

MANUAL
ON
SOCIAL EDUCATION



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MANUAL
ON
SOCIAL EDUCATION

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Appendix 1

CHAPTER ON SOCIAL EDUCATION IN THE FIRST FIVE-YEAR PLAN

6. SOCIAL EDUCATION

51. The concept of adult education, which was mostly confined to literacy, was found to be too narrow to be able to meet the various needs of the adults. It was, therefore, widened to include, in addition to literacy, the health, recreation and home life of the adults, their economic life and citizenship training; and to denote this new concept the term 'social education' was coined. Social education implies an all-comprehensive programme of community uplift through community action. External aid may be there but only to stimulate and not to replace, community effort. The importance of such a programme is obvious. It should not only make our limited resources much more effective, but also build up a self-reliant nation. In a country, where nearly 80 per cent of the population are illiterate, democracy will not take root until a progressive programme of primary education trains up a generation fit to undertake its responsibilities. Even the programme of primary education is considerably handicapped without a corresponding programme of the education of adults.

ASSESSMENT OF THE PRESENT SITUATION

52. The work in the field of social education has been mostly confined to literacy. As a result of the work in recent years, especially during 1937-39 and since 1949-50, the literacy percentage increased from 3·8 in 1931 to 17·2* per cent in 1951. Most of the post-literacy work is done through libraries though, due to the dearth of suitable literature, the library movement has not made much headway in the villages. Recently the importance of recreational and cultural activities in programmes of social education has been increasingly recognised. Our cultural agencies like dance, drama, puppet show, fairs and festivals, *bhajan*, *kirtan*, etc., have been used but without any systematic attempt being made to gauge, develop and fully exploit their potentialities for mass education. Fairs and festivals had a meaning in olden times. They have however, to be reinterpreted and modified to fit into the modern context and become live and full of meaning to the people today. Modern means of mass communication like the film and the radio have attracted much greater attention but, on account of their heavy cost, their use has been very much limited. Attempts have also been made in a few institutions to improve the economic condition of the villagers by teaching them improved crafts and agriculture. Very good all-round social education work has been done by some of the basic institutions. Co-operatives have also been developed as an agency of social education.

THE APPROACH

53. The approach to the problem has to be determined in the light of our resources and the magnitude of the task ahead. The total expenditure on social education in 1950-51 was Rs. 83·45 lakhs. The

*Figures are provisional.

average annual expenditure visualized in the Plan is Rs. 3.02 crores. We would, however, require an average annual expenditure of Rs. 27* crores for the next ten years to make everybody literate and give him in addition, a veneer of social education in the larger sense of the term. The situation, therefore, calls for a most carefully-planned approach. At the national level, priorities in the programme of social education should be determined by the overall national priorities, thereby not only winning for it the enthusiasm and support of the country at large but also making it directly productive, as it would enable the human factor to respond fully to the national plans of Development. Organization of co-operatives, agencies of village development, co-operative farming, agricultural extension work, etc., are priority tasks in the Plan. We would, therefore, recommend that social education should be based on them. That is to say, in handling these activities utmost attention should be paid to inculcating in the adults right individual and collective habits, and the knowledge of various subjects should be correlated to every step involved in these activities, thereby broadening the horizon of the adults and enabling them to understand and effectively participate in the wider national life. For that it would be necessary to give re-orientation courses to the personnel engaged in these departments and to prepare literature to guide them in this work.

54. Within the broad framework of national priorities the actual programmes in a locality should be determined by local needs. Planning at the local level is equally essential if the danger of frittering away our meagre resources in a number of uncoordinated activities is to be avoided. The principles which should govern our approach in this regard may be stated as follows. Our resources should be used in the first instance, as far as possible, for that programme which not only meets some immediately felt need of the local community, in whose midst the programme is conducted, but also builds up resources, for developing the programme with the expanding awareness of the community of its own needs. That is the only way by which, with our limited resources, we can make any impression on the problem. Secondly, the social education approach must permeate all programmes of State aid to the people. That is to say that before any programme of State aid is launched the people should be so educated in regard to it that their instinct to help themselves is fully aroused and they are anxious to receive the programme and do their utmost in the execution of it. Thirdly, there should be the closest integration of the various activities conducted in a locality so that the forces of friendship and goodwill released by one activity, immediately recognised by the villagers as good or pleasant, can be utilised for winning their co-operation for activities requiring more strenuous effort or the usefulness of which is not so immediately apparent to them. Fourthly, it should be our endeavour to increase the effectiveness of private agencies doing social education work in an area by giving them proper help.

