone on at Maganwadi in Wardha, Sabar-mati Institute, Ahmedabad, Korakenha, etc. Or in the case of Social education, contact should be maintained with the National Fundamental Education Centre at New Delhi, Central Institute for Study and Research in Community Development at Mussoorie, Institute of Social Sciences at Agra, and the concerned departments of Indian universities.

7. For the purpose of co-ordinating research work in the various rural institutes and disseminating the same, the Union Ministry of Education may consider the desirability of setting up a suitable committee or board. This body may be concerned with the collation of

proposed topics of research as made out by the Rural Institutes, suggesting specific topics to particular institutes, giving guidance to the rural institutes in any other way in their research work including the reports of that work and their publication. It can also help in making known the results of important pieces of research to other agencies in India and outside which may be interested in the same. Publication of a journal on rural Higher education in India may also be examined towards the same end.

IV. Examination

1. It is primarily the system of evaluation that determines the nature and standards of teaching. Therefore undue importance to the external examination would vitiate the quality of teaching at the Rural Institutes. This external examination cannot be a source test of the pupil's achievement in practical and field work. Even in subjects where assessment of practical or field work forms a part of the final examination, the weightage assigned to it is insignificant. Also qualities of personality such as responsibility, initiative or leadership cannot be assessed by an external examination. Rural Institutes should be alive to this danger from external examinations and firmly avoid getting into the traditional pattern of universities regarding examinations.

EXTERNAL EXAMINATION: A NECESSITY

2. In the present situation, however, Rural Institutes cannot afford to abolish external examinations. They have to win a place in the educational world and an external examination with satisfactory standards will help in building up their status. It will also enable the Rural Institute to attain fairly uniform academic standards. The present system of examinations adopted by the National Council should continue for the present, but a progressive internalisation of assessment should be aimed at.

An assessment of practical work, extension and records should form part of the internal examination. Internal assessment should be finalised by a committee of the staff or the whole staff of the department.

SOCIAL EDUCATION GROUP'S VIEW

3. The Social Education Group did not regard external examination a necessity for impartial assessment, and thought that ideally each teacher can evaluate his students better. But as a transitional measure, however, the external examinations have to continue with gradual shifting of more weightage to internal assessment. Eventually, the Cumulative Record System, already in vogue in Rural Institutes, could replace the existing external examination system.

AGRICULTURAL GROUP'S VIEW

4. The Agricultural Group was of opinion that the nature of the external examination should be changed. It should consist of a general evaluation of standards on the basis of class-work assignments and viva.

SMALL SCALE INDUSTRIES AND HOME SCIENCE GROUPS' VIEW

5. The Small Scale Industries and Home Science Groups were of the opinion that the present system of internal assessment in which the results of all the terminal examinations, periodic tests and assignments were considered for promotion was defective in as much as it penalised a student who showed great improvement in the latter part of the year or in the second year. The Director or the Principal should, therefore, be given discretion to evaluate the total attainment of the student, and promote or detain him on this basis.

COOPERATION GROUP'S VIEW

6. The Cooperation Group was of the opinion that in the final examination in Cooperation there should be a balanced emphasis on (i) Class-room work (ii) practical training in Cooperative institutions and (iii) extension work in villages.

SOCIAL WORK GROUP'S VIEW

7. The Social Work Group recommended that a project in Social Welfare Programme could be assigned to each student and there should be three or at least two examiners for every paper, and that paper setters should be the teachers in the field.

OBJECTIVE TESTING

8. The Seminar was of the view that the subjective element cannot be wholly eliminated from the examination system of Rural Institutes, though it should be minimised. Objective tests should progressively be introduced in the examination. But essay type questions should not be given up as they have their own use. There should be a combination of objective and essay type questions; for this the teachers in the Rural Institutes should be asked to send lists of objective questions on the basis of which standard tests could be framed to serve as uniform means of evaluation. These two types of questions combined with a general evaluation by some outside agency would be an ideal combination.

DISPARITY BETWEEN INTERNAL AND EXTERNAL ASSESSMENTS

9. To some extent the disparity between the internal and external assessments at the final examination is unavoidable as there will always be variation between individuals in their standard of assessment. But efforts could be made to minimise the disparity. Frequent meetings of teachers from different institutes under the guidance of experts in evaluation would be helpful. Also internal assessment should be carefully made and scrutinised by a staff committee at each institute. In cases, where the disparity is marked, the attention of the Institute should be invited with a view to removing this disparity.

A note might also be circulated to the Rural Institutes laying down general principles to avoid too liberal or too strict an evaluation.

POST-DIPLOMA COURSES

10. One way to maintain the special features of Rural Institutes is to open Post-Diploma courses at a few selected institutes. In any case, the recognition by the universities of the Diplomas as equivalent to the first degree is very essential. The Seminar was of the view that

it is possible to maintain the special features of Rural Institutes even though the institutes accept the position of working under conditions required by universities.

CERTIFICATES

11. The student's achievement in field work and extension and the qualities of his personality such as sense of responsibility, leadership, initiative and capacity to work in villages should be recorded on the certificate issued by the National Council. There were, however, different views on the recommendation. Some groups recommended that the comprehensive certificate should grade the students' attainment on a nine-point scale +A, A, —A, +B, B, —B, +C, —C, and the grades should be assessed by a committee of the staff. It was, however, generally felt that even if the findings on the extra-examination aspects are included in the certificate awarded by the Council, the division should be awarded on the basis of the final examination as at present to make the diploma acceptable to the universities. The grade obtained by the student in extension and field work should be separately mentioned in the certificate. This practice is in vogue in the field of teacher training.

12. The Small Scale Industries Group was of the opinion that the Certificate issued by the National Council should lay down marks separately for

- (1) academic work,
- (2) practical work and extension, and
- (3) qualities of personality such as leadership, sense of responsibility etc.

The qualities of personality should be evaluated by the Director of the Institute after a discussion with his staff.

The Small Scale Industries Group was further of the opinion that the assessment of students offering this group should include:

- (1) the student's grasp of the place of cottage industries in the economic pattern of India,
- (2) knowledge of how tools and techniques could be improved at the village level,
- (3) Knowledge of how productivity could be increased,
- (4) capacity to organize industries, and
- (5) maintenance of records.

13. The weightage given to practical and field work in subjects such as Social education should be increased. Also, assessment in field work should be introduced in Cooperation and Social Work.

The feasibility of associating senior teachers of Rural Institutes with the external examinations as joint paper setters or moderators might be examined, as the paper setters at present, university teachers or field workers, are not sufficiently in touch with the outlook and work of Rural Institutes.

Students who fail in one subject at the final examination or at the first or second year internal examination should be allowed to

take a compartmental examination at the end of the summer vacation. If they pass at the compartmental examination, they should be declared to have passed the final examination or promoted to the next higher class, as the case may be.

V. Time Distribution

1. Should time allotted for instruction be in proportion to the examination marks allotted to each subject?

Discussion arose in the Seminar on the principle involved in the above query. While the majority seemed to feel that the proposal was logical, a few members reacted strongly against the principle as such. One of the directors expressed the opinion that there should not be even a broad relation between the examination marks and the time allotted for instruction. Another speaker refused to be a slave to arithmetic. Milder criticism was also expressed. One educational officer explained that the proportion of marks merely expressed the weightage which the prescribing authority wished to give to the different parts of the curriculum, and this did not mean to regulate the time allotted for the teaching. Another adviser said that a certain subject requiring only class-room teaching needed less time than others which included laboratory and field work. The general difference of opinion arose out of the time required to be given to the languages and the optionals. Several participants felt that in view of the immaturity of the students, there was need for adequate time being given to English to obtain the required standard and this time should be more than was envisaged in the marks allotted for it. Others felt that the teaching of Hindi in the South necessitated giving more time to it. It was proposed that 60 per cent weightage given to the optional be reduced to 50 per cent but a few persons expressed the view that the teaching of optionals should occupy relatively less time.

2. One of the younger teachers suggested that 3,000 out of 3,600 available periods should be allotted in the same proportion as the examination marks, while the remaining and the margin of remaining 600 may be left to the individual institutes to distribute over the subject according to their needs.

DR. AMIR ALI'S VIEWS

3. Dr. Amir Ali concluded the discussion by commenting on the above opinion. He said that it was for the National Council to allot marks to express the weightage which they reserved for each subject. It was for the institutes to translate this weightage in terms of time distribution. But by suggesting room for deviation from the weightage assigned by the National Council, they were indirectly expressing the differences of opinion with the Council.

4. He agreed that the subjects requiring class-room teaching only could logically be given less time, but the method of instruction in the Rural Institutes was always to supplement the class-room teaching by outside experience and that even the teaching of the story of civilisation would be incomplete unless the class-room lectures were supplemented by visits to museums, laboratories and art galleries.

Regarding the objection of being a slave to arithmetic, he said that such slavery was inescapable for men. The stars in the sky, the flowers in the garden and human life itself obeyed the cyclic order

and the democracy in which we lived was after all subject to simple arithmetic.

But he added he did not insist on their being rigidly mechanical in determining the exact relations between the marks and hours of instruction. All that he suggested was that wherever there was division it should be the outcome of some logical reasonings. He entirely and enthusiastically accepted the proposal that due consideration be given to the needs of both uniformity and diversity by accepting the principle that 3,000 periods should be distributed according to the ratio represented by the examination marks while the 600 remaining periods be left for distribution to the individual Rural Institutes.

FINAL CONCLUSION

5. The Chairman summarised the discussions and said that this discussion had led us to think more precisely on the problem of time allotment and that the different institutes may send either to Dr. Amir Ali or to the Ministry the proposals presented in the Paper with a proposal for the distribution of time as they considered suitable so that the Ministry may give the problem due consideration.

VI. General

1. There is some danger that if students passing out from Rural Institutes go to universities for Higher education the special attitudes and training imparted at Rural Institutes might be lost. But that is the test of the success of Rural Institutes. The education imparted by them should enable the student to face the outside world without being shaken.

2. One way in which this danger can be obviated is to start post-diploma courses in selected Rural Institutes. But these courses cannot possibly provide for the needs of a variety of talent. Therefore, the students of Rural Institutes should have opportunities for higher study and research at universities or other institutions providing post-graduate courses or research facilities. Also it is not desirable to keep Rural Institutes in isolation from the main current of higher learning. Therefore, opportunities of transfer of students from Rural Institutes to universities and *vice-versa* should be provided.

3. (a) The work of the universities should not be duplicated by the repetition of identical courses at Rural Institutes. Special types of courses in keeping with the traditions of Rural Institutes, for example, a course in Community Development or the Economics of Village and Small Scale Industries might be started. A draft course in Community Development is being submitted.

(b) The Social Work Group was of the opinion that in course of time the Rural Higher Institutes should be able to create future rural social scientists, who will have a far better comprehension of the true nature of rural social patterns than youth trained in universities. The group further opined that the Post-Diploma courses need not duplicate the work of universities, as the vast rural field with its problems and possibilities has not been fully explored by the universities.

(c) The chance of further education for diploma holders in agriculture from Rural Institutes should be explored.

(d) The Home Science Group felt that the Home Science Departments in Rural Institutes have to be strengthened and they needed more experience before a Post-Diploma course in Home Science could be started. It would be good if the students going out of Rural Institutes were admitted to universities for Post-Graduate courses.

4. Though it would be advisable to provide to rural youth a special type of education suited to rural needs there should be no isolation between this education and the one provided to other youth. The basic content should be common to both rural and urban schools or colleges, so that an easy transfer from the one to the other could be possible. Isolated parallel systems are not desirable.

PART—III

PAPERS CONTRIBUTED IN THE SEMINAR

(A) PAPERS ON COOPERATION

I. Teaching Techniques and Place of Extension Methods in Co-operation—(Shri J. H. Heckman).

II. Cooperation in Schemes of Higher Education—(Prof. K. S. Nayudu).

III. Recent Trends in Cooperation Policy—Kumari Roma Mazumdar).

IV. Introduction of Practical Cooperation Programmes in the Rural Institutes—(Shri M. D. Joshi).

V. Cooperation as an Instrument of Economic Rural Development—(Shri Shyam Bharosay).

VI. Development of a Cooperative Service Programme in Rural Areas—(Shri M. D. Singru).

(B) PAPERS ON COTTAGE, VILLAGE AND SMALL SCALE INDUSTRIES

VII. Cottage and Small Scale Industries—(Shri V. R. Madholkar).

VIII. Need and Place of Cottage, Village and Small Scale Industries in Our Economy—(Shri Vipin Saxena).

(A) PAPERS ON COOPERATION

Teaching Techniques and the Place of Extension Methods in Cooperation

BY

J. H. HECKMAN, (T.C.M.)

COOPERATIVE EDUCATION ADVISER

It seems best to approach this subject in reverse order to the stated subject. First, I would like to consider the application of extension methods to cooperation. With the application established, we can better consider the techniques best adapted to the methods.

First, both extension and cooperation thrive best in democratic atmospheres. Both imply voluntary participation. The members, or participants, of both are farm people, home-makers, craftsmen and others not enrolled in formal schools. Thus, the education methods must be based on the principles of friendly communication centering on the felt needs of the people—quite different from our conventional concepts.

Before, however, developing either the methods or the techniques, we should consider the purpose of and the steps in teaching. Without detailed discussion, let us consider the purpose of extension or cooperative teaching to inspire learning on the part of the member or participant. And the purpose of learning is to achieve satisfaction.

In voluntary education, through what steps do we as teachers take the informal student in achieving satisfaction through learning? There are, no doubt, many different routes, but a conventional one involves six steps. These are 1. attention; 2. interest; 3. desire; 4. conviction; 5. action and 6. the coveted goal of satisfaction. The satisfaction may be economic, cultural, psychological, or other.

This is the complete route. There may be short cuts, depending upon the position of the learner at the start. Perhaps he has already progressed through part of the steps. But this should be carefully determined or the desired action and satisfaction may be wanting. Recently I heard an extended discussion on the lack of use by members of the godown facilities provided by a cooperative. From the discussion, there was an apparent need for the facilities and an opportunity for the members to be benefited. But though a need, it was not a felt need—a significant difference. The programme had evidently begun at the action, or the fifth stage, in the teaching process rather than the first. The members took no action and thus received no satisfaction. As they were not convinced it would help them, they had no desire for the services, were not interested in them, and consequently paid no attention to them.

Now we may ask, how do we achieve these various steps? What methods and techniques are most effective? There are many, of course, but all are based on the three principles of hearing—seeing—and doing. Through many experiments, these have been found effective in that order. The conventional telling should be supplemented with

seeing and to clinch the learning—doing. Dr. Seaman A. Knapp, father of the Agricultural Extension in the United States, effectively emphasized these principles in this statement: "What we hear, we will likely forget, what we see, we may forget, but what we do we can't forget". As mentioned, many studies have verified this statement.

The thread of motivation is woven throughout all teaching, extension, cooperative, and formal. The usual array of motivating devices places force and authority at one extreme, and understanding at the other. Both extremes are effective, but understanding is more fitted to the voluntary methods implied in our series of six steps in teaching voluntary students. This is probably the greatest adjustment the institutional teachers have to make when taking up cooperative or other informal education. We would all disclaim any elements of force in our motivation. We would also, say that we, as teachers, have no authority. But we do have the grade book and all its supporting features and built-in pressures. These are strong influences in the authority area. And all disappear in voluntary teaching. So, we need to adjust to the motivating influences of understanding—the key to action in our teaching scale.

What communication methods best promote understanding among the voluntary participants? As understanding is developed through influences, who influences us the most and by what means? I have asked this question many times and several times in India. The almost universal answer is that people we know the best influence us the most. Further, the most effective method is for them to tell us. Thus, two friends talking is the most effective communication method.

This influence sets the pattern for effective cooperative teaching. Obviously all informal teaching can't be carried out by each friend telling his friend. But we can keep the influences in mind and emphasize the most effective substitutes. Thus the teaching atmosphere should be informal and close as among friends and equals.

Next to two people talking in effective communication is a few people who also know each other and have similar interests. Hence, there is great value in group discussion—every one can participate and be a part. Thus a feeling of ownership arises in the subjects and problems presented and discussed. And ownership is another powerful motivating device. Compare most owner and tenant areas for comparison and evidence.

Following this idea of well known influences, nearby examples are most effective. A demonstration on a nearby farm or a tour by a small group to a nearby cooperative are more effective than quoting distant ones. Finally, we have to resort to mass media to reach the masses. But we need to keep in mind the effective substitutes for the influence of friends talking and nearby examples and retain as many of the elements as possible.

After this brief review of the steps, principles and methods of the informal teaching best fitted to cooperatives, it is timely to consider the first part of the subject. This is the techniques and the aids for supporting them. We will concentrate on the two most effective

of the three methods—the seeing and the doing. There are many devices for aiding each. To assist with seeing are such visual aids as films, filmstrips, slides, charts, flannel graphs, flash cards (which we have just used) and the black board. In addition, there are tours, demonstrations, drama, news articles and many others. Among doing, are discussion of practical problems and the trainees' cooperative at training centres.

The term practical calls to attention three requisites for all methods and techniques in order for them to achieve the six steps in learning. First, the people must consider it practical, second, they must be economical if the cooperatives are to be self-sustaining, they must be able to pay for the services. And third, they must fit into the culture and customs of the community if the people are to be impressed by them. Applying these tests will require continued shifts and adjustments between areas. Thus, cooperative education does not lend itself to formula. Rather, it is the application of simple human nature principles through constant adaptation.

Against this background of principles and guide lines, I would like to cite a few examples of experiences in India in cooperative and extension education. One, as part of the evaluation of trainees at the basic cooperative instructors' training course with which I have been connected, the opinions of trainees regarding methods of teaching have been obtained. Over four courses, approximately five out of six trainees have not only strongly endorsed informal discussion, seeing through demonstrations and tours and doing through practice, but have suggested that more be added to succeeding courses.

A few illustrations will be given in both the areas of seeing and doing. Seeing will be illustrated first. The first example is drama. The general body meeting is the high point of the cooperative year and thus the opportunity to maximize member understanding and participation. A drama has been prepared and is presented by the trainees as a class exercise. The first act portrays a general body meeting with many of the conventional weaknesses from the standpoint of advancing member understanding and participation. The second act portrays these weaknesses corrected. This sharp contrast has proved a popular teaching tool. Also instructors have reported popular reception in their districts.

Some time ago, I was invited to take part in a one-day block extension programme emphasizing increased food production—a very timely extension subject. I was asked to speak on the place of cooperatives in increasing food production. I did my best through an interpreter. I am sure that I got their attention and aroused their interest. Possibly, I created a desire concerning cooperatives generally and perhaps a limited conviction. But, naturally, I did not have the local information necessary to stimulate action. Other speakers, all drawn from outside the area, throughout the day developed the national and state programmes. Not a local person participated, nor a local illustration was used, that I heard.

That after noon, I found that there was a cooperative in the area. Also, I saw wheat field with an estimated yield of 50 bushels per acre, alongside fields with an estimated yield of 10 to 12 bushels per acre. Both leaders of the cooperative and the owner of the 50 bushel wheat field were in the audience. But neither were asked to participate and there was no discussion.

Recall our earlier emphasis on the influence of well known and nearby people and illustrations on learning. With this in mind, we can visualize the contribution the local cooperative official and the owner of this farm could have made to the subject of increasing food production. A further contribution would have been to visit the field, see the contrast and study the methods responsible.

Like all education devices, visits for the purpose of learning through seeing should be carefully planned. Effective tours just don't happen—they are made. At the training centre we have learned that, at least four processes are necessary. One, is the selection of the cooperative that has a basis for the lesson to be learned. Just any cooperative would do. Second, discuss it with the cooperative officials and give them a written outline of the information desired. Thus they can be prepared for the visit. Third, prepare a detailed outline of the information to be obtained, rehearse it among the participants and assign specific questions for each to ask. Thus the interview at the cooperative can be conducted as an informal discussion. This systematic and detailed approach will usually impress the cooperative officials and assure a welcome for the next tour. Fourth, a thorough follow up discussion by the participants after the tour. This consolidates their information and further impresses the lesson on them.

We will now turn to a few methods of "doing" which have impressed the trainees at the centre. Among the first would be the practice in developing a series of classes for a members' managing committee or office bearers' course, rehearsing the presentations in class and then taking them to the villages. Subject matter for the village presentations are based on problems voiced by the villagers themselves. Through this careful preparation and practice, the trainees are being invited back for succeeding meetings. Thus, they are succeeding in first attracting attention and then guiding the villagers through the other five steps in learning.