THE PROGRAMME

55. Besides the social education work which various agencies entrusted primarily with other work—like agriculture, animal husbandry, etc.—may carry on in close connection with their work, the

* Pamphlet No. 79—Bureau of Education, P. 113—Scheme (b).

programme of social education will fall into two parts. One should consist of whatever items any agency wants to or is capable of taking up out of the vast field of social education. Such agencies should be encouraged and helped, depending upon the usefulness of the work performed and the extent to which State resources can be diverted for the purpose. The other part should consist of a planned programme outlined below which should be undertaken wherever a properly trained worker is available. This is calculated to achieve maximum results. State resources should naturally be concentrated more on the latter part of the programme and in training workers for it. This programme will differ in rural and urban areas, in view of the different conditions prevailing in each.

56. In rural areas the point at which the social education programme in a locality can begin will of course depend on the conditions prevailing in the given area. Attempt should, however, be made at the earliest opportunity to organise an economic activity on co-operative basis. The precise nature of the activity and the degree and nature of co-operation will of course vary according to local needs and the degree of maturity of the local people. The underlying object is that not only will it provide education to the participants by organising community efforts and pooling their resources but it will also, by the more effective use of local resources, ensure economic gain, which will generate sustained interest and create confidence. The co-operative activity will be the rallying point for the community and mark the beginning of the community centre, the nucleus of which will be provided by the trained community organiser. Where a co-operative society already exists, the task of the worker will be to further improve it and transform it into an agency of social education. Similarly, programmes of health education and health services should also be organised on co-operative lines. The test of the proper time for any programme is that the community is psychologically prepared so that it can organise it with its own resources.

57. The importance of providing healthy recreation cannot be too strongly stressed. In organising recreational programmes special attention should be given to the revival and proper utilisation of our cultural agencies. Occasions provided by fairs and festivals should be utilised for purposes of education, recreation and community organisation. Literature should be prepared explaining the significance of the various fairs and festivals and their relevance today as well as how their full educational potentialities can be developed and made use of. The State should encourage writers to produce plays containing constructive ideas for such occasions. Film shows by mobile vans may also be provided to the extent that resources permit. It should be remembered, however, that unless integrated with the programme of development going on in an area their use is strictly limited. Certain films which will be relevant to conditions all over India, such as those dealing with common diseases and those calculated to inculcate right individual and collective habits, should be prepared by the Central Government and lent out to the various States. Well-regulated radio broadcasts should also be increasingly used for recreation and instruction.

58. In organising literacy and post-literacy work the aim should be to put it on a self-financing basis, as far as possible, by normally starting it only when the ground has been prepared by some more obviously useful activity like the economic activity, mentioned earlier, and the interest in knowledge has been sufficiently stimulated. A news-sheet, locally produced, and carrying suggestions for improving their lot—suggestions which they can immediately put into practice and in which they have developed faith as a result of the work in the first stage—should find ready customers among the villagers. At a later stage the State can help with libraries to the extent that its resources allow.

59. If we have provided the above four programmes, correlating relevant knowledge at every step, we will not only have met the primary needs of the masses but also taught them through living, most of the things that are required for the citizen of a modern democratic State. There is, however, no end to activities that might be included in a programme of social education and, as the capacity of the masses to help themselves increases, more and more activities can be added. The above intensive programme should be spread in the surrounding villages through local leaders thrown up as a result of the working of small groups in youth clubs, women's clubs, children's clubs, farmers' clubs, etc., which it should be the aim of the community organiser to set up. Short and intensive camps should be organised for these leaders where the working of the social education programme is explained to them. Thereafter continual guidance is given to them from his headquarters by the community organiser.

60. In the case of urban areas, there are so many groups that the problems will have to be studied in relation to each group. The problem of healthy and cheap recreation is also more acute in the towns than in the villages. The overall considerations will however, be the same as in the rural areas. The programmes must begin with felt needs and must have the capacity to grow by the resources of the local community. But in view of the congestion in towns, the high price of land and buildings and the business of the townsman, the State or philanthropic organisations may have to provide a building for each community centre, though even here the attempt should be to mobilise as much of the local effort as possible for the purpose. As in the villages so in the towns, the State should provide a worker, highly trained in community organisation or other organisations that may be doing the work of social education and in the mobilisation of its resources. In urban areas, especially in industrial areas, special attention should be paid to improving the skill of the workers.

SELECTION AND TRAINING OF WORKERS

61. The selection and training of workers are perhaps the most important tasks. Two types of social education workers will be required: those who have specialised in community organisation, and others who, with proper reorientation of outlook, can work under their guidance. In the case of the former especially, as the qualities of personality—initiative, resourcefulness, leadership, spirit of sacrifice and service and mastery of cheap, simple and intelligent living—are more important than mere academic qualifications, a new system

of selection will have to be evolved. The training of community organisers should be very thorough and should consist of improved methods of Agriculture, Animal Husbandry, one or two of the most important cottage industries of the area concerned, principles and organisation of co-operatives, organisation of simple recreational programmes, organisation of community centres, etc., and, above all, the handling of these activities in such a way as to lead to the development of the minds of the men most effectively. Training in literacy work should also be given. The training of community organisers should be arranged in conjunction with a training centre for basic teachers, a post-basic school or an agricultural school or college, which should preferably be at an extension headquarter. The greatest stress should be laid on the development of the maximum possible self-help and self-support consistent with other interests, as these workers have primarily to infuse that spirit among the people.

62. The other category of social education workers will include school teachers, village level workers, various Government officers working in the locality concerned and workers of private agencies. Regarding pupil-teachers, training in social education work should be compulsory in all training colleges. The State should provide special grants for the departments of social education in training colleges for some years to come to give an impetus to the work. Short and intensive training in social education work should be organised in camps for teachers already on the job. The training of Village Level Workers should also include initiation into the human side of their work: mass psychology, mass approach, community organisation, etc. Training facilities should also be offered for workers of private agencies. Higher officers should be given a reorientation course, so that they develop an integrated outlook which will not only enable them to guide the worker with sympathy and understanding but also make for better inter-departmental co-operation, upon which the success of the rural development programme in an area depends.

RESEARCH IN LITERACY METHODS AND PRODUCTION OF LITERATURE

63. Teachers' training colleges should take up research in methods of imparting literacy. Work in the experimental centres of social education, which should be associated in the case of rural areas with the group of model basic institutions mentioned earlier, should provide sufficient material for literature suitable for adults. There is also considerable room here for inter-departmental co-operation and for co-operation between the States sharing a common linguistic area. The Centre should provide model guide books for workers and prepare pamphlets on certain standard subjects like health, democratic citizenship, co-operatives, etc.

DEVisING A SUITABLE MACHINERY

64. The present stage of social education in the country is essentially experimental and needs Central guidance. The work should be co-ordinated with similar work in basic education and a common committee of experts should advise the Centre in the matter of initiating and aiding financially experimental work in both these fields in the States, and guide it, assess the results and make them

available to other States. A common national platform, where the various agencies can meet at intervals for mutual discussion—so necessary for evolving a common outlook and securing co-ordination of different agencies—is already provided by the Indian Adult Education Association.

65. The Director of Social Education in a State should be a man highly trained in community organisation and should be able to advise and help the State in the matter of public participation in its various development programmes. He should have a body representing important non-official agencies to advise him.