Another popular method of "doing" is through problem assignments, the effectiveness of a presentation, no matter how good, is limited unless the steps are actually practised. An example among the many at the centre is the lessons on the responsibilities of members, managing committees and office bearers. A series of rules is easy to develop. But visit a few cooperatives and we find confusion in their application. At the centre, we have found it helpful to, first, thoroughly discuss the responsibilities of the various groups and make comparisons between them. Then a series of problems are presented as a check list for indicating who should solve the problem. The problems vary from simple ones to borderline situations and even joint responsibilities. The first discussion followed by check listing the problems and then discussing the findings brings these areas of responsibility into clearer focus for the trainees. Thus their understanding is increased

The most effective "doing" technique in furthering the understanding of cooperatives is actually working in or operating a cooperative. In many countries the larger cooperatives take short time trainees into the cooperative. Here, the trainees do not just observe but are given a job. It is very effective. For example, a trainee in book keeping will learn more applied book keeping working on actual accounts under the supervision of the experienced accountant than he could in any study.

I know one very large supply cooperative that rotated daily assignments among the teen-age boys of the families in the membership. The cooperative found that this was not only good training but good relations and good business. First, the young men received valuable experience, moulding them into more effective future members. Second, the parents of these boys became more interested than they had ever been before. And third, the days the boys from a particular community were working at the cooperative there was a tendency for neighbours to visit the cooperative to see the boys in action. While there they became better acquainted with the cooperative and their patronage increased. So this training in "doing" for the youth was also a good business venture.

Operating a cooperative is still a better teaching technique in doing than working in one. At each of the four basic training courses for cooperative instructors, the trainees have operated a cooperative. It has done many things, but the main activities have been operating the mess and an honesty store. At the evaluations, well over 90 per cent of the trainees have said that the cooperative was helpful as a teaching tool. First, their interest and the other steps in learning were challenged by reaching the decision to operate the cooperative. It was their decision. They have found that by-laws take on new life and meaning when they draw them up themselves and then have to abide by them. Practical application and ideology separate quickly under this real test. The responsibilities of members, managing committees and office bearers become more real than even after working the assignment in class. The incentive for economical operations was provided by the prospects of patronage dividends, paid from earnings. The receipt of these patronage earnings emphasized the "Operating at cost" principle of cooperation more effectively than could any assignment or presentation. This translates it from the academic to the real.

In this hurried review, an attempt has been made to sketch the steps in effective teaching for voluntary students. This has been supplemented by "seeing" and "doing" examples of methods and techniques to achieve them. There are many others—these are just a few illustrations—most of them from India. And even they need constant adaptations to changing conditions. Thus we return to a statement made earlier that "successful extension methods in cooperation are based on the simple methods of friendly communication centring on the felt needs of the people".

ANNEXURE 1.

SUGGESTED PROCEDURE FOR OFFICIALS AND COOPERATIVE INSTRUCTORS DURING VISITS TO COOPERATIVES

1. A brief introductory statement by an official of the cooperative, outlining the organisation and services of the society. Not over five minutes.

2. See the facilities with brief description of the mechanical operations. Very brief statement.

3. Assemble in a group for questions and answers. The questions will cover six general areas:

- (i) Organisation: this will include the time organised, purpose and history.
- (ii) The physical facilities of the cooperative.
- (iii) The membership and the personnel: this will include the number and types of members, officers and managing committee men, meetings and education programme.
- (iv) The business of the cooperative: this will include its operations, volume and policy.
- (v) Public Relations: this will include its relations with other organisations.
- (vi) Actual accomplishments.

It is suggested that the cooperative have its documents available for ready reference.

ANNEXURE 2.

Tours

SUGGESTED OUTLINE FOR MATERIAL TO BE OBTAINED FROM THE MANAGER OR OTHER OFFICIALS OF THE COOPERATIVE

I. *Organization of the Cooperative*—

- A. When organised.
- B. By whom organised.
- C. How financed.
 1. How much.
 2. By whom.
- D. Original membership.
- E. Purposes of organisation.
 1. Economic need.
 2. Functions performed.

II. *Physical Facilities of the Cooperative*—

- A. Size and capacity of buildings, machinery, transportation, and office equipment.
- B. Classes of property owned and rented.
- C. Cost, original and annual.
- D. Present value.

III. *Cooperative's Membership and Personnel—*

- A. Membership—
 1. Number of members.
 2. Number of Non-members served.
 3. Percentage of producers served in the area.
- B. Managing Committee—
 1. How elected.
 2. Names of present Managing Committee men.
 3. Activities and responsibilities.
- C. Personnel employed—
 1. Number.
 2. Classification.
- D. Membership relations—
 1. Annual General Body Meeting.
 2. Membership and educational activities.
 3. How new members are obtained.
 4. Youth programme.
 5. Women's programme.
 6. Membership publications such as news-letters.
 7. Other methods of communication.

IV. *The Business of the Cooperative—*

- A. Operations of the past year—
 1. Type of service.
 2. Amount and value of product handled by classes.
 - a. Marketed.
 - b. Supplies.
 - c. Credit.
 - d. Others.
 3. Percentage of product handled in the trade territory.
 4. Total volume.
 5. Expenses (detailed list).
 6. Savings paid to members.
 - a. Cash.
 - b. Allocations.
 7. Unallocated reserves.

B. How Operations of the Cooperative Are Financed.

1. Number and face value of shares or certificates outstanding.
2. Indebtedness.
3. Net worth.
4. Credit policy.

V. *Public Relations of the Cooperative—*

- A. With other cooperatives in same field.
- B. With general farm organizations, farm forum etc.
- C. With competing agencies in the area.
- D. With general public and educational agencies.

VI. Accomplishments of the Cooperative—

- A. Increased returns to members and other patrons—
 1. Higher returns from products sold for members.
 2. Lower marketing costs.
 3. Wider market for the product.
 4. Lower price for items purchased.
 5. Lower interest rate.
 6. Others.
- B. Increased returns to other farmers in this territory—
 1. Higher prices for products sold.
 2. Lower prices for items purchased.
 3. Lower interest rates.
 4. Others.
- C. Improved quality and form of product for the consumer—
 1. Through varieties, breeds, and the farmer's practices.
 2. Through processing and grading and handling methods of the cooperative.
- D. Services rendered that were not obtainable elsewhere.
- E. Increased knowledge among farmers of marketing and economic problems.

ANNEXURE 3

REPORTS ON TOURS

1. Make a complete report or presentation of the history, organisation, programme and achievements of the society.
2. Comment on the membership education programme.
3. Expand the membership education programme into an adapted and complete programme.
4. Suggest subjects for members' managing committee and office-bearers' training course that would help their society.

ANNEXURE 4

OFFICE-BEARERS

As an office-bearer I pledge that:—

1. I will place the interest of the society above my own;
2. I will take colleagues on committees into full confidence;
3. I will deal impartially with all members;
4. I will study and faithfully carry out the policies of the society;
5. I will help to inform my fellow members about the society;
and
6. I will constantly improve my own understanding and keep myself up-to-date on cooperative development.
7. As President, I will help to plan the meetings carefully to make them interesting;
8. I will provide opportunity for full discussion by members;
and
9. I will do my best to implement decisions reached at meetings.

10. As Vice-President, I will be constantly prepared to assist and act for the President.
11. As Secretary, I will keep complete and accurate accounts of the condition and actions of the society;
12. I will get notices out in time;
13. I will be systematic and just in my supervision of employees and assure prompt and efficient services by the society.
14. As Treasurer, I will safeguard the finances of the society with the same care that I give to my own money.

ANNEXURE 5

MANAGING COMMITTEE

As a Managing Committee member, I pledge that:—

1. I will place the interest of the society above my personal interest;
2. I will encourage voting by members without favour or prejudice;
3. I will help to develop operating programmes in line with society policy;
4. I will attend all committee meetings;
5. I will study the audits and check the operations of the Society;
6. I will help to inform my fellow members about the society;
7. I will continually study and inform myself;
8. I will keep constantly in touch with the members and know their opinions;
9. I will encourage the employees and plan training programmes for them; and
10. I will talk to my fellow businessmen about the cooperative so as to improve community relations.

ANNEXURE 6

RESPONSIBILITIES OF MEMBERS, MANAGING COMMITTEES AND OFFICE-BEARERS

Members

As a member I pledge that:—

1. I will study the objectives and programme of the society;
2. I will attend and take part in the General Body Meeting;
3. I will share my views and experiences with others at meetings;
4. I will study the issues thoroughly and then vote without favour or prejudice;
5. I will study the reports of the society;
6. I will take responsibility in my cooperative in the same way as with my own farm or crop;
7. I will always patronize my cooperative in the same way as I always cultivate my field and not the field of others;
8. I will repay my loans as agreed; and
9. I will talk to my neighbours about my society.

ANNEXURE 7
RESPONSIBILITIES OF MEMBERS AND MANAGING COMMITTEES

Situation	Responsibility of	
	Member	M.C.
The multipurpose society is considering starting a marketing service.		
The marketing society is considering a new marketing activity		
The vegetable marketing society is considering replacing the old transport with a new one.		
The vegetable marketing cooperative is considering buying transport and taking the produce to the city instead of selling it in the local market.		
The credit society is considering expanding its area to include two more villages.		
The credit society is considering hiring another office worker		
The credit society is making plans for its annual General Body Meeting.		
The machinery of the processing society needs repairing ..		
The bye-laws of the society need amending		
The cooperative society needs a new building for its headquarters		
The credit society is considering a mid-year check audit ..		
The farm supplies society needs to enlarge its store-room ..		

II. Cooperation in Schemes of Higher Education

BY

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I am grateful to the Ministry of Education and the Ministry of Community Development and Cooperation for having given me the opportunity and privilege of participating in this seminar. It is really rash on my part to have agreed to participate in an assembly of educationists of standing and experienced teachers of the Rural Institutes. I am not an educationist or a teacher. All along I was an administrative Officer of sorts, and by accident (and not even for one full year), I have been working on a teaching assignment. I have been asked to organise and run new courses of study in Cooperation and allied subjects in the Andhra University which recently instituted a Chair in Cooperation. It is this association of mine rather than my claims to professional experience or expertness which should have induced the Ministries concerned to extend this privilege to me. And my rashness in accepting the engagement can only be explained by my interest in the subject as well as my desire—somewhat selfish—to learn from the proceedings of the seminar so that this experience might be of help to me in my work in the University.

I was not sure of what I should speak at this plenary session. It has been suggested that I might prepare a note on the teaching of Cooperation at the University level or again, on teaching techniques and extension. I am not qualified to present to you a general or learned thesis in the abstract and as an alternative, I felt that an account of our own experience in organising these new courses and the methods of teaching and instruction adopted by us was all that I could attempt. This gives one a broad idea of our methods of approach and if this account (the details of which can by no means be new to you) should throw out any suggestions of practical value for men engaged in similar endeavour, it would give me no mean satisfaction.

ROLE OF COOPERATION IN NATIONAL ECONOMY

2. The Rural Institutes marking as they do an educational innovation and concerning as they are with Higher education to meet the educational needs of village youth and training them for careers of rural service have rightly included Cooperation among other subjects in their curriculum. You are doubtless aware of the place given to cooperation in our developing national economy in the First and Second Plans and of the indications as to the still larger role it is being given in the Third Plan. There are large fields of rural economy which are specially appropriate for the Cooperative method of organisation (agricultural credit, marketing and processing, all aspects of production in rural areas, etc.) and Government have declared that one of the central aims of national policy is the building up of a cooperative sector as part of the scheme of planning development. The rural bias of our cooperative development plans can be understood in the context of eighty per cent of our population being rural and seventy per cent

depending upon agriculture and of the efforts made to raise the living standards of this large population and to promote rural prosperity through community development and national extension service among several other measures. This developing Cooperative sector which would continue to be largely rural for many more years to come, requires, for its success, workers, trained workers to plan, to advise, to supervise, to build, to manage, to participate. Cooperative educational centres have been set up all over the country for imparting cooperative education to our young men and to make them available for public service as well as for employment in non-governmental institutions. The schemes of cooperative instruction and training in force are of a varied character and are intended for different categories of personnel.

INTRODUCTION OF 'COOPERATION' AS A SUBJECT OF STUDY IN THE INDIAN UNIVERSITIES

3. The Planning Commission has added: "Since so much depends upon the success of cooperation, it is recommended that, in addition to special institutions set up for cooperative training, *State Governments and Universities should consider steps to introduce cooperation as a subject of instruction in educational courses at various levels*". The Madras and the Annamalai Universities have introduced Cooperation as an optional subject of instruction in B.Com. (Hons) courses. The Andhra University has gone a step further and in addition to including Cooperation as one of the optional subjects in Commerce and Economics Honours Courses, it has introduced a one-year post-graduate diploma course in Cooperation and Rural Studies, preference being given, in respect of admissions, to graduates in Economics and Commerce. The University has felt that instruction in Cooperation should be integrated with instruction in closely related fields of rural economy so that the group of subjects for the course may not only have some inter-relationship and completeness but may also widen the area of job opportunities. The subjects of study include—

- (a) Rural Economics and Sociology,
- (b) Local Administration (including "democratic decentralisation"—Village Panchayats, Panchayat Samithis and Zila Parishads);
- (c) Cooperation—Theory, History and Practice;
- (d) Cooperative Law and Administration (Law, Rules, Procedures, Departmental set-up, etc.);
- (e) Banking; and
- (f) Accounts and Auditing.

The course consists of two parts—theory and practical training, the former for about nine months and the latter for about three months. Practical record and *Viva Voce* are part of the syllabi. By and large, it would appear that apart from a close inter-relationship between the subjects of study, there is a balanced admixture of theoretical instruction and practical training (which covers practical instruction not only in the working of different types of cooperative organisations but also in Village Panchayats and community development blocks).

4. The response to this course has encouraged the University to take a further step forward and in the hope of providing suitable young men with high academic attainments and specialised knowledge for the higher categories of rural service, it has started a Master's degree course in Rural Studies—a course which is probably the first of its kind in the Indian Universities.

- (a) Rural Sociology;
- (b) Social Economics;
- (c) Social Legislation and Administration;
- (d) Local Government and Administration;
- (e) Agricultural Economics and Legislation;
- (f) Theory and Practice of Cooperation;
- (g) Theory and Practice of Community Development;
- (h) Dynamics of Rural Society;
- (i) Research Methods and Evaluation; and
- (j) Field Work Report and *Viva Voce*.

The Baroda University too has just started a Diploma course in Cooperation. It is a matter of satisfaction that the Ministry of Community Development and Cooperation has exhorted the universities to organise cooperative studies and promised its support and that of the University Grants Commission. This would doubtless stimulate action in this field in many other universities.

NEED FOR COORDINATION AMONG INSTITUTIONS DEALING WITH COOPERATIVE EDUCATION AND TRAINING

5. The point is that in the context of very large rural development that is taking place in the country, the universities too have been orienting their courses of study and introducing new courses in order to prepare suitable youth for rural services. The Rural Institutes too are engaged in a similar task. The several cooperative educational centres scattered in the country and run by, or under the supervision of, the Central Committee for Cooperative Training (Reserve Bank of India)—one Cooperative training college at Poona, 13 regional cooperative training centres and 60 cooperative schools are carrying out a similar job. While I do not minimise the importance of this large effort in the field of cooperative education and training, I venture to submit for consideration whether it is not necessary to prevent overlapping and duplication and ensure close coordination of effort or mark out more defined spheres of endeavour and avoid glut and the resulting frustration. Whether also as a measure of planned utilisation of available resources in this field, some approximation between actual needs and the number to be trained cannot be attempted is well worth examination.

INITIAL DIFFICULTIES INCIDENTAL TO INTRODUCTION OF 'COOPERATION' IN EDUCATIONAL INSTITUTIONS

6. The initial difficulties in organising cooperative studies in educational institutions are many. We require qualified teachers, teachers with practical experience in cooperation. There is a real dearth of such teachers. We need good libraries consisting of books on Cooperation and allied subjects. There are not many first-rate books in

the market, foreign editions are much scarcer. It takes time to build up good libraries. There are hardly any books on cooperation and allied subjects, to my knowledge, written in simple *regional* languages and unless very great efforts are made, we cannot ensure the provision of suitable books in the near future. While the "Book Fund" scheme formulated by the Central Committee for Cooperative Training may stimulate effort, to some extent, in the production of some literature. I am afraid that it does not meet the full requirements of the case. It is hoped that both the Central Committee and the Ministry of Community Development and Cooperation would give the matter more thought and concert further measures. Incidentally, I believe the Rural Institutes too should be feeling similar difficulties. The importance of a library needs hardly to be stressed. We cannot have efficient teachers or turn out good students without well-equipped libraries, and no effort should be spared to build them up in all institutes.

Arrangements for practical training are not easy to make. They call for cooperation both from governmental and non-governmental agencies in ample measure and generally it is forthcoming.

APPROACH TOWARDS THE PROBLEM OF TEACHING 'COOPERATION'—TEACHING METHODS AND TECHNIQUES

7. I now proceed with a description of the methods we follow and leave it to you to draw your own conclusions and take from our experience what is reasonably good. First, we follow the usual lecturing method in our class room. The graduates generally being new to the subject, we have to give them information, facts and figures explanations and comments. We cannot help it; we find that we can by no means dispense with it. The quantum and content of such instruction have of course to be varied according as the instruction is imparted to one-year post-graduate students or two-year Honours students. Secondly, it occasionally becomes inevitable, in the absence of a single standard text-book covering the syllabus or up-to-date literature on which students can lay their hands to give some notes, particularly on matters concerning cooperative organisations in foreign countries. This again cannot be helped. Thirdly, references are given, in the course of class-room lectures, to original books, reports, manuals, reviews in respect of particular topics, for further study.

CLASS-ROOM LECTURES

8. I am aware of the usual criticism against the lecture method; it is regarded as a "process by which materials are transferred from the instructor's notes to those of the student without going through the head of either". I cannot say how far this is just or overdrawn. It is certainly exaggerated. Students should learn and the lecture method, irrespective of whether there are suitable books or not, is one method, an important—not the sole or exclusive—method of imparting knowledge. Personally, I should make two qualifications. One is that students should not dispense with a study of available original books, fountains of information and may be, of inspiration as well. Secondly, lectures should be followed by discussions, questions and answers.

which provide for student participation in the whole process of learning and understanding. These processes are complementary, aid each other, promote clarity and impart definiteness to the students' learning.

TUTORIAL CLASSES

9. Another technique which we have adopted in our University is the tutorial approach to learning. We draw up a list of important topics, give it to each of the students sufficiently in advance, recommend reference books, break up the class into groups and ask them to write brief papers or essays on the particular topic marked for the day. One of the lecturers guides, instructs and directs the students, explains and clarifies and helps them in writing the papers. This work is carried on not in a formal atmosphere but in a more intimate teacher-student atmosphere, more congenial for talking and learning than a formal lecture-hour. A list of a few topics set for tutorial classes is enclosed by way of illustration. I must add that the lecturer goes through these papers and explains points of weakness or strength in the performance. There is ample evidence of the educational value of the method. Our experience suggests that we should not only continue but improve this technique. Our limitation is one of staff.

READING OF PAPERS ON SELECTED TOPICS

10. Two other methods, which help thinking, expression, collection of information and discipline and which through their cumulative reactions, promote and raise levels of learning are in vogue. The first is that a few of the students are asked in turn to write papers on select subjects, particularly topics of current interest (e.g., cooperative farming) and read them at periodical meetings; other students participate in, and contribute to, the discussions which follow. The Chairman winds up with a general exposition of major aspects of the topic under discussion.

TALKS BY EXPERTS

11. The second is a series of talks or lectures by experts. We invite these experts to come and speak to the students. To illustrate, a teacher in the Agricultural College, the Principal of the School of Veterinary Science, the Secretary of the Cooperative Central Land Mortgage Bank, the Chief Officer of the Rural Credit Section of the State Bank of India, the Municipal Commissioner, the Deputy Inspector-General of Local Administration, who are experts in their respective fields and subjects and who have considerable practical experience, gave talks to the students on their respective special subjects. I should mention two features of this scheme of lectures by the experts. The first is that the speakers—many of them belong to state administrative services—are requested to give us a synopsis of the talk which they are asked to deliver—often this is complied with—and secondly, after the talk is over, questions are asked by the students, and this leads to some kind of informal discussions. These features render the talks helpful, aid fuller understanding of the subject and impart a really practical bias to class-room lectures.

PROGRAMME OF PRACTICAL TRAINING IN COOPERATION—IMPORTANT FEATURES

12. Cooperation is not only a philosophy of life, a new ideology; it is also a form of business, of economic organisation, and seeks to provide a rational basis for social and economic relations. It is not enough for a cooperator to know the principles or theory of cooperation. Of equal importance is a programme of practical training, field study of the practical aspects of the constitution and working of co-operatives, their business methods and techniques, modes of operation, their democratic management and membership control, etc. No scheme of cooperative education can, therefore, be regarded as complete unless class-room work is integrated with field training. It is in recognition of this need that the University courses of study in cooperation, the specialised courses of instruction in cooperation in the training institutes set up by the State Governments or the Reserve Bank of India, all provide for this essential practical training. There may be differences in detail as regards the period and content of training. For instance, the Andhra University provides for practical training for about three months; roughly, it works out to one-third of the time allotted to class-room work including tutorial work.

13. It is relevant here to refer to some important features of this programme.

(a) The training is broad-based and varied. Provision is made for practical study of the working of different types of cooperative institutions—credit cooperatives (small and large), marketing and processing cooperatives, industrial cooperatives (weavers' cooperatives, handicrafts cooperatives, etc.), cooperative farms, irrigation cooperatives, cooperative land mortgage banks, district and apex cooperative banks, etc.

(b) Practical training is interspersed in between class-room work—during the fairly long spell of holidays in September, December-January and April-May before the final examinations are held in June. Instruction in theory and practical training are so closely interwoven that they aid each other and make for proper understanding of the subject and for a more balanced view of what the students learn and see.

(c) To ensure maximum utility of the field training, only small batches of trainees (4 or 5 in number) are sent out to an institution at a time. The smaller the group the greater the scope and opportunity of observation and learning. A number in excess of four or five may turn out to be a crowd and impair the utility of the training.

(d) A practical study of business organisations which cooperatives really are, cannot usefully be made by a group of young men (who have had no requisite background, equipment or acquaintance with such organisations) without suitable direction or guidance. This may be provided in two ways by attaching to each batch of students an experienced guide belonging to the educational institution or by keeping each group of students in charge of a local executive officer of the department or of the particular cooperative concerned. Obviously, the first arrangement is rather difficult both because of the paucity of experienced guides of the calibre required and of its expensiveness.

It is indeed a matter for great satisfaction that the cooperative department as well as cooperative institutions extend their full cooperation and share responsibility for the provision of facilities for the carrying out of this part of the syllabus. These personal contacts should prove to be of great potential value to the students. It is necessary to add that the members of the teaching staff visit the different areas where this field training proceeds, supervise, participate and suggest along with local guides. This exercises a chastening influence.

(e) Care is taken to see that the practical training tours do not degenerate into pleasure-trips or sight-seeing visits. It would be of advantage if the attention of students is drawn in advance to all the important aspects of practical study they have to make when they visit the institutions. Some definite guidance in this respect can be provided if students are given in advance of their visit to a cooperative a proforma showing the lines and content of their practical study. This is what we do. Else, important things may likely be omitted or overlooked; or instruction may lack depth or turn out to be superficial. This should be effectively prevented. By way of illustration, I enclose a proforma in respect of a credit cooperative and a primary marketing cooperative. Proficiency in this field can be promoted in this manner.

(f) Finally, a few selected students write brief papers on the major points of their study, their own comments on the working of the societies visited. General discussion follows. Such exchange of "work-study" experiences and impressions enrich the knowledge and understanding of the entire group. Integration between class-room lectures and field study experience is thus promoted and ensured.

Incidentally, it is necessary that proper amount of time is allotted for practical study with due regard to the nature and importance of the institution taken up for study.

14. This practical instruction is provided, as may be gathered from what has been stated, through a process of close observation, polite questioning and discussion. This is distinct from actual 'Participation' in the day-to-day activities or conduct of affairs of cooperative associations. Student participation by way of sharing responsibility for management is not free from difficulties. All that the students observe and learn in their practical instruction course is reduced to writing. It is obligatory under our University regulations for the students to maintain practical record books which are valued by a lecturer. It is part of the scheme of examination that the students should obtain, in respect of the practical record and *viva voce* together, at least 50 per cent marks (apart from the prescribed percentage of marks in the other papers) for being declared successful. Obviously, therefore, the students cannot take practical training easy!

COOPERATIVE WORK PROJECTS IN EDUCATIONAL INSTITUTIONS—LEARNING BY DOING

15. Practical training in democratic economic organisations like cooperatives can in some measure be promoted through organisation and management of cooperatives in educational institutions.

Lessons in self-help and mutual help, thrift and savings, self-government and business management can be acquired in students' co-operatives essentially composed of students and run and managed by them under proper guidance. Three types of cooperatives suggest themselves—students' (stationery) cooperative stores which are purchase and sale or trading organisations and which supply books, articles of stationery, etc., at reasonable prices; cooperative canteens which provide things to eat at reasonable cost and students' rupee banks (corresponding to Penny Banks in the West) which inculcate habits of thrift and economy and give practical experience in the exhilarating art of saving. Work on demonstration and productive projects and management of organisations like these would give the students business experience, substance and meaning to their classroom knowledge, a more realistic approach towards men and matters, an appreciation of different points of view and a spirit of compromise and tolerance, knowledge in accounts and book-keeping, proper exercise of their right of voting and judgement in the choice of men to manage the affairs of societies on their behalf, etc. This, alongside of other measures, gives a much-needed practical bias to the classroom studies and fits them for jobs which they might be called upon to undertake when they enter life. Educational institutions for higher education should provide adequate facilities for practical cooperative work and experience, for actual participation in, and management of, self-governing business organisations of the kind described.

PLACE OF 'VIVA VOCE'

16. *Viva Voce* is part of the scheme of examinations and is intended to test not only a student's knowledge but his general attitude towards cooperative societies and situations, his powers of application of cooperative theory to rural problems, his general understanding of rural conditions and of the role of cooperatives in rural development, his powers of expression, etc; and our experience limited as it is, suggests that it does serve a purpose.

VALUE OF STUDY TOURS

17. Apart from the practical training within a limited geographic area referred to in paragraphs 12, 13 and 14, cooperative educational institutes run under the auspices of the Reserve Bank, arrange study tours to different states and provide wider opportunities of seeing and learning from the most progressive and successful cooperatives (of different types). The usefulness of this arrangement, expensive though it is, cannot be doubted. This broadens the 'cooperative' mental horizon of the student, suggests to him new approaches towards rural problems, gives him an idea of the struggles, trials and errors of cooperative pioneers, points to him the factors which contribute to success as well as to failure and makes him a richer and fuller 'cooperative man'. Well-planned study tours of this kind have a place in the educational life of the Institutes and finances permitting, deserve to be promoted.

AUDIO-VISUAL AIDS

18. Modern science and technology have been exerting influence on educational institutions. They have placed certain teaching aids at the disposal of teachers. Audio-visual Aids are being pressed into service not only for mass education but also in educational institutions. In fact, realising the importance of teaching aids in class-room teaching, the Central Committee for Cooperative Training (Reserve Bank of India) has endeavoured to equip the cooperative training centres with audio-visual aids. It has obtained equipment for audio-visual education from the Government of Canada under the Colombo Plan Aid Programme. The equipment consists of film and slide projectors, films on cooperation in Canada and books and other literature on audio-visual education. It is understood that the Central Committee is now engaged in the production of films with Indian background and setting and with Indian Cooperative themes and activities, and with a progressive availability of such films, the cooperative educational centres will more fully utilise the film projectors as teaching aids.

19. How far the Rural Institutes can press such modern teaching aids into practical use in the class-room and whether and to what extent the services of the Central Committee for Cooperative Training would be available for this purpose are matters which the National Council for Rural Higher Education may well examine. The cooperative movement has entered a phase of very rapid development and the cooperative method and techniques are being applied for the solution of rural problems in a variety of ways. The students of the Rural Institutes cannot normally be expected to go round the country and study the movement's rapid march, the range and variety of its performances and achievements. The film may in some measure bridge the gap and satisfy the need and suggest to the rural youth new ideas and approaches, and there is no reason why fuller advantage should not be taken of this increasingly popular teaching technique. It provides both instruction and interest to the rural student.

"EXTENSION" ACTIVITIES AND PROGRAMMES

20. The object of a Rural Institute is to provide higher education oriented to rural needs and conditions and to meet the educational needs of rural youth in a rural setting and to train them for careers of service in rural areas. Their programme, therefore, rightly includes extension work apart from studies of "core" subjects and optional groups in respect of certain fields of specialisation (e.g., Co-operation and Village Industries, Social Welfare and Social Education, etc.). The fulfilment of these objects is in part possible if the Institute serves as an extension agency for the rural community and provides for student participation in community service activities without detriment, of course, to their class-room work or academic performance. In other words, a reasonably balanced extension programme can be regarded as an integral part of the educational arrangements which prepare the rural youth for rural service.

OBJECTIVES OF COOPERATIVE EXTENSION WORK

21. Broadly, extension work aims at bringing knowledge or information to people who need it and helping them to put it to practical use, promoting improvement through better methods or a change in men's attitudes, and interesting people in the processes of social progress and the building of a better social order. In terms of co-operative endeavour, extension work should involve an enlargement of all forms of cooperative enterprise so that the benefits of co-operation may be shared by an increasingly larger number of people. Cooperative extension work may, therefore, be directed in particular towards:

(a) organisation of cooperative societies (in areas which are at present outside their influence) to meet the particular felt needs of the local people;

(b) increasing the membership of societies already operating and extending the area of their services and usefulness;

(c) helping members to formulate policies and assume responsibility for the direction of the affairs of societies; and

(d) suggesting measures to overcome the opposition of vested interests, practical difficulties and bottlenecks and to improve the business and operational efficiency of societies.

22. How far and to what extent the students (and the staff) of the Rural Institutes can be made to participate in extension work of this kind would largely depend upon, or is conditioned by, their level of progress and resources and the particular rural conditions and degree of cooperative development in their neighbourhood. Extension work, though a necessary part of the educational life of the Institutes, is a rather difficult job. Particularly is it so with cooperative extension. It has to deal with people's attitudes and outlook. To demonstrate the benefits of organised cooperative endeavour is a much slower process than, for instance, demonstrating the usefulness of improved farming methods. It is not a question of first convincing one or two farmers as, for instance, is the case of a new farming practice or the use of a new variety of seed but convincing a good number of men with different attitudes and mental outlook. Co-operation unlike agriculture often provokes and faces the opposition of vested interests, involves financial obligations and has to operate within a legal framework. Cooperative extension has, therefore, to be approached with great care, patience, tact, understanding and while hoping in the long run for some measure of success, one should be prepared equally for failure and disappointment.

LINES AND LIMITATIONS OF APPROACH TOWARDS EXTENSION WORK

23. While it is thus obvious that cooperative extension work should be undertaken by the Rural Institutes which operating as they do in rural surroundings, have vast possibilities in this field as distinguished from the universities located in urban areas, it is necessary to regulate it with due regard to local conditions and environment in which the Rural Institutes work.

(a) Extension work should not over-shadow the educational work in the institutes or their primary teaching role and result in too little or scattered attention being given to the students' essential educational programme. Its volume and content as well as time-load should be kept within reasonable limits so as to subserve the kanor educational purpose and aim and tend to promote the vocational proficiency of the students.

(b) Extension activities should have organic relationship with the educational programme in the Institutes so as to enrich and supplement the students' academic knowledge on the one hand and serve the actual social and economic needs of villages around the Institutes in order that some worthwhile contribution may be made to village improvement and its long-range effects may be lasting and beneficial to the rural neighbourhood.

(c) The Community Development and National Extension Service, the Cooperative Department and the unofficial cooperative institutions or agencies are operating in the field, and it is essential that overlapping, conflict, dissipation of resources should at all costs be avoided. Whatever extension work is undertaken should be complementary to, and integrated with, that of other agencies engaged in rural uplift. In fact the nature content and direction of Rural Institutes' extension work should be discussed and planned at joint meetings or seminars of the teaching staff and students of the Institutes and the local Block extension personnel or subject matter specialists including social education organisers, and Gram Sevaks and village leaders. This way lies promise and hope. It follows that a periodical evaluation and review of the programme at similar gatherings would prove fruitful.

(d) The area of Institutes' extension activity is a very relevant consideration. It should be compact and manageable and in very close proximity. The Institutes would not surely replace other extension agencies and the objective being to serve their over-all educational aims, too wide, scattered an area may not admit of reasonable prospects of success and may on the contrary defeat the purpose in view. It is obvious, too, that in order to avoid conflict, this area of Institutes extension service should be selected in consultation with and with the active support of local extension agencies and village leaders.

CONTENT AND DIRECTION OF COOPERATIVE 'EXTENSION' PROGRAMME

24. Subject to these over-all considerations, the particular lines of extension work with due regard to the more pressing village needs may be selected for student participation under teacher guidance and supervision. The following lines of cooperative work suggest themselves:

(a) Fuller cooperative coverage of villages in the extension service areas of the Institute;

(b) implementation of the programme of universal membership of rural cooperatives, that is, admission of at least one member of every rural family into a rural cooperative so as to make the cooperative broad-based and fully representative and help to extend the benefits of cooperative activity to all rural families;

(c) assistance in the formulation and carrying out of production plans for each rural family with due regard to the current level of local agricultural development, crop patterns, etc;

(d) arrangements for linking up production plans with provision of cooperative credit and supplies of production requisites such as improved seed, implements, etc. through local service cooperatives;

(e) study of prevailing conditions of rural trade and marketing and processing of agricultural produce and of co-ordination of such schemes with service cooperatives so as to promote integration of credit with marketing and processing; and

(f) helping in the devising and implementing of measures for stimulating, tapping, mobilising and pooling rural savings through cooperatives and for promoting thrift and economy among members and thereby, the financial self-sufficiency of rural cooperatives; etc.

In other words, cooperative effort in the areas "adapted" by the Institutes should normally be directed towards co-ordinating credit with agricultural production and development, with marketing and processing and with rural savings. The importance of these activities in the context of our current efforts at cooperative development and of our developing national economy is too obvious to need elaboration.

25. There are other directions too in which extension work may be undertaken—linking long-term institutional credit with planned land improvement or agricultural development in the service areas of the Institutes, cooperative farming, cooperative irrigation or village industries. But it is no good taking up too ambitious an extension programme or scattering effort and energy on too many activities. The Institutes will have to adopt, in the context of their extension programme, a limited number of villages in a compact area, and both from the point of view of the educational requirements and obligations of the Rural Institutes and of the beneficial results which are expected to accrue to the villages adopted, the range and variety of cooperative economic activity should be equally limited. Intensive extension work in a few limited fields of cooperative endeavour would be realistic and should surely be of considerable practical or demonstration value even though this should prove taxing and offer an adequate challenge to the energy, ingenuity, resourcefulness and industry of the staff and students alike. It is reasonable to expect that, as years roll on, these extension projects would move from one village or group of villages to another and that each batch of students would have the joy of starting new work projects in relatively backward villages and thus spreading cooperative development in a region over a period of years. The Rural Institute would then turn out to be a demonstration and adult education centre for all the villages in the neighbourhood.

It is necessary to add that the village people concerned should not feel that cooperative activities are being imposed upon them. The extension work is an educational process and should arouse interest in particular activities and stimulate people's effort towards the satisfaction of their needs. The staff and students should work *with* and *among* the people, and not for them.

SELECTION OF "EXTENSION" TOOLS

26. The teaching staff of the Institutes are competent enough, I believe, to employ in their work all those extension methods and techniques successfully tried out elsewhere—especially in community development blocks. The selection of particular techniques suited to

particular local situations is a question of the resources available—human and material—on the one hand and of the stage of development of the particular village community on the other, the level of their education and literacy, their relative economic condition, their mental outlook and attitudes, their social behaviour, etc. It is a problem in psychology as well. I cannot profess to suggest but it is obvious that in their extension activities, the staff and the students alike would utilise whatever technique or tool suits the people and the situations—public meetings, suitable printed material (leaflets, pamphlets and other printed matter dealing with cooperatives generally as well as with various aspects of the local cooperative programme decided upon), illustrative material such as posters, pictures, charts and maps, flannelgraph, projector for 35 mm. filmstrips and for 16 mm. motion pictures, discussion groups for study and solution of local problems, etc. There is a wide range of tools and the workman should select according to needs and his own ability to handle. The need for flexibility in the selection and use of these tools is, of course, obvious.

ANNEXURE 8

SYLLABUS

COOPERATION—PAPER I

(THEORY, HISTORY AND PRACTICE)

I. Principles of Cooperation—

Definition of cooperation—main features—satisfaction of common economic needs—voluntary association—democratic management—equitable distribution of benefits.

Distinction between cooperation and other forms of organisations (capitalistic and joint stock concerns, Socialism and Communism)—different forms of cooperation.

II. History of Cooperation—

Industrial Revolution in England and its results—Robert Owen and early experiments—Rochdale Pioneers and the first cooperative store—consumers cooperative movement in Britain.

Credit movement in Germany and Italy—Raiffeisen and Schulze Delitsch in Germany—Wollemborg and Luzatti in Italy—Credit Unions in the U.S.A.—land mortgage credit in Germany and in England—Farm Credit Administration in the U.S.A.

Producers cooperative societies in foreign countries—dairy, egg and bacon cooperatives in Denmark—Cooperative dairies in Ireland.

Marketing and purchase and supply societies in the U.S.A.

III. Cooperation in India—

History of Cooperation—early experiments—(Sir) Fredrick Nicholson's Report—Famine Commission (1901). Cooperative Societies Act of 1904 and 1912—Maclagan Committee—Cooperation a provincial subject from 1919—Provincial Acts—Reports of Provincial Co-operative Committees—Royal Commission on Agriculture in India—Provincial and Central Banking Enquiry Committees—economic depression and its effects on the cooperative movement—Report of the Cooperative Planning (Saraiya) Committee—Report of the Agricultural Finance Sub-Committee (the Gadgil Committee) Rural Banking Enquiry Committee—First and Second Five-Year Plans—Rural Credit Survey Committee and its recommendations—the national development Council and its policy resolution on cooperative (November 1958).

IV. Practice of Cooperation: Various Types of Cooperatives—

A. COOPERATIVE CREDIT: COOPERATIVE CREDIT AND BANKING STRUCTURE

Introductory—Problems of agricultural credit—need for credit among agriculturists—sources of credit—(i) village *soukars* and professional money-lenders—statutory control and regulation of money-lending and its effects. (ii) role of the State in the provision of rural

credit—the Agriculturists Loans Act and the Land Improvements Loans Act—inadequacy and unsatisfactory character of *taccavi* loans—recent trends in policy as regards *taccavi* loans—role of Government in times of emergency and provision of “distress financed” by Government—(iii) role of commercial banks—unsuitability of commercial banks as agencies for the provision of rural credit—difficulties involved—(iv) Cooperative credit societies—conditions of sound credit, proximity, facility and security—organisation of Agricultural credit societies on the basis of Raiffeisen societies—area and size—liability—functions—management—funds—sources of funds—employment of funds—provision of short and medium term loans—single purpose and multi-purpose cooperatives—recommendations of the Rural Credit Survey Committee on the Re-organisation of rural credit societies—National Development Council Resolution on Cooperative Policy—Second Five-Year Plan targets as regards coverage, membership and loan programme of credit (service) Cooperatives.

Role of Cooperative in Community Development—Rural progress through Cooperatives.

Rural Banks—Objects—area and size—functions—mobilisation of local resources and rural savings and spread of banking habit in rural areas—management.

Urban Banks—Differences in rural and urban credit co-operatives—method of working—types of urban banks—people’s banks—employees societies—societies for industrial labour and small wage-earners.

Cooperative Central Banks—Need for, and origin of, cooperative central banks—development and progress of central banks—constitution—membership (society and individual members)—functions (Banking, supervisory and developmental functions)—management—funds—how raised and employed.

Apex (State) Cooperative Central Banks—Need for apex banks—functions—constitution and management—relations with cooperative central banks, money market and the Reserve Bank of India.

Long-Term Credit—Underlying principles—recommendations of the Royal Commission on Agriculture and the Indian Central Banking Enquiry Committee—primary and apex (Central) land mortgage banks—objects—constitution and management—raising of funds—floatation of debentures—redemption of debentures and constitution of sinking funds—role of Government and different forms of state aid to land mortgage banks—recommendations of the Rural Credit Survey Committee.

Cooperative Credit and Role of the Reserve Bank of India—Constitution of the Agricultural Credit department in the Reserve Bank—its functions—provision of financial accommodation to cooperative banks (short-term and medium-term loans and purchase of debentures floated by central land mortgage banks)—terms and conditions—constitution of the National Agricultural Credit (Long-term Operations) Fund—provision of loan to State Governments to help them to become partners and take shares in cooperative banks and societies—constitution of the Agricultural Credit Stabilisation Fund by the Reserve Bank—objects—inspection of Cooperative Central

Banks—organisation and management of Cooperative training centres—constitution of a standing advisory committee on agricultural credit—functions.

Role of the State Bank of India in the field of Agricultural Credit—Co-ordination of policies—provision of remittance facilities and of short-term accommodation against Government securities, debentures, etc.—assistance to land mortgage banks—financing of marketing and processing cooperatives—terms and conditions—appointment of agents of the branches of the State Bank on the management of Cooperative Central Banks.