66. At the field level it is mostly a task of re-organising and co-ordinating existing agencies rather than of creating new ones. The problem is different in rural and urban areas. In rural areas the following measures should be taken :—

- (1) Educational institutions should become examples of self-help, democratic community living, co-operative labour and intelligent handling of economic activity. Education should centre round agriculture and cottage industries and educational institutions should be well equipped with agricultural farms, craft work-shops, etc. Educational institutions would thereby become excellent centres for spreading ideas for improving our social and economic life. Basic schools, which are already conceived on the above lines, have special significance in this regard. All facilities should, therefore, be provided at the basic training centres so that the teachers are trained as first class social education workers.
- (2) The Village Level Worker, wherever provided, should also be stationed in a school, as far as possible. Under his guidance even an ordinary school may begin to make some contribution, which will also prepare it for ultimate conversion into a basic school.
- (3) Besides the above agencies the State should provide, wherever possible, community organisers, say one for 50 villages, to make use of, help, guide and co-ordinate the activities of all agencies working in their respective spheres. These also should be attached to educational institutions.
- (4) The role of private agencies has already been discussed.

67. In urban areas quite a large number of agencies exist and the key problem is to co-ordinate their activities for a comprehensive programme of social education. For this purpose city or town social education councils should be instituted, where they do not exist already, each consisting of the representatives of the various agencies operating in the town concerned. This Council should distribute items of social education work among the various agencies according to their capacity and willingness to undertake it. Social education in industrial areas in towns has special importance in view of the dull and drab conditions of life prevailing in urban areas. Here the employer and the labour unions should be able to co-operate.

Appendix 2

CHAPTER ON SOCIAL EDUCATION IN THE "COMMUNITY PROJECTS—A DRAFT HANDBOOK"

Social education implies a comprehensive programme of community uplift through community action. External aid may be there but only to stimulate and if need be, assist not to replace community effort. The importance of such a programme is obvious for it will not only make our limited resources go a long way but build up a self-reliant nation.

MOTIVATION AND PURPOSES OF SOCIAL EDUCATION

Purposes grow out of motivation, which, with adults, is supplied by strong inner or social compulsions, which they encounter in the course of life. Besides simple curiosity, inner compulsions are manifest in desires for new experiences, new skills, better jobs; for learning to get along with others and formulating wise opinions on current issues. Social compulsions are desires to associate with others, to get together to solve community problems or exert political pressure, or to understand and shoulder responsibilities of democratic citizenship.

So expressing motivation, the purposes for adults' education emerge from experience, by way of problems which adults without educational experience are unable to solve. To succeed, therefore, adult education must involve solution of problems. It must be organised with reference to problems; its content must include practical implications and applications of fact involved; and its method must be built around individual needs and lead to individual satisfaction in terms of skills, capacities and understanding.

The purposes of adults tend to fall into four categories, which in actual situations may be found in a variety of combinations.

1. The Acquiring of Skills.—In the teaching of skills important element is practice; so provision of opportunity for practice is a proper method. Strong tendency to repeat mistakes emphasises that skill must be taught to the learner in such a way that he will not commit mistakes. The added advantage of this method is that the learner may experience satisfaction immediately (he begins learning).

2. Acquiring Knowledge.—The best way is reading. However, information may not be available in the form in which it can be so utilised, necessitating creation of materials which can be used. Dispensing information by means of lectures is seldom profitable. Adults' interest is focussed on how knowledge can be used; the teacher should spend his efforts at this point in give-and-take situation, in which he can be sure each adult obtains what he seeks. One means to achieve this end is the use of Group Method. The group is a close-knit body brought together by a common need or interest. It might be a group of new mothers interested in the health and care of their babies or it might be a group of farmers waiting to know about the prevention of soil erosion. The multi-purpose man would bring this group and a voluntary specialist together for a few hours. He would introduce the topic and begin

a discussion which, later, would be taken over by the individuals in the group. In this way, personal doubts would be clarified, and the group as a whole would feel the elation that comes out of participation. As a result, the conclusion reached here would take deeper roots than if the same facts were learnt out of a book.