B. COOPERATIVE MARKETING AND PROCESSING

Present methods of marketing of agricultural produce—their defects—functions of marketing—collection, assembly, grading and standardisation, pooling, storage and sale—organisation of sale or marketing cooperative societies—their objects and constitution—different methods of sale—marketing finance—provision of loans on the pledge of produce—terms and conditions and safeguards to be adopted.

Role assigned to marketing cooperatives in the Second Five-Year Plan—their place in the scheme of integrated rural credit—linking of credit with marketing—Government assistance towards share capital, construction of godowns and employment of managerial staff.

Federation of marketing cooperatives, on regional or State-wise or commodity basis—working of marketing cooperatives in India—cotton sale societies in Bombay—cane-growers Cooperatives in Uttar Pradesh—marketing cooperatives in Madras and in Andhra.

Cooperative processing—importance of, and need for, processing—cotton ginning—groundnut decartication—oil crushing—rice-milling—cooperative sugar factories—The Andhra Cooperative Spinning Mills—Cooperative processing in the Second Five-Year Plan.

Agricultural Produce Markets Acts—Regulated Markets—functions and management.

Warehousing—importance of warehousing—State Warehouse Act—main features—The Agricultural Produce (Development and Warehousing Corporations) Act, 1956—Central and State Warehousing Corporations—Objects and Working.

Forward Markets Commission—objects and administration.

C. PRODUCERS' COOPERATIVES

Milk supply cooperatives—organisation and methods of working—federation into unions—objects. Cooperative farming societies—types of cooperative farming (better farming, tenant farming, joint farming and collective farming). Irrigation cooperatives.

D. INDUSTRIAL COOPERATIVES

Cottage industrial societies—weavers' cooperative societies—progress—federation of primary weavers' cooperative societies into State organisations—'Cumbly' weavers cooperatives—metal workers cooperatives—leather workers cooperatives, etc.—recommendations of the working Group on Industrial Cooperatives.

E. CONSUMERS' COOPERATIVE SOCIETIES

Principles of consumers cooperation—sales to members—sales for cash—dividend on purchases—federation of primary stores into cooperative wholesales—school and college stores.

F. OTHER TYPES OF SOCIETIES

Cooperative housing—problem of housing in urban areas—main types of housing cooperatives—methods of working—grant of state loans—rules governing sanction of loans—Low Income Group and Middle Income Group housing schemes.

Forest labourers cooperatives—labour contract, cooperatives—cooperative printing press.

V. Role of the State and the Cooperative Movement—

Cooperative movement state-sponsored and state-aided—different forms of state assistance and state aid (a) constitution of a department, (b) cooperative legislation, (c) state partnership in cooperative institutions, (d) provision of grants, subsidies, guarantees and loans, free staff etc., (e) fiscal privileges and financial concessions, exemption from payment of income-tax, stamp duty, registration fees, etc., (f) extension of preferences like entrustment to cooperatives of commodities under state control, for distribution price preferences in the matter of supply of articles to state institutions, etc.

VI. Cooperative Education and Propaganda—

Importance of training—arrangements for the training of departmental officers and non-official personnel—Reserve Bank's scheme of training—instruction to 'panchayatdars' and office-bearers in principles and practice of Cooperation—propaganda among members of cooperative societies—arrangements—role of State Co-operative Unions—Cooperation as a subject of study in schools and colleges.

PRACTICAL TRAINING

A scheme of practical training will be drawn up in consultation with the officers of the Cooperation Department and of cooperative institutions concerned.

The following types of cooperative societies will be shown to the students and their working explained to them, as far as possible, on Saturdays or on selected holidays.

CREDIT SOCIETIES AND BANKS

- (1) Agricultural (unlimited liability) Credit Societies.
- (2) Large-sized (limited liability) Agricultural Credit Societies.
- (3) A cooperative urban (people's) bank.
- (4) A departmental (employees) cooperative society.
- (5) An employees society for industrial labour.
- (6) A Cooperative Central Bank.
- (7) The Andhra State Cooperative Bank.
- (8) A local cooperative supervising union.
- (9) A primary Cooperative Land Mortgage Bank.
- (10) The Andhra Central Cooperative Land Mortgage Bank.

CONSUMERS' COOPERATIVE STORES

- (1) A primary Cooperative Stores.
- (2) A students' stationery stores.

PRODUCERS' COOPERATIVES

- (1) Cooperative Milk Supply Society and Union.
- (2) Weavers' Cooperative Societies.
- (3) Cottage Industries Cooperative Societies.

COMMUNITY DEVELOPMENT AND PANCHAYATS AND VILLAGE PANCHAYATS

Two Community Development Blocks and Village Panchayats—study of various aspects of rural development programme and organisational arrangements—role of cooperatives—study of the constitution, working revenues and programmes of village panchayats.

BOOKS RECOMMENDED

Name of Book	Name of Author
1. The World Cooperative Movement	Margret Digby.
2. The Cooperative Movement in India	Eleanor M. Hough.
3. Practical Cooperation in Asia and Africa	W.K.H. Gambell.
4. Cooperation at Home and Abroad	C.R. Fay.
5. People's Banks	Wolf.
6. Cooperation in India and Abroad	Talmaki, S.S.
7. Cooperation in many lands	Gordon Smith & O'Brien.
8. Theory and Practice of Cooperation in India and Abroad, Vols. I & II	K.R. Kulkarni.
9. Agricultural Marketing in India with special reference to Co-operative Marketing of Agricultural Produce in India, Vols. I & II	K.R. Kulkarni.

Name of Book	Name of Author
10. Law and Principles of Cooperation in India	H. Calvert.
11. All India Rural Credit Survey Committee Report, Vols. I, II & III	Reserve Bank of India Bombay, Agricultural Credit Deptt.
12. The Maclagan Committee Report	Do.
13. Statistical Statements relating to Cooperative Movement in India	Do.
14. Review of the Cooperative Movement in India	Do.
15. Report of the Rural Banking Enquiry Committee	Department of Economic Affairs Ministry of Finance, Government of India.
16. The All India Cooperative Planning Committee Report, 1946 ..	..
17. Sir Frederick Nicholson's Report Vols. I & II .. .. .	..
18. Report of the Village and Small Scale Industries and Five-Year Plan Committee .. .. .	..
19. Cooperative Farming	Economics and Statistical Adviser, Ministry of Agriculture, Govern- ment of India.
20. Report of the Indian Delegation to China on Agrarian Coopera- tion	Planning Commission, Government of India, New Delhi.
21. Cooperative Banking in India	G.M. Laud.
22. The Towns-end (Madras Cooperative) Committee Report ..	..
23. Vijayaragavachari (Madras Cooperative) Committee Report ..	..
24. Narayanasami Pillai (Madras Cooperative) Committee Report	..
25. Madras Cooperative Societies Act, 1932 and Rules etc. ..	..
26. Report of the Royal Commission of Agriculture in India (Chap- ters relating to Cooperation) .. .. .	..
27. The Central Banking Enquiry Committee Report (Chapters re- lating to Cooperation) .. .. .	..

ANNEXURE 9

COOPERATION PAPER II

COOPERATIVE LAW AND ADMINISTRATION

(Law, Rules, Procedures, Departmental Set-Up, etc.)

History of cooperative legislation in India—study of Cooperative Societies Acts of 1904 and 1912—State Cooperative Act—Cooperative Societies Act, 1932 (Madras) and the rules framed thereunder—Cooperative Land Mortgage Banks Act of 1934 (Madras) and rules framed thereunder—study of model byelaws—Multi-unit Cooperative Societies Act of 1942 (India)—Constitution of the Cooperative Law Committee by the Government of India—study of the report of the Committee.

A detailed study of the Madras Cooperative Societies Act under the following divisions.

- (i) *Registration of Societies*—Societies which may be registered—conditions of registration—application for registration—certificate of registration—limited and unlimited liability.
- (ii) *Membership*—Interpretation of “member”—who can be admitted as a member—rights of membership—restriction on maximum holding of share capital—cessation of membership—transfer and/or refund of share capital—refusal of admission—provision for appeal.
- (iii) *Borrowing of Funds*—Loans and deposits—lending of funds to members and non-members—security for loans—investment of funds—restriction on the division of profits.
- (iv) *Amendment of Bye-laws*—Procedure—notice of the proposal of amendment—general body resolution—application for amendment—registration of amendment—provision of appeal in case of refusal to register an amendment.
- (v) *Audit and Inspection*—Registrar’s responsibility for audit—who can audit—scope of audit—important points in an audit report—inspection of a society—who can inspect the society—inquiry into the constitution, working and financial condition of a society—distinguishing features of audit, inspection and inquiry.
- (vi) *Surcharge*—Who can pass a surcharge order—against whom and in what circumstances—appeal against an order of surcharge.
- (vii) *Supersession of Committee*—Authority to supersede—circumstances in which supersession may be resorted to—difference between supersession and dissolution—provision of appeal against supersession.

- (viii) *Disputes*—meaning of dispute—parties to the dispute—filing of a dispute—disposal of disputes—bar of jurisdiction of civil courts—appeal against and revision of awards.
- (ix) *Liquidation*—Cancellation of registration and winding up—circumstances in which the Registrar may pass an order of cancellation of registration—provision of appeal against cancellation—appointment of a liquidator—powers and duties of liquidator—procedure to be followed by the liquidator—passing of contribution orders—disposal of surplus funds—submission of final report.
- (x) *Execution of Awards and Orders*—Method of execution agency for execution—departmental execution under the Madras Act.
- (xi) *Concessions Granted to Registered Societies*—Exemption from compulsory registration of documents—remission of Income Tax on profits—exemption from registration fees and stamp duty and documents relating to business of societies—admissibility of certified copies of entries in the books of societies for purpose of proving the existence of such entries in law courts.
- (xii) *Offences and Penalties*—Offences within the meaning of the Act—who can try such offences—penalties.
- (xiii) *Powers of the Registrar under the Act*—Conferment of powers of the Registrar and officers subordinate to the Registrar.
- (xiv) *Appeals under the Act*—Orders and proceedings appealable under different sections of the Act—period of appeal and authority to whom appeal lies.

A detailed study of the Madras Land Mortgage Banks Act XIX of 1934 and rules framed thereunder.

Other Acts: Selected portions of

- (a) the Indian Contract Act,
- (b) the Transfer of Property Act.
- (c) the Indian Limitation Act.
- (d) the Agricultural Produce Market Act.
- (e) the Madras Agriculturists Debts Relief Act.
- (f) the Reserve Bank of India Act.
- (g) the State Bank of India Act.
- (h) the Agricultural Produce (Development and Warehousing) Corporation Act
- (i) Warehouse Act.
- (j) the Industrial Disputes Act.
- (k) the Indian Companies Act.
- (l) the Banking Companies Act.

SUPERVISION

Need for supervision of different types of societies—organisation for supervision—local supervising unions—federation of unions—causes of decay—present position as regards supervision—administrative sections in cooperative central banks.

AUDIT

Audit of cooperative societies—Registrar's responsibility for audit—differences between cooperative audit and audit of joint stock companies—different types of audit, interim, concurrent and final—difference between supervision, inspection and audit.

COOPERATIVE DEPARTMENT

Departmental set-up—officers at different levels—their powers and duties—functions of the department—organisation, registration, audit, inquiry, inspection, arbitration, execution, supersession and liquidation—compilation of annual cooperative statistics—publication of annual administration report.

MANAGEMENT OF SOCIETIES

Salient features of the constitution and management of cooperative institutions—general body—board of management—executive committee—president/chairman—secretary—devolution of authority among controlling bodies and their respective powers, duties and responsibilities—proceedings of meetings—recording of minutes, etc.

Need for trained personnel for management—qualifications and service conditions of employees of cooperative institutions.

BOOKS RECOMMENDED

Calvert—Law and Principles of Cooperation in India (1959 Edition).

Surridge and Digby—Manual of Cooperative Law and Practice. The Madras Cooperative Societies Act and Rules with comments—Published by the Madras State Cooperative Unions, Madras.

The Report of the Cooperative Law Committee of the Government of India—Ministry of Food and Agriculture, Government of India, New Delhi.

ANNEXURE 10

TUTORIAL CLASSES FOR POST-GRADUATE STUDENTS IN DIPLOMA COURSE IN COOPERATION AND RURAL STUDIES

List of Subjects

1. What are generally the sources from which agriculturists borrow? Discuss the question of suitability of these agencies and indicate, with reasons, what, in your opinion, is the most suitable agency for the provision of agricultural credit.

2. Explain the principles on which agricultural cooperative credit societies in India have been started and the reasons for the adoption of such principles.

3. (a) What is meant by "Unlimited liability"? What are the risks involved in such liability and how are such risks sought to be minimised in agricultural cooperative credit societies?

(b) What kind of liability do you consider suitable or proper as the basis of organisation of agricultural cooperative credit societies and why?

4. Discuss the advantages and disadvantages of (a) small-sized agricultural cooperative credit societies and large-sized agricultural cooperative credit societies, (b) what are the factors and considerations which led to the starting of large-sized cooperative credit societies and what is the current thinking on this subject?

5.(a) What are multi-purpose Cooperative Societies? Do they differ from "Service Cooperatives"?

(b) How far and in what circumstances do you expect multi-purpose or service cooperatives to succeed?

6. What are the sources of funds which agricultural cooperative credit societies command and what role do these societies play in mobilising rural savings and what suggestions do you make in this respect?

7. Describe the working of an agricultural cooperative credit society with reference to (a) purposes and periods for which loans are given; (b) securities on which loans are issued; (c) sources of funds; (d) method of recovery.

8. What is the need for cooperative central banks? Describe (a) their constitution; (b) method of raising funds; (c) nature of loans they give; and (d) allocation of profits.

9. Do you think it is possible or desirable that Cooperative Central Banks might be replaced by the branches of State Cooperative Banks? Give reasons for your answer.

10. Will you agree with the view that individual share-holders should be eliminated from cooperative central banks? Give reasons for your answer.

11. What is meant by "Fluid Resources"? Which types of cooperative institutions should maintain them? What should be the standard of fluid resources which they should maintain and in what form?

12. Explain what is meant by short-term, medium-term and long-term loans. Which type of cooperative institutions provide these requirements?

13. What is the need for separate credit institutions for the provision of long-term mortgage credit? Describe the main features of the cooperative land mortgage banking system in Andhra.

14. Give an account of the working of cooperative mortgage banks in Andhra with particular reference to (a) purpose for which loans are given and the period for which given; (b) mode of raising funds; (c) recovery of loans; and (d) arrangements for repayment to debenture holders.

15. Explain the main features of the constitution and working of cooperative urban banks. How do they differ from agricultural cooperative credit societies?

16. What is meant by "Integrated Credit"? Explain the principal features of the scheme of integrated credit and the manner in which it is sought to be implemented.

REFERENCES

1. The Madras Cooperative Manual.
2. Cooperative Movement in India—E. M. Hough.
3. All-India Rural Credit Survey Committee Report—(General Report—Volume II).
4. Report of the Madras (Vijayaraghavachary) Committee on Cooperation—(1939-40).
5. Theory and Practice of Cooperation in India and Abroad—Prof. Kulkarni.
6. Cooperative Land Mortgage Banks in Andhra (Pamphlet published by the Andhra Pradesh Cooperative Department).
7. Report of the Committee on Cooperation in India (MacLagan Committee)—1915.
8. Service Cooperatives: What and Why? (Pamphlet published by the Ministry of Community Development and Cooperation—Government of India—1959).
9. The Madras Cooperative Societies Act and Rules and the Madras Cooperative Land Mortgage Banks Act.

ANNEXURE 11

PROFORMA FOR PRACTICAL TRAINING

Central Study for all types of Cooperative Societies (particularly Credit Societies)

1. (a) *Name of society—*

(i) Date of registration.

(ii) Date of starting.

(b) *Objects of the Society—*How far are the objects being actually carried out in practice—Reasons for failure to carry out any of the objects.

(c) *Liability—*Nature of liability—unlimited—limited—reserve liability—implications (extent and period).

2. (a) *Area of operations—*Number of villages included—distances from headquarters.

(b) *Membership—*Composition—Number of families in the area of operations—Number admitted—Principles observed in admission—Scope for enlarging membership—Provision of withdrawal and expulsion.

3. *Capital—*

(a) Authorised capital.

(b) Paid-up share capital.

(c) State Government contribution to share capital (if any).

(d) Maximum share holding capacity of a member.

(e) Value of a share—method of collection—measures, if any, taken to increase capital.

(f) Relationship between amount of shares and amount of individual loan.

(g) Conditions for transfer or refund of share capital.

(h) Share capital—how invested—relationship between share-holding of the society in the Central bank and the limit of loan it is eligible for from the bank.

4. *Constitution and Management—*

(a) General Body and its powers.

(b) Panchayat/Board, its terms and powers.

(c) Executive Committee, its terms and powers.

(d) Meetings—how often held—method of recording resolution etc.

5. *Office-bearers, their duties and responsibilities (President, Vice-President, Treasurer, Secretary, etc.).*

6. *Sources of Funds—Borrowings—*

(a) Maximum credit limit of the Society—how fixed—note details.

- (b) Conditions and terms regarding borrowings from members, cooperative institutions and others—Procedure adopted for taking deposits or loans—
 - (i) Deposits—Kinds of deposits accepted—period—rate of interest—arrangements for repayment, etc.
 - (ii) Loans from Central Bank (short-term, medium-term, produce and jewel loans) considerations governing different kinds of loans—period—rate of interest etc.
 - (iii) Cash credit, if any—purpose for which obtained—terms and conditions how utilised.
 - (iv) Procedure for applying for loans from a cooperative central bank—application form—particulars to be furnished.
- 7. *Employment of Funds—Loans to Members—*
 - (i) Individual maximum credit limits for short-term, medium-term, produce and jewel loans.
 - (ii) Purposes of loans.
 - (iii) Security for each type—considerations observed.
 - (iv) Period of repayment—how fixed—factors taken into account.
 - (v) Rate of interest (normal and penal)—how do the rates compare with prevailing private money-lender's rates.
 - (vi) Procedure in vogue for application of loans and sanction—Time taken between date of application and date of disbursement—method of disbursement (in one lump sum or in instalments).
 - (vii) Arrangements for supervision of application of loans for stated purposes.
 - (viii) Jewel loans—conditions and terms—safeguards taken—arrangements for safe custody.
- 8. (a) Principles observed for fixation of due dates and recovery of loans.
- (b) Method adopted for foreclosure when misapplication of loans is discovered.
- (c) Action taken in the event of default—closing of the loan—arbitration and execution.
- (d) Overdues—reasons—extension of loans, if any—conditions to.
- 9. *Division of Net Profits—Allocation—reserve fund, dividend, bad debt reserve etc.—rules and bylaws governing allocation.*
- 10. *Investments—kind and purpose—where made?*
- 11. *Books and Accounts maintained—names of books—purpose served by each of the books—property statement—purpose served.*
- 12. *Multi-purpose activities, if any—how regulated under bylaws, nature and extent of such activities—basis of such activities (as owner, as agent etc.).*
- 13. *Central Working—(Management—Financial position—loyalty and interest of members—extent of help rendered by society—possibilities of further progress—general economic position of members before they joined the society and subsequently—etc.).*

Additional particulars in respect of small sized and large-sized co-operative credit societies.

Loans—System of forecast of loans, if any, in vogue—(controlled credit system).

Prompt disbursement of loans—measures in force—loans to small cultivators, tenants, landless men and village artisans—emphasis on credit-worthy purposes.

Integrated Scheme of Rural Credit—linking up of credit with marketing arrangements, if any, for the marketing of produce of members of credit societies through marketing societies.

Godowns—How construction was financed—how used—benefits.

Is the society an economic unit—financial results of its working (profit or loss)—scope of its service to its members.

Multi-purpose activities—distribution of seed, implements, fertiliser, marketing of members' produce—arrangements in force for promotion of activities.

Measures taken for promoting savings and thrift among members—amount of savings secured and deposited.

Constitution—Is there a representative general body? How is it consulted? Its duties and power. Constitution of Board of Directors and Executive Committee and their functions—employees—their duties, etc.

Accounts—Whether the special loan ledgers prescribed by the R.B.I. have been maintained.

Additional particulars in report of a Marketing Co-operative Society Area of Operations—

Number—Nature of composition of membership—(individual growers and primary credit societies).

Objects—General conditions in the area regarding marketing of agricultural produce—role of middlemen and merchants—disabilities—role of society—activities.

Storage—Provision and storage of facilities of godowns—state help for construction of godowns—rent, if any, charged by society for produce of members kept in godown.

Produce Loans—Conditions and terms—amount of loans given.

Marketing—sale of produce—terms and conditions—arrangements in force—(sale by open auction—by private negotiation etc.)—sale proceeds how accounted for. Does society act as agent of members? Nature and rates of commission charged by it for services rendered—Does society buy out right members' produce? Extent of such business and safeguard taken against losses.

Transport—Facilities if any provided by society for movement of produce from village to *mandi*.

Grading and other services—Correct measures and weights, distribution of fertilisers, etc.

Regulated Market, co-ordination between Society and regulated market, if any.

III. Recent Trends in Cooperation Policy

BY

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INTRODUCTION

The Cooperative movement which started in this country with the passing of the Cooperative Credit Societies Act in 1904, mainly with a view to providing institutional credit to the agriculturists for meeting their requirements of capital for agricultural operations at reasonable rates of interest, is now regarded as an instrument of national policy aimed at increasing production and improving the economic condition of the vast masses of the rural population. The new role of the Cooperative movement was first enunciated by the Agricultural Finance Sub-Committee in 1945 which observed that the expansion of Cooperation would provide the best and lasting solution for most problems of the rural economy. This view was further supported by the Cooperative Planning Committee which recommended that the activities of the primary societies should be so extended as to cover the whole life of the members.

General Progress of the Movement—As on the 30th June, 1958, there were nearly 2.58 lakh cooperative societies of various types in the country. Of these, over 2.08 lakhs, were agricultural societies. Primary agricultural credit societies formed a bulk of these societies, in as much as, 1.67 lakh societies of this type were functioning in the country by the end of June, 1958. They covered 60 per cent of the villages and 19 per cent of the rural population. The loans provided by them to their members during 1958-59 for agricultural operations were estimated to be of the order of Rs. 125.42 crores, of which over 15 crores were for medium term purposes and the balance were for short term purposes.

Second Five-Year Plan—In a country, whose economic structure has its roots in the villages, cooperation is something more than a series of activities organised on cooperative lines; basically its purpose should be to evolve a system of cooperative community organisation that touches upon all aspects of rural life. This was regarded as the key principle while drawing up the schemes of cooperative operative sector as a part of the planned development was accepted development in the second Five-Year Plan. Building up of a co-ops as one of the central aims of the national policy, as it was recognised that economic development on democratic lines offers a vast field for application of cooperative principles and methods in their infinitely varying forms. The recommendations of the Rural Credit Survey Committee formed the basis on which the programme of cooperative development was drawn up in the second Five-Year Plan. The main scheme of the programme was as under:—

1. Organisation of large sized credit societies to be viable units;
2. Strengthening and rationalisation of the cooperative banking structure to enable it to play its role in the second Five-Year Plan, properly;
3. Organisation of Central Land Mortgage Banks and primary land mortgage banks;
4. The organisation and revitalisation of Cooperative Marketing Societies;

5. Promotion of processing activities on cooperative lines, as a necessary adjunct to cooperative marketing;
6. Contribution by the government to the share capital for cooperative credit and marketing societies at different levels;
7. Provision of other facilities e.g. loans and subsidies for godowns, subsidy for managerial staff etc.;
8. Strengthening the departmental and institutional staff for audit, supervision and other statutory functions;
9. Establishment of Central and State Warehouses for providing increasing storage facilities; and
10. Provision for increased facilities for cooperative training of departmental and institutional staff and education of members and office-bearers of cooperative societies.

The Plan also recognised the need for strengthening and revitalising the existing credit societies, as any programme of expansion of Agricultural Credit would have failed, if these societies, which formed the bulk of the credit movement, were neglected. A large programme of revitalisation of the societies and organisation of new societies with government assistance, side by side with the large ones, was also introduced.

Progress in the Second Plan—A statistical abstract showing the progress of the various cooperative development schemes in the second Five-Year Plan is at Annexure 12, which indicates the progress of physical targets achieved during the first three years of the Plan and the estimates of achievements during the next two years.

National Development Council Resolution—The policy regarding the size of a cooperative was reviewed by the Government of India and in November, 1958, the question of cooperative policy was considered by the National Development Council. The Council made recommendations regarding the future pattern of organisation of cooperative societies at the village level. The main features of the recommendations of the Council are briefly as below:—

“For the development of cooperation as a people's movement, it is essential that cooperatives should be organised on the basis of village community as the primary unit, and that the responsibility and initiative for the social and economic development at the village level should be placed fully on the village cooperative and the village *Panchayat*.”

“In a rural cooperative, the members should have intimate knowledge of one another as well as a sense of mutual obligation and concern for the rehabilitation of the weaker sections of the community. By working together for the common objective of raising the standard of living of all sections of the population, the community develops social cohesion and unity. Where villages are too small, with the consent of the communities concerned, it will be convenient to form them into larger groups with a population of about 1,000. The aim should be to ensure that every family is represented in the village cooperative. The greatest attention should be given to ensure that the sections of the Community that do not come into the cooperative society at present are enabled to share fully in its benefits and obligations in their own right.”

The Council recommended that special efforts may be made to revitalise existing small societies and that the total membership of primary agricultural credit cooperatives should be increased from about 10 million to 15 million or even up to 20 million, which could be possible, if the programme envisaged by it was implemented. The Council stressed on linking of credit with production on the one hand and marketing on the other. The Council also suggested simplification of existing Cooperative Law, rules and procedures relating to cooperative societies so that they could function freely and organise their work and activities without excessive interference and red tape.

Working Group on Cooperative Policy—For considering the administrative and organisational requirements for implementing the resolution of the National Development Council, the Government of India appointed a Working Group in November, 1958. For achieving the objectives of the National Development Council Resolution, the Working Group have suggested two patterns regarding the organisation of primary credit societies. Under pattern No. I, primary agricultural cooperatives with service functions are to be organised with a village or an area covering about 1,000 population. This pattern is for general adoption. Under pattern No. II, also, societies are to be organised for each village which will perform all functions except credit with a compact group of villages within a radius of 3 miles from the Headquarters village and with a population of about 4,000 to 5,000. The State might contribute to the share capital of the credit unions. This pattern is for adoption in special circumstances in backward and under-developed areas.

Other salient features of future cooperative policy are briefly indicated below:—

- (i) The nature of liability of members of village cooperatives—limited or unlimited—should be left to the promoters to decide.
- (ii) There should be no share capital participation in cooperatives at the village level.
- (iii) No large sized societies covering a number of villages and a large population should be organised in future.
- (iv) Cooperative societies should open their doors to all eligible persons. A right of appeal should be provided against refusal by a society to admit a person as a member.
- (v) Village or Service Cooperatives should undertake provision of short and medium term credit, supply of agricultural and other production requirements and marketing of agricultural produce. They should help in formulation and implementation of plans of agricultural production.
- (vi) For specific functions, separate cooperatives should be organised in a village or group of villages.
- (vii) The loan policies of Cooperative Societies should be modified and loans should be given on the basis of the purpose for which they are required and not on the credit worthiness of the borrower.
- (viii) The programme of cooperative marketing, storage and processing should be accelerated and expanded.

- (ix) The staff of Cooperative Departments should be strengthened and adequate arrangements may be made for their training.
- (x) Comprehensive programme of training for the staff of cooperative institutions and for education of members and office bearers of cooperative organisations should be drawn up and implemented.
- (xi) Government assistance by way of *taccavi* and loans for agricultural production should, except in conditions of distress, be channelled through cooperative organisations.

Expert Committee on Cooperative Credit—In order to examine the problem of providing adequate credit, suggested on the lines of the Resolution of the National Development Council, the Government had appointed an "Expert Committee on Cooperative Credit" under the Chairmanship of Shri V. L. Mehta. The Report of the Committee had recently been received by the Government and the Committee's recommendations are being examined.

The Third Plan—Broad Features—The broad features of the policy enlisted above have been accepted in the Conference of State Ministers of Cooperation held at Mysore in July, 1959 and in the Conferences on Cooperation held at Jaipur later, in Jan.-Feb. 1960. The third Five-Year Plan for Cooperative Development is being drawn up on the lines of this policy and in the light of the encouraging results of the implementation of the programme of cooperative development in the second Five-year Plan. The main features of the third Five-Year Plan might include:—

- (a) Coverage of all the villages in the country by the end of the third Five-Year Plan and for this purpose organisation of approximately 60,000 new societies, during the period of the third Plan. Side by side a programme of revitalising 60,000 existing societies is also envisaged.
- (b) Increase in membership from about 17 millions at the end of the second Five-Year Plan to 40 millions which will cover 55 per cent of the rural population and about 74 per cent of the agricultural population.
- (c) Village Cooperatives may advance about Rs. 480 crores as short and medium term credit in the last year of the third Plan as against Rs. 190 crores to be advanced in 1960-61. Of this, about Rs. 400 crores would be for short term purposes and Rs. 80 crores for medium term purposes. The target for advancing long term loans has been fixed at 35 crores in 1965-66.
- (d) Greater emphasis is laid on the development of cooperative marketing in order that cooperative credit may progress on right lines and that better prices are ensured to members of cooperatives for their produce. For this purpose, it has been considered necessary to consolidate and develop societies already organised in the second Plan. Simultaneously, about 400 new marketing societies may be organised in areas where new 'Mandis' are likely to come into existence.

The Cooperative marketing structure should aim at handling 20 per cent of the marketable surplus of foodgrains and 30 per cent of the commercial crops. In addition, marketing societies should handle, to the maximum possible extent, the work of supply and distribution of agricultural requisites particularly, fertilizers, seeds, implements, insecticides, iron, steel, cement, etc. About 10,000 godowns at important rural centres might be set up.

- (e) In the second Five-Year Plan, the most significant achievement in cooperative processing has been in the sphere of sugar factories. In the third Plan, the policy of giving preference to cooperatives in the matter of licensing of new capacity and expansion of existing capacity may continue. More sugar factories will be established on a cooperative basis. In the field of other processing activities, preference will be given to cooperatives in the matter of licensing of processing units and a large number of cooperative processing societies would be organised.
- (f) The basic limitations impeding the growth of agricultural production and increasing the per capita income of the producers continue to be the extremely smaller units of production, uneconomic holdings of land and use of old and antiquated agricultural implements. The pooling of uneconomic units of cultivation on cooperative farms has, therefore, been engaging the attention of the country for the past few years. Recently a working group was appointed by the Government of India to help in the formulation of an Action Programme and pattern of financial assistance for the encouragement of cooperative farms. The report of the Working Group is under the consideration of the Government. It is envisaged that during the third Plan a large number of cooperative farming societies would come up.
- (g) Consumer cooperatives, milk supply cooperatives and fishermen cooperative societies may be organised in the third Five-Year Plan as a part of the programme of planned development.
- (h) A comprehensive programme for the training of officials of cooperative departments and employees of cooperative institutions is in operation. In the third Five-Year Plan these facilities are proposed to be expanded.
- (i) A movement which is essentially voluntary and non-official in character rests mainly on the efforts of its members and as such requires that the members have an understanding of the principles and working of the movement. The training and education of members and office-bearers of cooperative societies is, therefore, considered to be of utmost importance. A scheme for educating the members and office-bearers through peripatetic training parties has been in operation in the Second Plan. In the third Five-Year Plan, it is envisaged that district institutes be set up for educating the office-bearers of cooperative societies.

Simplification of Cooperative Laws—The question of simplification of cooperative laws and procedures has been engaging the attention of the Central and State Governments for quite some time. The National Development Council had emphasised that the restrictive features of the existing cooperative legislation be removed and the cooperative laws and rules modified so that they do not impede the development of cooperation as a popular movement. The State Governments have been examining their Acts, Rules and procedures in the light of the observations of the National Development Council.

10. *Increasing Public Participation in the Movement*—Recognising the need to draw a large number of non-officials and honorary workers in the movement and to make it essentially a peoples' movement, the Government of India and State Governments have adopted the policy that in a few States where officials are holding key positions in the cooperatives e.g. Chairmen and Secretaries etc. they may be replaced by locally elected non-officials. It has also been decided that Ministers in the Central and State Governments should not hold such posts in the cooperatives.

ANNEXURE 12

Schemes for Co-operative Development during the Second Five-Year Plan—Progress of Achievement of Physical Targets

Serial No.	Particulars of the scheme	Plan Targets	Achievements in					Total 4 to 8
			1956-57	1957-58	1958-59	1959-60 estimated	1960-61 estimated	
1	2	3	4	5	6	7	8	9
1	Revitalisation of village societies.	..	..	..	..	23,068	19,065	42,133
2	Organisation of new village societies.	..	..	..	..	15,727	9,545	25,272
3	Organisation of large sized societies.	10,400	1,721	2,576	3,015	..	..	7,312
4	Organisation of Primary Land Mortgage Banks.	..	7	7	16	27	39	96
5	Organisation of credit unions.	..	..	..	..	271	230	501
6	Construction of rural godowns. *	4,000*	403	991	927	1,045	743	4,109
7	Organisation of primary marketing societies.	1,893	279	427	357	545	261	1,869
8	Construction of godowns by marketing societies.	1,543	187	340	311	544	297	1,679
9	Cooperative Sugar Factories, which went into production.	35	6	6	7	5	5	29
10	Establishment of Processing societies other than sugar factories.	166	14	33	51	145	136	379
11	Training schools for subordinate personnel.	..	19	3	6	9	1	38
12	Peripatetic units for training of non-officials.	..	6	52	76	219	204	547

* Includes godowns of large sized societies also.

IV. Introduction of Practical Cooperation Programmes in the Rural Institutes

BY

M. D. JOSHI

MINISTRY OF COMMUNITY DEVELOPMENT AND COOPERATION

Cooperation is one of the subjects to be offered by the students of Rural Institutes. The syllabus of the course on "Cooperation" has been drawn up with a special emphasis on rural problems and includes practical job training also. This curriculum, no doubt, provides a thorough knowledge of the principles and practices of Cooperation to the students in order to take up jobs in the cooperative movement. If these students are to be zealous workers in the cooperative movement it is essential that they should themselves be cooperative minded and have imbibed properly in themselves the benefits of cooperation. For this purpose, opportunities should be provided to them in the Institute itself, for full participation in the cooperative way of life and to apply in practice to the extent possible cooperative principles, which they learn in the course of their studies and which they are expected to preach to others in the course of their duties, to the solution of their problems at the centres. To achieve this aim, the students will have to be adapted to community living, and will also have to be associated with the working of co-operatives. Such a programme will also develop the spirit of leadership and initiative among the students.

With this aim in view, the Government of India have formulated a programme of introducing practical aspects of Cooperation, at the various cooperative training centres and training institutes run for the Community Development personnel and workers.

- (1) Organisation of Cooperative Stores, Cooperative Mess and Canteen in the training institutes.
- (2) Adoption and development of a "Service Cooperative" around the training centre.
- (3) Organisation of Cooperative Farming on the lands attached to the training institutes.

The programme of practical cooperation, which is being introduced in cooperative and community development training centres, could be introduced in the Rural Institutes also. The details of this programme are described below:—

(1) *Organisation of a cooperative stores, cooperative mess and canteen*—The teachers, the students and the training institutes usually buy their daily requirements through retail shops at rates dictated by the merchants. The members of the school community, could, therefore, organise a cooperative store of their own. The store would, besides supplying daily needs of the members at reasonable prices, would provide first-hand experience of the cooperative way of

life. The objects of the society should be so framed as to include every aspect of life at the training institute. The full responsibility regarding management and control of the stores should devolve on the students themselves and the teachers should offer their guidance and help only in the solution of intricate problems.

Besides purchase and sale of consumers goods required by the students, teachers and Institute itself, the society should also run common messes and canteens, organise sports and other cultural activities etc. Instead of employing a contractor for running the Mess and Canteen, the entire work could be managed by the students co-operatively. The students should buy the provisions and vegetables, clean them, serve the meals and participate in a number of other activities. This will enable the students to live a community life in the institute and instil in them a sense of respect for house-hold work. Besides, if these activities are undertaken on cooperative lines there would be a large measure of economy in the food bill and the quality of food would also improve.

The Ministry of Community Development and Cooperation have drawn up a scheme for organisation of these activities on a cooperative basis for adoption by their training centres. A set of model by-laws have also been prepared for the purpose (Annexure 13). The scheme and the by-laws could be adopted in the Rural Institutes also, with suitable modifications, if necessary.

(2) *Adoption and Development of a "Service Cooperative"*—A village or service cooperative is one of the three basic institutions in every village. Since the students of the Rural Institutes are expected to serve the countryside after completion of their training, they should know the working of service cooperatives. They should also be able to organise and run a service cooperative, which should serve as a model for others to follow. It is, therefore, suggested that in the villages around these training centres, one or more model service cooperatives should be organised or existing societies revitalised to work as service cooperatives and the teachers in charge of Cooperation at the Rural Institutes should pay special attention to such societies. The students should be associated with the working of such model service cooperatives.

In order that such cooperatives secure the whole hearted support of the officers of the cooperative department as well as the financing agencies, to become model cooperatives, a coordination committee consisting of the District Cooperative Officer, a representative of the Central Bank, Principal of the Rural Institutes and the Cooperative Extension Officer might be set up which should be responsible for assisting and helping the society, in every way, including financial. The Committee should periodically meet together and formulate a programme of action from time to time.

On the same lines, a model marketing society might be selected for the purpose, if possible.

(3) *Organisation of Cooperative Farming*—The Government of India attach great importance to the joint farming by members on cooperative lines. In the third Five-Year Plan a number of pilot projects of cooperative farming are likely to be started. Other societies

may also come into existence. It would be an advantage if the students of the Rural Institutes have some acquaintance with and understanding of the practical problems arising out of cooperative farming.

For carrying out cooperative joint farming operations and understanding the problems arising out of them, land measuring ten acres or more would be required. The Rural Institutes may have land attached to them. If this land is not considered sufficient to organise joint cooperative farming operations, some land might be hired by the Rural Institutes. A part of the practical job work should be devoted to cooperative farming every day. The students might also work on the lands besides the regular school hours. As far as possible, the crops raised on the lands should be useful to the students in running their mess and canteen. A small plot of land should also be reserved for kitchen gardening.

It may not be necessary to organise a separate society for undertaking Cooperative Farming in the Rural Institutes. A single society might undertake both the consumers' activities as well as farming operations. The scheme and the by-laws at Appendix I provide for undertaking cooperative farming activities also.

The Seminar might consider whether the three-fold programme of development of practical cooperation in the training centres conceived by the Ministry of Community Development and Cooperation should be introduced in the Rural Institutes also and if so whether any modifications in the above schemes are necessary.

ANNEXURE 13

SCHEME FOR COOPERATIVES AT TRAINING CENTRES

The Conference of State Ministers of Cooperation held at Mysore in July, recommended that every training centre for village level workers, extension officers, Block Development Officers and Co-operative Officers should have a cooperative society for imparting to trainees practical knowledge as to how cooperatives function. The organisation of societies to run the mess and the farm, if any, attached to the centre, on cooperative lines, and to supply consumers articles etc. would go a long way in achieving certain specific objects, such as:—

- (1) acquainting the training with the principles of cooperation by requiring them to actively participate in the cooperative way of life;
- (2) giving them a knowledge of the actual working of cooperatives, the necessary formalities etc.;
- (3) providing opportunities for the development of the spirit of cooperation and initiative among the trainees; and
- (4) it will also have the practical utility of supplying the trainees with their daily requirements at reasonable rates.

Objectives—The objectives of such a cooperative should include every aspect of life at the training centre, for instance:—

- (1) to arrange for the procurement and supply to its members at reasonable rates all articles of consumption, e.g. books, stationery, foodgrains, fuel, soap, etc.;
- (2) to run the common mess and canteen;
- (3) to manage the land, if any, attached to the institute on the lines of cooperative farming and to grow foodstuffs etc. required by the mess and canteen run by the society;
- (4) to organise sports and other cultural activities among the members;
- (5) to encourage self-help, thrift and cooperation among its members and to enable its members to deposit their savings by providing savings account facilities.

Membership—The membership of the society may be drawn from the trainees and the staff at the centre. Efforts should be made to enrol all the trainees and members of the staff from the principal to the peon. As the centre has also to make purchase for its own requirements, in respect of stationery etc., it may also join as a member and its interests may be represented by any member of the staff of the centre.

Management—The full responsibility regarding the management and control of the Cooperative should devolve on the trainees themselves and all important offices should be held by them. The staff should offer its guidance and help only when it is sought for solution of intricate problems.

The ultimate authority of the Society should vest in the General Body, which should meet frequently, at least once in a quarter, and each member should be provided the opportunity of expressing his views freely and putting up constructive suggestions for improvement.

The executive management may be vested in an elected Board of Directors who may elect a President, Secretary and Treasurer from amongst themselves. The hostel-superintendent may be ex-officio Treasurer of the Society.

In order to provide opportunities to the largest number of trainees for participating in the management of the society and also that its various activities may function efficiently, it may be advisable to divide the activities into different sections such as the cooperative mess and canteen; sports, recreation and cultural activities, and co-operative farming, etc. Each section should be placed under the charge of a sub-committee and membership of sub-committees may rotate so as to provide opportunities to each trainee to serve on all the sub-committees in the course of the training at the centre.

Share Capital—As the store will have a large floating membership of trainees it may not be easy for it to get funds from the Central Cooperative Bank on the usual terms. The working capital will have to be raised locally. The funds may be raised partly in the form of shares and partly in the form of deposits from the members. The value of the share may be fixed at Rs. 5 and each member, besides subscribing one share, may be required to put in deposit equal to one month's normal purchase from the store. The admission rates may be fixed at a nominal amount of Re. 0.50 nP. At the end of each course, the shares would be returned to the trainees leaving the centre.

Liability—The liability may be fixed at five times the value of the shares subscribed. As the store is expected to run on a no profit, no loss basis, chances of loss are remote but in any case if there is any loss, it should be met by the batch concerned before the completion of the course. To minimise the chances of loss over stocking of goods will have to be avoided and purchases restricted to the normal requirements of the members.

Distribution of Profits—At the end of each course the profits should be divided. After proper allocation to the reserve fund, and other funds, reasonable dividend, say six per cent, may be allowed on the share capital and the remaining amount may be distributed as patronage divided in proportion to the purchases made by the members.

Audit—The accounts of the stores should be audited monthly and the audit report should be laid before the General Body for discussion.

Miscellaneous—The institution may provide rent-free accommodation to the society and give all facilities available. In addition, some financial accommodation may be required to be made to facilitate the working of the society in the initial stages.

The performance of the trainees as members and office-bearers of the society and its sub-committees may be taken into account at the time of the final assessment of the trainees.

V. Cooperation as an Instrument of Economic Rural Development

BY

SHYAM BHAROSEY

JOINT REGISTRAR, COOPERATIVE SOCIETIES, MADHYA PRADESH, INDORE

India is predominantly an agricultural country where 70 to 80 per cent of the population lives in villages. The average agricultural holdings are small and scattered and the yield is low. These factors coupled with the age old poverty of the Indian peasant make it inevitable for him to look out for credit in order to undertake cultivation.

The credit needs of the Indian farmer were for a long time met and are still, to a large extent, met by the village money-lenders. This source of credit, however, leaves much to be desired. The difficulties and hardships which the Indian farmer has to undergo when once he is caught in the clutches of the village money-lender are too well known for me to emphasize.

In order to liberate the Indian cultivator from the tyranny and malpractices of the money-lender, cooperative societies were started at the beginning of the present century. In 1904 the Cooperative Credit Societies' Act was passed. It was further improved upon in the year 1912 to cover cooperative societies other than credit. Subsequent enactment of Cooperative Legislation in India has been directed towards the improvement and broad-basing the Cooperative Law in the light of the experience which has been gained as a result of the development of the movement.

It was, however, only after the attainment of independence that a concerted all-out effort was made to spread and develop the cooperative ideology on a planned basis. It would be unnecessary to dwell here on the various measures that have been undertaken in this direction as they are too well-known. It has now been laid down as a principle of our national policy that cooperation is to be regarded as an instrument for the economic rural development of the country. The resolution of the National Development Council on cooperative Policy is a vital landmark in the history of cooperative development in India. The national goal of developing village economy on a cooperative basis has been set before us, "through the development of cooperatives based on the values of freedom and community responsibility". All this envisages a very heavy and ambitious programme of cooperative development in the country.

In order to put through successfully such a vast and ambitious programme it is absolutely necessary that cooperative societies which are people's organisations, and which are to be formed and run by the people themselves should be managed by the leaders of the community thrown up by the villages themselves. Cooperation, apart from being a way of life, also means sound economic and business activity. Unless the cooperative societies are sound economic units and are run as business organisations it is difficult to envisage any success in their development. All this requires cooperative education and training amongst the persons who are to run these institutions. With the heavy nation-wide programme for cooperative development.

before us the need for an army of trained personnel throughout the length and breadth of our vast country can hardly be over-emphasized. So long as the development of cooperative activity was confined to a limited scale the emphasis on education and training was not so great. It was after the assessment and survey of the rural economic and credit conditions by the Reserve Bank of India that this need for training and education on a much larger scale was felt. The Government of India, the Reserve Bank of India, the All India Cooperative Union, the State Governments and the State Unions have been undertaking programmes of cooperative education and training. The All India Cooperative Training College, the Intermediary Cooperative Training Centres and the Subordinate Cooperative Training Schools have been started all over the country for training higher officers, intermediary officers and the subordinate personnel of the cooperative departments and the institutional candidates of the cooperative societies. The training and education schemes of the All India Cooperative Union and the State Unions are being implemented to train non-official workers of the movement. It is, however, to be seen how far these efforts will produce enough trained personnel to undertake the heavy programme of cooperative expansion in the country. One of the major bottle-necks that confronts every one in the expansion of the cooperative societies is the shortage of available trained men. Apart from this shortage of trained men there is also a lack of true education of cooperative ideologies and benefits in the rural masses. The message of the cooperatives has yet to reach a vast majority of our rural brethren and unless they are told the benefits of cooperative ideologies it will be difficult for the movement to strike deeper roots. This is precisely, to my mind, what the rural institutes can achieve. The message of cooperation has to be spread through the instrument of education by the Institutes represented in this Seminar. By doing so, the Institutes will not only provide the necessary village leaders who will undertake the responsibilities of running cooperative institutions but will also help in the spread of true cooperative ideologies in the country.

I had the privilege and the good opportunity of spending a week in the campus of the Antigonish University of Nova Scotia, Canada. I was really delighted and impressed by the work which that Institution was doing in the cause of cooperation. The transformation of the fishing community of Nova Scotia from poverty to a very high standard of economic and social attainment can almost entirely be attributed to these devoted persons who are working for cooperative extension in the Antigonish University. The Cooperative Extension Department of Antigonish University has thrown up men who have literally changed the destinies of the people in their areas towards a better and fuller life. I have every hope that the Rural Institutes in India will play the same role in our country.

VI. Development of a Cooperative Service Programme in Rural Areas

BY

M. D. SINGRU

PRINCIPAL REGIONAL (COOPERATIVE TRAINING) CENTRE, INDORE

In a free country, the cooperative movement has to grow locally and gradually among the rural people and take its roots in the feeling of solidarity and a sense of the benefits of mutual help. India has achieved political freedom but it has yet to give effect to this freedom. We have established a political democracy but this is not enough.

In a real democracy all of the people have to rise together. They must rise economically no less than politically, culturally no less than socially and this becomes the task of the first importance.

2. India lives in villages where large masses have for centuries lived deep in poverty, disease and ignorance. On the eve of independence the country was faced with several problems of economic and social reconstruction. The country was suffering from grave food shortage. This called for increase in agricultural production which meant organising the contributory factors on efficient lines. In the industrial field, the situation was none too good. Only a small percentage of people was engaged in cottage industries. The overall economic picture of the country with a low per capita income and with great differences in the incomes of the upper, middle and lower classes was distressing. Added to these problems of food shortage and general poverty of the masses, were the vexed problems of rural indebtedness, illiteracy and public health. The social system was out of joint. There was a great awakening among the people who cried for social status, educational facilities, vocational opportunities and improvement in living conditions. It was against this background that independence was ushered in India.

3. As soon as our national leaders came to positions of power and responsibility, they realised that they must apply themselves vigorously to the developmental problems, otherwise the political freedom which was won after a long struggle would be meaningless to the large masses, if it did not ensure their elementary needs. Real India lives in its five lakh villages and no programme of development could be called a national programme if it did not cover the needs of the rural people. Accordingly, development programmes were launched under the Five-Year Plan and the Community Projects and National Extension service were introduced.

4. With the introduction of these plans the villages for the first time began to attract the attention of governmental agencies and greater and greater importance came to be attached to the study of the life and needs of the rural people and to find out ways and means of organising the villagers for a better and happier life. It was also realized that no amount of outside effort to put the village communities on their feet would be of much use and that it was necessary to create an inner movement in the hearts of the people, which would develop self-reliance and mobilise group effort which alone could bring about the re-generation of village people.

5. The community development and N.E.S. movement recognised this principle and there are a number of programmes of rural development now in operation in which the self-help and participation of the villages and villagers are markedly evident. Thus Government has now entered the field of rural development extensively as a welfare state and through the C.D. and N.E.S. is playing a leading role in rural development work. People in villages have started helping in improving their own economic and social conditions, and they know that if they go half way, the government will help them financially and technically and thus the people and government together will accomplish a given project. Thus it may be said that the nation is for the first time humming with developmental activities from the bottom up and not as heretofore from the top down which happens when government's efforts

to develop rural areas were directed through its departments of Agriculture, Veterinary, Cooperation, Health, Education, etc., but without the basis of people's participation and therefore, met with failure.

6. The task of improving the economic and social conditions in villages is, however, tremendous and it is now recognised that the maximum co-ordination should be secured between governmental and voluntary agencies in this work. From this point of view, it becomes essential to make the voluntary agencies living and effective institutions. In the rural areas there are two important voluntary agencies engaged in developmental work. These are the *Panchayats* and Cooperatives, which are people's bodies. In order to establish social and economic democracy, it is necessary to strengthen these organisations. Experience shows that the *Panchayats* and Cooperatives have not made much progress. It is, however, gratifying to find that government has now found out the defect in the approach and has started rebuilding its villages as functional democracies.

7. India has a long history of original Cooperative effort in the sphere of Agriculture, Industry, and Finance. In fact, a good deal has been talked and written about cooperation in India than about any other economic problem. Cooperatives are of greater service when they are used to help people to do those things which individuals cannot do for themselves. If organised and operated for credit, purchasing or marketing, to assist farmers and artisans, it is a device of great value, both to the individual, to the community and to the State. Inspired by the great achievements of cooperation in other countries, there have been greater pioneers in India who saw the vision of this country, prosperous and frugal through the aid of self-aid cooperatives. But the record of our Cooperatives, so far, is one of many failures.

8. It is needless to go into the failures of the past. They should be studied. But it is necessary to stress the need to build upon the success and learn from both success and failure. One of the greatest handicaps to the successful development of the cooperative movement in India is the illiteracy and ignorance of elementary knowledge of business on the part of the members. I sometimes wonder whether the mandate—"Find Raiffeisin"—was rightly given by Nicholson. In a country like India, the mandate should have been—"Find Bishop Grundtvig". Bishop Grundtvig was the spiritual father of the democracy of Denmark. He seems to have been convinced that it is one thing to free a people from foreign rule and quite another to free them so completely that the powers that they individually possess are set at liberty. This was what he did for Denmark. He was against the prevailing system of education which was designed for officials or the leisured class. He inspired a system of education which brought enlightenment and information to the rural people and completely changed the destiny of the country. This missionary worker through the inspiration of peoples high schools has enabled the little country of Denmark to achieve outstanding results in not only the cooperatives but, also social and cultural development. Today, the cooperative movement is the thing for which Denmark is most widely known and it forms the very texture of the farmers' life.

9. Cooperatives have vast potentialities in India. Through them the farmers can perform for themselves almost all the functions that at present are performed by others for them: in the field of credit, marketing, other rural services, and in developing cottage industries. But there has been a lack of the right type of education so far for the village people to lift themselves up. Such education apart, there have been till recently few facilities in India for cooperative-membership, education and for training of co-operative leaders and managers in the principles and business methods. It is only in recent years that plans to train executives of cooperatives have been put into operation. Of equal importance should be the inauguration of programmes to train cooperators themselves.

10. Cooperative management and organisation are rather complicated matters and few non-officials or village workers can be developed without serious study of its principles. It is not like agriculture or animal husbandry in which a villager becomes initiated from his boyhood. In teaching methods of Agriculture, you deal with people who already know the elements of the subjects. You can build upon his knowledge and easily demonstrate your improved methods of cultivation. Further, in dealing with physical things you are at an advantage in the teaching work. You put them before a gathering of village people and start explaining and your lesson goes home and is appreciated, but this is not so in explaining to the people the benefits of cooperation. I remember a brother officer and myself visiting village camps for propaganda work. He was a deputy in cottage industries and would open his kit and exhibit his things on the table and start. He used to make quite a hit while myself—I had to use all my ingenuity in thinking out what topic would interest this village group most and carefully start for getting their attention. (The use of flannel graphs was not common in those days). In cooperative teaching, we have to deal with attitudes and the mental outlook of the people which are so subtle and intangible things. You have gradually to transform the doubting Thomases in the face of cunning vested interests and this transformation takes time. The cooperative view is something that has an organic growth and calls for patient and persistent education. Your efforts to propagate the use of improved seeds and manures can be proved to your officers within a period of about six months but not so your efforts to teach people to do certain things in a cooperative way. To try to find out what cooperative education has achieved, is like picking out a seedling from the soil to see if it has taken root. This does not mean that we cannot be active and effective in cooperative education work. Though it may be somewhat difficult to measure cooperative service by the attainment of physical targets, nevertheless, in the administrative context, the necessity to assess changes in attitudes and psychological outlook is unavoidable.

11. Keeping these important peculiarities of cooperation in mind, we have to proceed to draw up such a programme of co-operative service to the village community as the students of the Rural Institutes may be able to effectively pursue as a part of their study. Let us understand that cooperative development is but one aspect of rural development work for which the institutes aim at equipping their students. As the sponsors of the project are anxious to evolve a kind of education for the rural youth which would be

related to the economic and social development of village life, the methods to be adopted cannot be restricted to theoretical courses alone but would have to be oriented to give adequate opportunities for practical field work to its students or in other words what may be called the 'learn by doing' method would have to be adopted.

12. In the three years' diploma course, the students may be asked to take to the service programme after six months from the commencement of the course. This period is necessary in order that the student may have adequate initiation in the subject of cooperation so that he may at least be acquainted with the know-how of co-operation. At the same time it is necessary that he should not be confined to the classroom even during this six months' period. He should have opportunities of visiting the villages with his teachers and have his first lessons in cooperation by observing things in the field. This may be the initiation period for him. It will, however, have to be understood that for inaugurating the service-programme, his teachers will have to select a suitable village which would serve as a laboratory for practical work. The village to be selected will have to be such as would be responsive to the maiden efforts of the new recruits and not pose serious problems before them. During this initiation period, the student would generally accompany his teacher for visits to villages and observe him talking to the village people from time to time, doing some talking himself at the suggestion of the teacher and eliciting information on simple economic matters.

13. The Cooperative service programme will have to relate itself to meeting the economic needs of the villagers through group efforts and will include organisation of societies where they are needed, increasing membership in societies already working, giving guidance to the office-bearers and managing committees in the management and development of business of societies and training them in their duties, encouraging member-participation in the Annual General Body meetings, giving plans for revitalising the working of an indifferent or bad society where necessary, and carrying on continuous cooperative education work among the village people which will include not only matters of economic, or co-operative but also others of social, moral, and cultural value as these are of great importance in the building of a better society in a democratic country.

14. In the field of organisation, there is great scope for creative work on the part of students so that when they return to their villages they may utilise their training for the improvement of their people. The service programme will mainly relate to the ascertainment of (i) pressing-economic needs of the local people, (ii) the reasonable chances of these being fulfilled through group effort in the present set-up. This may call for an investigation into the need, to find out to what extent it is a self-recognised need or if the villagers are seemingly lethargic and not interested in moving in the matter, can they as a result of talks, knowledge and information be made to take to the cooperative way and participate in the working of a group activity. In short, this means finding out what is the felt need of the locality and what are the chances of success if a solution is offered to them in the form of a Cooperative Society. This point may better be illustrated: A village may have a good population of fishermen

who earn their livelihood by fishing in the local tank. The lease of the tank is auctioned every year to a contractor who operates the tank through the fishermen by giving about 1/3 of the day's catch as daily wages to them and let us suppose that there is a good market town nearby. In a case like this, the service which students can usefully render will consist of investigating into the economics of this industry under their teacher, and will include collecting necessary data about the lease money realised by government every year, the quantity which goes to the market everyday, the market price of fish in the town, etc., etc. This data will have to be interpreted and conclusion given so that if the fishermen start a co-operative society they can economically benefit by so much more, provided certain assistance from the local authorities can be obtained. Once it is decided in consultation with the teachers and other authorities that the proposition is an economic one, the next step would be to start contacting two or three prominent fishermen and talking over to them the matter. It will have to be understood by the students that they should not organise what they think the fishermen need but what the fishermen feel they need, though when an economic benefit is shown, people themselves would show interest to have a cooperative society.

In this way, the students could be directed to proceed in the work of organisation, whether it is for credit, marketing and other services needed by the local people.

The service programme in this field will be as follows:—

1. Finding out the economic need.
 2. Carefully preparing the ground by making cooperation known and understood by those who are to be benefited by it; and creating an urge in them so that the desire for having a society springs from the people themselves.
 3. To start with picking up a few reliable people as promoters and explaining to them how the working will have to be organised and the payments of admission fees and share money etc., to be made.
 4. Contacting the concerned authorities and agencies in the matter and securing their assistance.
 5. Then preparing the necessary papers for getting the society registered and all that and attending to the follow-up work after registration.
15. In the field of increasing the membership, the points of service will be (i) for the students to become fully conversant with the working of the existing society in the background of the existing local needs for the particular service which the society renders and (ii) to find out the scope for expanding membership on the basis of availability of financial resources, etc.

The service programme under this item will be as follows:—

1. Discussing with the office-bearers the reasons for small membership and considering if the village people need the service which the society gives.

2. Discussing the above questions in the light of and with a view to strengthening the working of the society and making it more broad-based.
3. Preparing a phased programme of gradual increase in membership so that the newly admitted members could get themselves assimilated in the society without dislocating its working by a sudden onrush.
4. Associating the prospective members by inviting them at the gathering of the society and getting them interested in the activities of the society. Here, efforts should be made to make a personal approach where possible. This will give an opportunity to those who are interested to join, but who have some misgiving to discuss these with the student worker.

16. In the field of giving guidance to the office bearers and the managing committee members in the management and development of the business of the society and training them in their duties, there is much useful work which could be done by students. The main lines of service will be to train the office bearers and managing committee members in their duties and responsibilities and to direct their thinking towards the objects for which the society was established.

The student may find that there is already a society in the village but it is not functioning properly and fulfilling the object for which it was established. This may be due to several causes such as: want of initiative on the part of the office-bearers and managing committee members and apathy of the members. The management of the society vests in the managing committee, including the Chairman, the Secretary and the Treasurer. These persons particularly, the office bearers may be called the leaders. It is the leaders who give a push and vitality to the society. Today, the cooperative movement everywhere owes much to its leaders. In fact, wherever we find a good cooperative society, we can take it that there must have been some devoted workers who have given their time and energy to the cooperative cause.

In a service programme, the students will have to help the members to select proper office-bearers. The choice will be that of the members entirely but it will have to be seen that the office-bearers are chosen for their sincerity, honesty, and quality of leadership, rather than any other consideration. It will be necessary for these persons to have adequate training in how to run a cooperative society well. This can be arranged by sending them to training camps but the students, in course of their informal talks with these persons, can be of great help in teaching them their rights and duties. Each member of the managing committee could be made to take upon himself the responsibility of looking after some one particular function of the society. For example in a service cooperative, one member could be in charge of credit, the second may look after supply, the third may be in charge of marketing and so on.

As regards the office-bearers, although these may generally be found to have some education, they may not have adequate understanding of their rights and duties. The students will do well to

associate themselves closely with the office-bearers and members of the managing committee and form them into a sort of a study club and pursue the training without making it boring. If this is done intelligently, it will be found that after some days the office-bearers and managing committee members themselves will suggest as to what matters about the working of the society call for action. If the office-bearers and managing committee members could be helped to work as a team moving with the student workers as their friends and guides the latter will find that they can in a very unassuming way make them understand how to organise and conduct meetings, and train them to act as Chairmen, to write down the minutes, to prepare reports and make good and helpful committee meetings.

Much of the success in the working of a cooperative depends upon proper maintenance of books and accounts of the society and keeping them up-to-date. Experience shows that many a society has come to ruin on account of improper maintenance of accounts. Although we may not suggest that the students should take the responsibility for the writing of accounts in societies to which they are attached in a service programme, they should ensure a check that the office-bearers maintain the account books up-to-date and arrange to get these accounts timely audited.

Now as regards developing the business of the society, a perusal of the bye-laws relating to the objects will enable the student to know whether the society is addressing itself to the tasks which it had aimed at. It may be that at the moment it may have undertaken only one line of business and that too inadequately. It will be for him to explore the scope for the various activities mentioned in the objects and consider the possibility of these being taken up. He may organise group discussions among the members with the aim of preparing them for taking up new activities in two or three months' time. The students may thus help the members to come together to decide what action should be taken as a result of their study and draw up a phased programme for developing business.

The capacity of the society to expand its activities would depend largely on its financial resources and therefore, ways and means of developing these resources will have to be found out. This can be done by increasing the share-capital, tapping deposits from members and non-members and using the loans from the Central Cooperative Bank at the district headquarters.

The development of business may make it necessary to engage a person to keep accounts or to give technical guidance. This should be arranged in consultation with the financing agency and the department. It would be desirable to help the society in finding out a suitable man for this work.

The service programme under this head can be supplemented as follows:—

1. Developing the interest of the office-bearers and managing committee members in the working of the society by giving them suitable pamphlets and leaflets on cooperation for their reading and himself reading out important printed material with them and explaining their meaning.

associate themselves closely with the office-bearers and members of the managing committee and form them into a sort of a study club and pursue the training without making it boring. If this is done intelligently, it will be found that after some days the office-bearers and managing committee members themselves will suggest as to what matters about the working of the society call for action. If the office-bearers and managing committee members could be helped to work as a team moving with the student workers as their friends and guides the latter will find that they can in a very unassuming way make them understand how to organise and conduct meetings, and train them to act as Chairmen, to write down the minutes, to prepare reports and make good and helpful committee meetings.

Much of the success in the working of a cooperative depends upon proper maintenance of books and accounts of the society and keeping them up-to-date. Experience shows that many a society has come to ruin on account of improper maintenance of accounts. Although we may not suggest that the students should take the responsibility for the writing of accounts in societies to which they are attached in a service programme, they should ensure a check that the office-bearers maintain the account books up-to-date and arrange to get these accounts timely audited.

Now as regards developing the business of the society, a perusal of the bye-laws relating to the objects will enable the student to know whether the society is addressing itself to the tasks which it had aimed at. It may be that at the moment it may have undertaken only one line of business and that too inadequately. It will be for him to explore the scope for the various activities mentioned in the objects and consider the possibility of these being taken up. He may organise group discussions among the members with the aim of preparing them for taking up new activities in two or three months' time. The students may thus help the members to come together to decide what action should be taken as a result of their study and draw up a phased programme for developing business.

The capacity of the society to expand its activities would depend largely on its financial resources and therefore, ways and means of developing these resources will have to be found out. This can be done by increasing the share-capital, tapping deposits from members and non-members and using the loans from the Central Cooperative Bank at the district headquarters.

The development of business may make it necessary to engage a person to keep accounts or to give technical guidance. This should be arranged in consultation with the financing agency and the department. It would be desirable to help the society in finding out a suitable man for this work.

The service programme under this head can be supplemented as follows:—

1. Developing the interest of the office-bearers and managing committee members in the working of the society by giving them suitable pamphlets and leaflets on cooperation for their reading and himself reading out important printed material with them and explaining their meaning.

2. Encouraging office-bearers to ask questions about matters arising out of business and how they should solve these.
3. It is found at present that there is a general apathy amongst managing committee members and even among a large number of office-bearers about their cooperatives. The students should associate with them closely and develop their interest in the work.

17. In the field of encouraging members' participation in the annual general meetings, the points of concentration are: (i) Educating the members about the difference between the methods of business by a money-lender or a trader and a cooperative society, (ii) and explaining to the members their rights and duties at a general meeting.

In this respect it will be useful if the students gather the members together informally and explain to them the principles of cooperation and its achievements. For this purpose, the students may use a flannel graph and posters. As the interest of members develops, he should encourage discussion groups to meet and discuss such questions as supreme authority in a cooperative society, members' duties at general meetings, how members can help the society, cooperative method of business, etc.

18. In the field of reorganisation of bad societies, the lines of service will be to collect information about the working and the management, and present financial position of the society and find out the reasons for deterioration and in the light of these to make suggestions for liquidation or re-organisation.

The society which requires reorganisation will call for a detailed programme of how this is to be achieved either by expulsion of a bad member, admission of new-members, change in the office-bearers, writing off of irrecoverable accounts, financial assistance from the Central Bank, etc.

This work is rather complicated and may be taken in the third year after the students have actively participated in other items of cooperative service and have acquired some experience of cooperative work.

19. In the field of cooperative education among the village people, the important step will be to make cooperation known and understood by as many people in the village as may be possible. For this, it is essential that the students are themselves convinced of the benefits of the cooperative movement. Then alone they can bring conviction to others. As the students are drawn from rural areas and know the attitude and modes of thinking of the rural people, they can make good propagandists and spread cooperation amongst village people. In the present days, several methods of adult education are being used but the study group method is considered to be very important in cooperative education. In this method, a large number of people who want to learn about cooperatives start thinking and discussing about the subject in general among themselves in a meeting. Then it is divided into small groups, each discussing the subject under a leader who gathers information and helps the discussion, the

group members exchange ideas and decide how they can work together to solve common problems confronting them in the cooperative field. Then the groups come together again in one large meeting and on the basis of what they have discussed and learned, decide the proper course of action to be taken. This method is now-a-days being increasingly used before organising new cooperatives.

In the service programme for institute students, this method of cooperative education can be widely employed. As compared to the other item of service programme dealt with above, this work does not involve elaborate preparation. It will give practice to the students in moving freely among the people which can give him the basis for doing effectively the field-work among them when they return to villages. In the programme of cooperative education, what is necessary is to spray the cooperative idea among the people through various methods of adult education and cooperatives could be expected to spring of themselves.

20. It will be seen that in discussing cooperation with the village people and making them informed of its benefits, the discussions are bound to cover a vast area of social, moral and cultural values, as these will lead to an emotional awakening under which matters may not remain necessarily confined to the economic field. Thus they will stimulate love of the country and its institutions, emphasize the culture of the country and its history, mythology and literature will also be incidentally referred to. It will thus provide liberal education which will enlighten the village people as citizens of democracy.

21. A Cooperative Society is an economic equivalent of political democracy. Political democracy achieved, the problem is how to achieve economic democracy which is but the counterpart of the other. This is a task of great magnitude and calls for the sustained efforts of every citizen of democracy.

It is a happy augury that the Rural Institutes are providing the vital link in the country's educational system by providing facilities of higher education to the rural youth. They belong to the same stock as the village people. They are the right persons to carry the mandate to the villagers. They can work with passion for the villager. They are better placed for giving dignity to the peasant, to awaken pride in his occupation, no matter how humble it might be. Let us hope that the rural youths who go out of these institutions make the country strong in every way.

(B) PAPERS ON COTTAGE, VILLAGE AND SMALL SCALE INDUSTRIES

VII. Cottage, Village and Small Scale Industries

BY

V. R. MADHOLKAR

PRINCIPAL, KHADI GRAMODYOG VIDYALAYA, HYDERABAD

I have been asked to read a paper, according to the Agenda, on Small Scale Industries. I beg leave to begin with Cottage and Village Industries with which the Rural Higher Educational Institutes have more concern, and then go on to Small Scale Industries, there being to my mind, no inherent conflict between the two.

2. It need hardly be pointed out that the cottage or village industries are more vitally connected with villages than any other type of industries. They subserve more satisfactorily the objective of raising the standard of living of villagers. Starting from this primary objective they ultimately aim to bring about a total revival and reconstruction of villages.

3. It will not be out of place to pause and consider why the revival and reconstruction of the villages is or should be emphasised at all, and how the village industries can bring it about. Somebody has said that we can deceive God but not Arithmetic. Arithmetic will show that India means Rural India. For, it is in Rural India that nearly 83% of its population lives, distributed in about 5,58,000 villages. Time was when these villages—the vital and integral cells of the body politic of India—were complete entities, socially, economically and politically, pulsating with a life that was full and purposeful. That was how the villages were able to rebuild the nation whenever it was temporarily maimed, or mutilated by foreign invasion, or by some internal calamity. In his survey of Indian History, Sardar Panikkar describes the Indian village as the unchanging back-bone of India—"the one foundation on which, every empire in India has been reared." Though one political authority yielded place to another, at the centre, the village remained uninterfered with. Says Dr. Satya Ketu Vedalankar, "though Chandragupta founded an empire, he followed a policy of non-intervention towards the ancient village communities." This restraint on central intervention was due to an awareness of the marvellous corporate life which the Indian village had built up. Historical treatises like the Shukra-Neeti-Sara, a work of the 9th or 10th century and modern ones like Radhakumud Mukherji's "Corporate Life in Ancient India" can be cited in support of the high level of civic and corporate life of Indian villages. The Panchayat was the flower which the plant of rural corporate life put forth. Dr. Mathai describes how ably these Village Panchayats functioned as efficient Local Self-Government Bodies. Even British Administrators have subscribed to this view. Metcalfe has described the village communities as little republics, having nearly everything they want within themselves and almost independent of outside relations. He says "They seem to last where nothing else lasts. The union of village communities, each one forming a unit in itself, is, in a high degree conducive to the preservation of the peoples of India, through all the revolutions and changes from which they have suffered."

4. It would be a long story, too lengthy to be incorporated in this short paper, how this corporate life of the villages was shattered by the highly centralised administration of the British rulers, their exploitationally motivated economic policy and system of dispensing justice. The leaders of the Renaissance in India were not slow in discerning this or to undertake measures to remedy this process of national disintegration. The late Lokamanya Tilak's emphasis on the awakening of the masses. Gurdev Tagore's efforts regarding rural reconstruction through institutions like the Shriniketan and Gandhiji's call to the educated youths of India "to go back to the villages" have all originated from this discernment. "Going back to the villages is not to be primitive," says Dr. Radhakrishnan: "it is to keep up the

existence that is instinctive of India". A clear vindication of this discernment can be found in the directive principles of our Constitution which enjoin that the revival of the Village Panchayats is a State responsibility. Hence, in asking us to go back to the villages Gandhiji was not putting the hands of the clock of India's progress backwards; on the other hand, he, more emphatically than any other political leader, and in a very practical manner pointed to the urgency of the revival of the villages—the perennial life-springs of Indian Culture, the pristine foundations of Indian Democracy, which, according to him, rested on a cooperative economy, as a main measure of national reconstruction. The immortal message of the supreme architect of our freedom is blazed in these words:

"If her villages die, India cannot live; her message to the world shall remain unfulfilled."

—not the message of the bullock-cart civilisation—but the message of peace. The village symbolised to him a social order based on equality, an economy motivated by the spirit of cooperation and service and not competition and profit and a political structure, in building which the humblest had an unfettered voice. The discipline which would help us in rebuilding such a non-violent, peace-loving social order, Gandhiji advised (cf *Hind Swaraj*) was the discipline of strict observance of Swadeshi in all spheres. In the economic sphere, Swadeshi meant the development of village industries which would effectively prevent the primarily economic and consequential social and political exploitation of man by man—which would give back to the villagers, "the eternal tenants in an extortionate world, having nothing of their own", (Tagore), the humanity they had lost.

5. Thus, village industries have assumed significance because of their potentiality in the matter of rural reconstruction. They deserve, therefore, a significant position in the programme of the Rural Institutes whose objective is Rural Reconstruction.

6. Cottage or village industries today occupy an important place in our National Plans as one of the effective and urgent measures of developing our national economy. Our political thinkers and economists, particularly since Gandhiji's stepping in into the political field, have been emphasising the role of village industries in rebuilding India. The Khadi movement of 1920, culminated in the establishment in 1924 of the All India Spinners' Association, dedicated to the development of Khadi and other village industries. As back as 1934, Shri M. Vishweshwarayya advocated the revival of village industries. His scheme of Rural Industrialisation is famous. In 1938, when the Congress took up the reigns of Government in seven out of eleven provinces, a fillip was given to village industries. It was about this time that the All India Village Industries Association was formed. In their famous Bombay Plan of 1941, eminent industrialists like Sir Purshottam Das Thakurdas, Shri Ghanshyam Das Birla, and Shri J. R. D. Tata observed that "side by side with the development of big industries provision should be made for the manufacture, within the country, of the most essential consumer goods, as otherwise, great hardship will be caused in the plan period. Such a step, besides, will provide employment." The Government of India, in the statement of their Industrial Policy gave a strong lead to the development of village industries.

"Cottage and Village Industries," the Statement said, "have a very important role in the national economy, offering as they do, scope for individual, village or cooperative enterprise..... The Industries Conference has requested the Government to investigate how far and in what manner these industries can be coordinated and integrated with large scale industries. The Government of India accepts the recommendation."

It is common knowledge, how, to give effect to this policy. Government directed the Ministry of Industries and Supply to set up a Directorate of Cottage and Small Scale Industries, to supplement the efforts of the State Governments in the matter of reviving village industries. The Directorate was advised by the All India Cottage Industries Board, the precursor of the present Khadi and Village Industries Commission and other Central Boards. The directive principles of our Republican Constitution hold out an unmistakable pointer to the policy to be adopted for the nation's economic development. I shall, here, make a reference only to a portion of Article 39 of the Constitution, which enjoins that—

- (a) the citizens, men and women equally, have the right to an adequate means of livelihood;
- (b) the ownership and control of the material resources of the Community are so distributed as to best subserve the common good;
- (c) the operation of the economic system does not result in the concentration of wealth and means of production, to the detriment of the common weal", etc.

7. Although progressive implementation of these directives is envisaged in the Government's Statement of Industrial Policy of 1956, it cannot be claimed, unfortunately, that the common man is within the reach of "the means of livelihood." The National sample surveys conducted under the guidance of Dr. Mahalanobis disclose that for more than twenty millions of adults who can and are willing to work, there is no work for more than an hour per day and that about ninety millions have work only for about four hours a day. According to the census of 1951, only 29% of the total population is self-supporting, which is supplemented by about 11% which is partially self-supporting—bringing the total of measuring dependents to 60%. Our two Five-Year Plans have not remedied this sorrowful situation, though it must be said to their credit that they have raised our national income by 14%. Witness, the second Plan started with a backlog of unemployment, estimated at 53 lakhs. During the Plan-period about 100 lakhs were added to this number. It was estimated that it would be possible to provide jobs for 100 lakhs un-employed, so that the Second Plan should not leave to the third Plan, its own legacy of unemployment. But only 80 lakhs could be employed during the plan period. Thus the third Plan has to start with a backlog of 83 lakhs of un-employed. The third Plan will have to provide jobs for about 150 lakhs. But since it is estimated that only 140 lakhs can be provided with jobs, the number of the un-employed, at the end of the third Plan, will be somewhere, about 83 lakhs. This will be further accentuated by the growth of population which is galloping at the rate of

2% per annum. The race between growing unemployment and Government's capacity to provide jobs shows no signs as yet of taking a favourable turn. It has been decided, therefore, and wisely to tackle this problem of unemployment, by breaking it up at the district or block level and dealing with it directly, there only through local developmental programmes and through decentralised industrialisation since big industries cannot be started in every district and block. The conclusion is irresistible that the decentralised industrialisation should go the way of cottage or village industries or small scale industries, which will be within the reach of local capital resources and local technological and organisation skill. If along with these considerations, one also remembers that the directive principles of the Constitution emphasise the creation of the right type of social order as much as economic advancement, one is led to the quest of an economic system which will ensure equitable distribution of wealth and will leave no chance to the brainiest among us to exploit his fellowmen. It is calculated that village industries will best subserve this socio-economic objective.

8. Now, there is a school of thought in India that holds that neither through the capitalistic economic structure which concentrates wealth and means of production in the hands of a few to the detriment of many, nor through the Communistic structure which concentrates wealth in the hands of a totalitarian government, to whom individual freedom is a matter of no concern, can the right social order be established. Since according to Marx, the social order and political set up are a reflection of the tools and modes of production, it must stand to reason that decentralisation in one field must be matched with decentralisation in the other. Real democracy, therefore, will be incompatible without a thorough decentralisation of the means of production and wealth. This would be more possible with the adoption of village industries as an economic pattern.

9. Then again, if we concentrate on man more than on the means or modes of production we cannot afford to lose sight of the vast manpower of India, which is affected by chronic unemployment. Here she stands in contrast with most of the Western countries which are rich in capital and/or land resources with a proportionately smaller population. The famous Karwe Committee has pointed out that our economic planning should make full and proper use of our vast manpower. Calculating India's adult population to be 19.2 crores, of whom 60% or more may be taken as wholly and partially employed or engaged in household occupations, there would still be left about five crores of people in need of employment. Opinions differ with regard to the number of the unemployed. Some would put it at 2.5 crores and others at 1.5 crores. These differences are due to hidden unemployment, particularly in the agricultural or rural sector. But there is agreement regarding the number not being less than 1.5 crores. All the big industries put together in India today employ not more than 40 lakhs of labourers. The employment of one man in the big industry requires an investment of Rs. 2,000 to Rs. 20,000 according to the nature of the industry. Thus, even if the present bulk of big industry be doubled, it may not be possible to employ all the unemployed. Neither have we adequate capital to multiply the big industry in this manner. The employment potential of the village industries on the other hand is much superior. In 1953, the Khadi

Industry had employed about three lakhs of workers. Today it employs as many as thirteen lakhs. The capital invested by way of loan and grants together to enable this employment does not exceed Rs. 33 crores. Besides, large-scale mechanised industry needs highly trained technological personnel which we do not possess. There are other considerations also which make large-scale industry not quite desirable. It can exist only on profits. The craze for large-scale profits leads to the crazy search for markets, giving rise to colonialism and imperialism which culminate in war, which has become chronic. When there is no actual war, there is cold war. Large scale industry is also not conducive to the full and integrated development of a man's personality. Only an integrally employed man can develop integrally. Employment would be integral if it gives full scope for the active play of resources of the industry and provides full scope to all aspects of the workers' human nature, such as his initiative, enthusiasm, imagination, inventiveness, resourcefulness and perseverance. Integral employment seeks not only the physical labour of a worker, during a specified time, but also the provision of conditions in which the worker can and must employ all his resources, talents and aptitudes. There must be opportunity for the individual for his emotional satisfaction. This is impossible in a big factory, where a worker monotonously pursues the same activity mechanically without ever a chance of visualising the full form of the fruit of his labour. He thus runs the risk of becoming machine-like himself—a robot. Integral employment is most satisfactorily provided in the self-employment sector—the sector of cottage and village industries, where the worker is himself the capitalist, labourer, producer and consumer, where he works in the midst of his family which also helps him. These conditions are human and give him emotional satisfaction. If emotionally satisfied and integrally developed personalities are essential for a peace-loving social order, then village industries acquire an irresistible claim on all lovers of peace.

10. Let me now turn to the distinction between the cottage or village industries and the small scale industries. The Fiscal Commission Report of 1950 sets forth this distinction as primarily turning round the employment of hired labour. The number may vary from about 10 or 15 to 150. Recently the insistence on conformity with a fixed number of employed labour has been given up. Two other characteristics of small scale industries are (i) the use of power and machinery requiring a high order of technological skill and (ii) the bulk of investment, which ranges from Rs. 5,000 to Rs. 5,00,000. It is obvious that these aspects require an adequate degree of managerial talent. It is also obvious that on account of this as also on account of lack of power, adequate capital and technological skill, it may not be possible to start a sufficiently large number of small scale industries which will enable immediate employment of the vast number of unemployed in the rural sector.

11. It may interest you to note that the Khadi and village industries do not ban the use of power entirely. Power may be used provided such power is within the economic reach of the rural artisan and provided it is so used as not to throw out of employment those who are already gainfully employed in some sort of cottage or village industry. The advocates of village industries do realise that tools and equipment have to be improved to increase production, to minimise

drudgery and to enable the artisan to earn an economic wage. Research has; therefore, been undertaken for the improvement of the tools of production and to examine the possibility of the use of power provided it does not disturb the existing pattern of employment. This attitude and insistence on the cooperative pattern of organisation as an essential qualification for receiving aid by way of grants or loans from the Khadi and village industries commission. in time, may reduce the distinction between village industries and small scale industries. Government is helping both village and small scale industries to usher in such organisational efficiency as would enable them to manufacture goods which will stand competition with the products of large scale industries. Demarcation of spheres of production, common production programmes and help in marketing the produce are also engaging the active attention of the government.

12. Village and small scale industries form an important factor of the economic structure of even highly industrialised countries like the U.S.A. and Japan. A considerable bulk of the economic business of America comprises the produce of small scale industries employing about 45% of the total labour and producing about 34% of the total wealth. In Japan, cottage industries form the bulk of her economic structure and have been admirably adjusted to big industry. None need, therefore go with the idea that a faith in large scale production must need be founded on a non-recognition of village and small scale industries as an integral factor of the economic structure of India.

13. Rebates and aids to village and small scale industries need not be allowed to prejudice their acceptance of an integral measure of developing Indian economy. Even big industry in India such as sugar and steel has been aided on a large scale and a little scanning will show that even the textile industry is not yet able to stand without the crutches of government aid in one form or the other.

14. The following are the village industries standing on the schedule of the Khadi and Village Industries Commission, which since 1953 has been entrusted with taking all necessary steps to revive and promote the cottage and village industries. (The Small Scale Industries Board is entrusted with the promotion of small scale industries):—

- (i) Khadi.
- (ii) Processing of cereals.
- (iii) Village oil.
- (iv) 'Gur' and 'Khandsari'.
- (v) Palm 'Gur' and Sugar.
- (vi) Bee-keeping.
- (vii) Village Pottery.
- (viii) Handmade paper.
- (ix) Non-edible Oils and Neo Soap.
- (x) Leather, Tanning and Flaying.
- (xi) Cottage Match.
- (xii) Fibre.
- (xiii) Carpentry and Smithy, and
- (xiv) Production of Lime.

15. I would not enter into a detailed description of the organisational set-up of the Khadi and Village Industries Commission, its activities and pattern of aid to promote these village industries. I shall close by appealing to the Organisers of the Rural Higher Educational Institutes to give an integral place to Khadi, as a compulsory major industry for all students and one or two of the remaining as minor industries. Amelioration of the rural sector can never be possible without revitalising rural economy. The Rural Institutes can play a very important role in creating a proper climate for the development of cottage and village industries by introducing these industries in the regular syllabus of studies. Such a step will also be helpful in enabling students to earn when they are learning. I appeal to the Teachers and students of the Rural Institutes to use as a rule village industries products. This will bring them into intimate relations with the villagers and bring about the desired emotional integration between them and the villagers. Once the rural Institutes take root in the hearts of the rural folk, their growth and development will be only a matter of time. I hope this Seminar recommends to the National Council practical suggestions with this objective in view.

VIII. Need and Place of Cottage, Village and Small Scale Industries in Our Economy

BY

VIPIN SAXENA

PRINCIPAL, KHADI GRAMODYOG VIDYALAYA, NILOKHERI

To some of us the Need and Place of Cottage, Village and Small Scale Industries in our Economy is quite obvious. However, to some it may not be so. It is particularly for the benefit of the latter, I should like to present the case for Cottage, Village and Small Scale Industries systematically and logically. I shall not appeal to your emotions but to your reason. I will show you that in the present circumstances we have no alternative but to take to cottage, village and small scale industries.

In order that you may appreciate our case it is necessary that you first understand the objectives, the situation, the limitations and what we have.

I. Statement of Objectives—

Whether we like it or not our objective is to build up a socialistic pattern of society meaning thereby:

- (a) equitable distribution of wealth,
- (b) equal opportunities for all, and
- (c) raising the standard of living in a reasonable time.

II. Our existing situations—

- (1) We are predominantly an agricultural country—82.7% population living in villages.
- (2) Per capita land i.e. 0.97 acres, is insufficient to give a reasonable standard of living.

(3) There is disease, illiteracy and stern poverty.

(a) 59% holdings are below 5 acres.

(b) 60 million people can afford to spend Rs. 101 per year i.e. Rs. 00.31 or less per day.

40 million can afford to spend Rs. 78 per year i.e. Rs. 00.25 or less per day.

20 million can afford to spend Rs. 38 per year i.e. Rs. 00.12 per day or less.

200 million can afford to spend Rs. 180 per year or Rs. 00.50 or less per day.

Thus there are 320 million people who can afford to spend at the most Rs. 00.50 per day.

(4) There is growing unemployment. In the 3rd Plan jobs have to be found for 15 million people.

(5) There is acute under-employment in rural areas. There are said to be 138.8 million people gainfully employed in rural areas. Let us examine this further.

Out of this— 18.9 million have work for at the most 7 hours per week.

5.4 million have work for at the most 14 hours per week.

15.9 million have work for at the most 28 hours per week.

24.1 million have work for at the most 42 hours per week.

45.4 million have work for at the most 56 hours per week.

23.7 million have work for at the most 70 hours per week.

and 5.4 million have work for at the most more than 70 hours per week.

Total 138.8 million

You will thus see that 64.3 million people have at the most 6 hours of work per day.

(6) Agriculture has possibilities of improvement only up to a point beyond which it cannot go. That is not enough.

It becomes apparent, therefore, that industrialization and rapid industrialisation at that, is the only solution to provide a rising standard of living.

I hope you will agree with me thus far.

Let us now examine what our limitations are:—

III. Limitations—

(a) Lack of Capital.

(b) Lack of advanced technical skill and know-how.

(c) Population spread out over a vast area in nearly 5½ lakh villages which do not have adequate means of communication.

IV. Our Potentialities—

- (i) Immense labour resources.
- (ii) Technical skill for simple and traditional crafts and industries; and
- (iii) Desire for a better standard of living.

It, therefore, becomes obvious that in view of our situation and limitations, we must, to fulfil our objective in a reasonable time, take to the type of industrialisation which is *labour intensive* and not *capital intensive* and which requires simple techniques for which technical know-how already exists.

Without doubt it points to cottage, village and small scale industries.

The question arises—Do we completely rule out the large scale industries? *No*. We cannot. The large scale sector has its place in our economy. But, it is not yet clear what is the place of each sector, viz., cottage and village, the small scale and the large scale in our economy in relation to each other.

I suggest that the spheres for each sector should be clearly demarcated so that there may be no cut-throat competition between one sector and the other to the detriment of all. The spheres should be so divided that each sector is complementary to the other and the welfare of one is intimately linked with the welfare of the other.

The following division of spheres is suggested:—

- (i) Consumer's goods (as many as possible) should be produced by the cottage and village sector only.
- (ii) Such consumer goods as are not possible by the first and the capital goods for the first only should be produced by the small scale sector.
- (iii) The capital goods only for the second should be produced by the large scale sector, in addition to basic industries.

Thus each sector will be vertically linked with the other and the present competitive economy will give place to a cooperative economy.

The Government has not yet accepted this division of spheres and there are no indications that it will accept it in the near future.

What then shall be the role of Rural Institutes?

The Rural Institutes themselves shall have to be very clear about the place of each sector in our economy and they will have to teach the same to their students. These students, when they assume the leadership of village communities will carry the idea to the village people and will help in creating an atmosphere for cottage and village industries. They will educate the rural people not to use any consumer goods which have not been produced by the cottage and village sector so that ultimately the people will force the government to accept the division of spheres as suggested above.

PART IV
APPENDICES

- I. AGENDA.
- II. LIST OF PARTICIPANTS.
- III. QUESTIONNAIRE.

APPENDIX I

AGENDA: (Subject to adjustments)

MINISTRY OF EDUCATION

Inter-State Seminar on Rural Higher Education (July, 1960)

FOR DIPLOMA COURSE IN RURAL SERVICE GROUPS—

1. *Improvement in Teaching Methods—*

Classification of methods employable—Time distribution—Problems posed in the questionnaire.

2. *Extension—*

Its place in each subject:—

Time rationing—general coordination—list of books—problems posed in the questionnaire.

3. *Rural Problems with special reference to Community Development and Extension—*

Listing of problems in each subject—preparation of syllabus for this subject—integration with extension programme—list of books—problems posed in the questionnaire.

4. *Research—*

Listing of problems—linking with extension programme—type of research—Methodology—programme of work for students and Teachers—problems posed in the questionnaire.

5. *Examinations—Craft Teaching and General Problems posed in the questionnaire.*

6. *Note of Dr. Amir Ali.*

7. *Special Agenda for Selected Group in addition to the above—*

(a) *For Small Scale Industry Group:*

Modification in syllabus of Small Scale Industries suggested by Khadi Commission as per minutes of the meeting of representatives of the Ministry of Education and the Commission);

(b) *For Social Welfare Group (Syllabus Committee):*

Preparation of syllabus for Post-Diploma Course in Community Development. Draft prepared by Dr. H. B. Mehta and R. I. Bichpuri.

(c) *Syllabus for Story of Civilisation with special reference to the growth of science by special Sub-Committee.*

8. *For Agricultural Group—*

Drafting of a syllabus for upgraded 3-year Diploma Course in Agriculture after Matriculation—Scheme of study and examination—List of books—Staff requirements—their grades—equipment.

9. *For Social Education Group—*

Syllabus for Social Education.

APPENDIX II

LIST OF PARTICIPANTS (GROUP-WISE)

1. *Cooperation Group*—

1. Shri K. S. Nayudu, Andhra University (Director).
2. Mr. J. H. Hickman, T.C.M. Consultant (Associate Director).
3. Shri S. J. Mukherjee, Bichpuri (Secretary).
4. Shri P. N. Krishnan, Gandhigram.
5. Shri P. N. Moosad, Jamia.
6. Shri G. Venkatesan, Coimbatore.
7. Shri M. V. Shende, Amravati.
8. Shri M. A. Murlidharan, Udaipur.
9. Shri C. P. Singh, Birouli.
10. Shri S. D. Nikam, Mouni Vidyapeeth, Gargoti.
11. Shri M. D. Joshi, Ministry of Community Development and Cooperation, New Delhi.
12. Shri Shyam Bharosey, Registrar, Cooperation Society, M.P.
13. Shri M. D. Singru, Principal, Regional Cooperation Centre, Indore.

2. *Small Scale Industries Group*—

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3. Shri R. K. Kaushik, Rajpura.
4. Shri Susheelendra, Rajpura.
5. Shri V. R. Madhulkar, Prinpical, Khadi Gramodyog Vidyalaya, Himyat Sagar.
6. Shri Vipin Saxena, Principal, Khadi Gramodyog, Vidyalaya, Nilokheri.
7. Shri V. M. Chandrasekharan.

3. *Social Work and Community Development*—

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2. Shri K. D. Gangrade, Delhi School of Social Work, Delhi (Associate Director).
3. Shri K. Paul, Jamia (Secretary).
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5. Shri N. B. Pillai, Sriniketan.
6. Shri G. Gurbaxani, Rajpura.
7. Shri D. B. Mathur, Bichpuri.
8. Shri Badri Lal Aggarwal, Udaipur.
9. Shri Alok Bannerjee, Sriniketan.
10. Shri N. L. Bordia, Tata Institute of Social Work, Bombay.
11. Miss. K. Upasani, Tata Institute of Social Work, Bombay.

4. *Syllabus Committee*—

1. Shri Sugata Das Gupta, Viswa Bharati (Convenor).
2. Shri K. N. Srivastava, Udaipur.
3. Shri Baldev Bhasin, Jamia.
4. Shri A. N. Bhatnagar, Bichpuri.
5. Shri S. Sivasubramanian, Gandhigram.

5. *Social Education*—

1. Shri T. A. Koshi, Director, Literacy House, Lucknow (Group Leader).
2. Shri M. Raghuram Singh, Coimbatore.
3. Shri A. K. Junaid Ansari, Jamia.
4. Shri C. R. Dass, Bichpuri.
5. Shri R. S. Pande, Bichpuri.
6. Shri Govind Ram Chandani, Udaipur.
7. Shri S. Dubey, Birouli.
8. Shri S. G. Tunjare, Gargoti.

6. *Home Science*—

1. Dr. (Mrs.) T. S. Soundram Ramachandran, Gandhigram (Director).
2. Mrs. Susheela Dantiyagi, Lady Irwin College, Delhi (Amravati Director)
3. Mrs. Rukmani Mandagere, Gandhigram.
4. Miss. Asha Kolhekar, Amravati.
5. Miss. Sriramulu, Rajpura.
6. Mrs. Subhalakshmi, Gandhigram.

7. *Committee for Syllabus on Story of Civilisation with Special Growth of Science*—

1. Shri K. L. Bordia, Udaipur (Convenor).
2. Shri P. K. Pannikar, Gandhigram.
3. Shri Mohd. Umar, Jamia.
4. Shri K. D. Thakur, Lok Bharati.

8. *Agricultural Education Group*—

1. Dr. A. Amir Ali, Jamia (Director).
2. Shri V. Lakshmi Narain, Sriniketan (Secretary).
3. Shri S. Dorai, Coimbatore.
4. Shri A. G. Bhade, Amravati.
5. Shri D. Biswas, Sriniketan.
6. Shri G. Goswami, Sriniketan.
7. Shri N. V. Nanawati, Lok Bharati.
8. Shri Seo Mohan Singh, Birouli.
9. Shri A. N. Mehrotra, Sriniketan.
10. Shri K. C. Naik, Ministry of Food and Agriculture, New Delhi.
11. Shri K. V. Natesan, Gandhigram.

Directors of the Rural Institutes who attended only the Directors' Meeting on 8th and 9th July 1960

1. Dr. R. K. Singh, Bichpuri.
2. Shri S. R. Londhe, Amravati.

Persons from Ministry of Education

1. Dr. Luther M. Ambrose, Consultant.
2. Dr. P. D. Shukla, Deputy Educational Adviser.
3. Shri Sham Narayan, Assistant Educational Adviser.

Ford Foundation

1. Dr. E. M. Woodman.

APPENDIX III

QUESTIONNAIRE FOR EACH PARTICIPANT

NOTE—Each participant should answer the following questions, and where necessary, small notes should be written on a separate paper for discussion in the Seminar.

Part I—Class-room Teaching

1. It is stated that Rural Institutes mark a new approach to Education. What according to you are the salient features of this new approach, and to what extent and in what way have you contributed to this approach in the class-room? Give precise instances.

2. "Rural Institutes must maintain a high academic standard". How do you think this objective could be achieved consistent with the fact that a part of the time of students is to be diverted to field work, extension and research?

3. What time should be devoted to academic studies, and what portion to the other activities? Please work out a statement of distribution of time, keeping in view the total requirements in all spheres?

4. It is stated that syllabuses are generally heavy. It is, however, not the content, but how it is followed that is significant. Do you think that emphasis and priorities on various items, and a judicious distribution of time can solve this problem? If so, please go through the syllabus of your subject and work on these priorities and, if possible, work out hours for each item in the syllabus.

5. What methods other than the lecture method have you used in the class-room in the teaching of your subject?

6. Have you introduced the assignment system? If so, kindly attach one or two sample assignments prepared by you. How far has this method been successful?

7. Have you set aside some periods for extensive study in the class-room after which questions might be asked to elicit the comprehension of the subject material read during that period? If so, how many per week?

8. How far have your students been trained in the art of self-study? What measures have you adopted to encourage self-study amongst the students?

9. Have you adopted the system of group discussions? If so, what particular procedures have you used in the class-room to stimulate scientific and orderly discussion?

10. Have you recommended extra books other than textbooks in your subject for study? If so, name a few books which have proved effective and been widely used by the students?

11. What proportion of the time do you use for lecture method? Can you work out a ceiling for it?

12. How you tried the debate method in the class-room? If so, how are the topics of discussion selected, and what time is given to

the students to prepare for the debate? How do you assess the benefit accruing out of it to the students? Would you kindly illustrate or attempt by quoting one or two illustrations and topics suggested?

13. Do you think that there are enough books in your subject in the library? Can you suggest a list of latest books in your subject for addition to the library?

Part II—Extension

1. It is stated that 'Extension is Education'. Should in your opinion extension work be organised for the direct benefit of the rural people, or whether the direct benefit should be a bye-product, and education of the mind and body the first consideration for the education of the students?

2. Do you think that extension should be of each subject teacher or that of a separate department? Please support your answer with arguments.

3. Do you think that extension is the function of each individual teacher, or that of a separate department or for both? Please work out a programme for extension in your own subject, and show how work in various departments can be coordinated.

4. Is extension possible in your subject? If so, please list a few problems and draw out a work programme for your guidance.

5. There is a danger that too much emphasis on wrongly directed extension may result in lowering the academic standard. There is also an equal danger that in an anxiety for achieving high academic standards, extension and research may disappear. How would you strike a balance between the two extremes?

6. Should extension be used as aids to the class-room teaching or should it be taken independently of it?

7. Should extension be evaluated? If so, please chalk out a scheme of its evaluation on a scientific basis.

8. What programme did you devise in the extension service last year, and how far was it related to the subject of study? If possible a copy of that programme may be attached.

9. Syllabuses for various aspects of Rural Problems have been given in the printed syllabus. Do you use these syllabuses for teaching the particular subject, or whether you cover the contents through tackling different problems in the field?

10. Did you organise village camps for extension service, and if so, what is your experience with regard to the actual achievements?

11. Do you coordinate your extension activities with that of the other Department? If so, how?

12. Do the students take active interest in the extension job or do they regard it simply manual service to the villagers?

13. To what extent and in what way do you think that class-room knowledge could be applied to village situations?

14. What steps have you taken to see that the students actually apply their theoretical knowledge to village situation?

15. What audio-visual aids do you utilise in your extension programme?

16. Do the extension activities of the students actually help the students to have a grasp of a subject or whether it is divorced from his subject of specialisation?

Part III—Research

1. Is it possible for you to undertake some piece of fundamental research with regard to the Rural Conditions?

2. Have you given a careful thought to the Rural Problems as they exist? If so, what problems do you think need immediate attack? The problems of course should relate to your sphere of specialisation.

3. It is stated that in a research programme in the Rural Institutions the teachers and the students should be co-partners in research. How far do you think it is feasible?

4. Do you think that the research done by the students could be of any significance or of a guiding nature in the sense that it could be used for planning the programme of Community Development, or do you think that the objective should be to develop the faculties of investigation, collection of data, its interpretation and expression?

5. Do you think that the students as part of the research work should collect standard works in research, study there, and find out material of significant importance to the villagers and disseminate the same to them?

6. How would you integrate research activity with extension? Please give one example as illustration.

7. What problems have you selected for research at the level of the students?

8. Has any student done research work? If so, what is your opinion about it?

9. Have you yourself done any research in any rural problem? If so, please describe.

10. Please draw out a comprehensive programme of extension and research for your students in your field of specialisation for discussion.

Part IV—Examinations

1. It is often said that examinations determine the nature of work in an institution, and with a firm system of external examinations, the Rural Institutes are sinking into the traditional colleges. Please think over this problem and state your views.

2. Are external examinations a necessity for an impartial and correct assessment of students, or can they be wiped off lock, stock and barrel? Can you suggest a substitute for the present system? Does the existing system of examination approved by the National Council meet the existing requirements?

3. What further improvement do you suggest?

4. Is the subjective type of examination indispensable? To what extent can an objective assessment be introduced in your subject in the light of the existing situation i.e. scanty material, lack of examiners and so on.

5. The recent analysis of the examination of the Rural Institute results by the Central Institute of Education showed that (i) there is a marked tendency on the part of the teachers to be very liberal, (ii) there is no relation between, the external and internal assessments. What do you think should be done to eliminate such weaknesses?

6. In the present system of national recruitment, the governments and the other employing agencies are guided purely by the recognised certificates. The intrinsic worth of a person is judged only if an applicant possesses certain certificates. Emphasis is, therefore, placed on equivalence of diplomas and certificates. Keeping these handicaps in view, please suggest how to maintain the special features of this new educational experiment?

7. The external examinations, now organised, assess only the academic standards. The students, therefore, naturally will ignore other aspects of education which justify the existence of a Rural Institute. Do you think that a student's personality, capacity to work in villages, and field work should also be assessed? Obviously, it could be done internally. Should a separate certificate be issued for this, or should it form part of the certificate issued by the National Council? What would be the effect of this change on a recognition by the employing agencies and governments?

Part V—Craft Education

1. Craft education is now an integral part of education in Basic schools, Multipurpose Higher Secondary schools and rural institutes. Should this craft teaching be repeated at all these stages and, if so, with what difference?

2. It is said that craft teaching has assumed the shape of a dogma and at each stage the training is repeated. How far is this statement correct? Should there be a phasing in competency at each stage?

3. What is the aim of craft teaching in Rural Institutions? Is it professional competency, or merits the training of body and mind? If it is professional should the choice of craft be restricted to one or many? What would be its standard or utility in terms of earning a livelihood?

Part VI—General

1. Do you think that the diploma holders of Rural Institutes should go to the universities for higher education? If so, will the special training given to them in the Rural Institutes not be lost?

2. In case your answer to the above is in the affirmative, what alternative suggestions can you make so that opportunity for further education should not be taken away from the students?

3. Do you think that the introduction of the Post-Diploma Course in the Rural Institutes is desirable? If so, would you like to duplicate the work done in the universities or whether you would try to fill in the gap in the existing educational set-up by providing specialised professional education in various spheres. Please draw up a list of such Post-Diploma Courses and justify them in terms of their need, objectives and openings for the students.

4. It is stated that the objectives of the Rural Institutes in providing suitable education for rural needs can be accomplished, if a system of education from the elementary stage to the Post-Diploma level is built up. Others say that this will mean a parallel system of education which may not be received by the public with sympathy. Would you examine these statements and say what in your opinion is the right course?