When rarely the knowledge is sought for its own sake, lectures may be justified but should be followed by questions and discussion.

3. Development of Understanding.—This involves difficult and baffling problems, such as learning to live with the people, with social, economic and political forces, and with scientific and technological development in a great variety of settings from family to international relationships. Preconceived ideas and lack of factual knowledge add to the difficulties. Opinions must be exchanged and examined on a basis of mutual respect and essential facts and a fair-minded consideration of their meaning and implications must be sought.

4. Organising for Co-operative Action.—Frustration of adults is widespread ; it arises from their inability to do individually anything about things affecting their life and welfare of their families. Interdependence and complexity of modern life demands organised action by groups. Hence the most socially significant contribution of Adult Education can be to promote organisation and use of groups. This is a thing that can be learned, not taught. Therefore, the better course is to help people to develop group organisation in terms of real problems and assist them to study their problems and work out plans for action and then carry them through.

Present Position.—On the whole, programmes of social education in the country are on a modest scale and mostly confined to literacy and recreation. People are apt to find the former somewhat dull as it is unrelated to their daily life. Whatever friendliness recreational programmes evoke is allowed to run to waste as it is not canalised into constructive channels by any solid follow-up work.

Apart from official agencies there are some private agencies which are doing very good work in the field of social education in a number of places. Their self-sacrifice has its appeal. There is room however, for more scientific methods and improvement in resources.

The Approach.—The first principle that should govern the approach to Social Education is that we must help and mould existing agencies so as to make them effective before creating any new agencies. Therefore, the Social Education approach must permeate all programmes of State aid. We must begin by befriending the people and beginning with their felt needs, slowly and unobtrusively broadening their base, thereby evoking for every ounce of State aid a pound of popular energy.

Secondly, the limited experience must be co-related at every step to wider and wider concepts, not only deepening thereby the interest in the immediate little activity but also preparing the individual to participate in the wider national life more effectively. The working of a co-operative, for example, should prepare people to participate in the working of a democratic State.

Thirdly, there should be the closest integration of the various activities conducted in a locality so that the forces of friendship

and good-will released by one activity immediately recognised by the villagers as good or pleasant can be utilised for winning their co-operation for activities requiring more strenuous effort or whose usefulness is not so immediately apparent. The presence of a multi-purpose man, provided for elsewhere, will help this integration. The areas, 5 to 6 villages, allotted to him is such as can enable him meet, understand and befriend the people. Whenever the latter are in trouble for anything they know whom to approach. The Village Level Worker is the keyman from all points of view including that of Social Education. The question of his training, is therefore, crucial.

Fourthly, it should be our endeavour to increase the effectiveness of private agencies operating in the area by helping them with resources, offering training to their personnel, providing technical advice, etc. The activities of non-official bodies may be co-ordinated by a branch of the Bharat Sevak Samaj operating in the area.

The Programme.—It would appear that because work is to be done as far as possible through existing agencies whose capacity would differ and as we have to start with felt needs and proceed further only as the awareness of those needs expands, it would not be one common programme but varied programmes that would be conducted in different project areas. It is true to some extent. But in practice there would be broad uniformity not only in one project area but in all project areas as everywhere there is the need for improved agriculture, better health, community organisation, literacy, etc. The agencies at the mass level will be mostly the school teacher, the Village Level Worker and the private agencies which may exist or may be fostered. The Village Level Worker must be trained in the human side of his work while the teacher of Basic Schools will be trained not only teaching the three Rs, mass psychology and mass approach but also in problems of agriculture, veterinary, co-operation, etc. In a sense he will also be a multi-purpose man. The State should help to train workers of private agencies also on these multi-purpose lines. So in actual practice the programme of Social Education will have to deal with practically common problems everywhere and all the agencies will be so trained as to be capable of handling them.

In the light of the above the following broadphasing of the Social Education programme is suggested:—

(i) *The organisation of an economic activity co-operatively sponsored and conducted.*—The precise nature of this activity may vary in different localities but agriculture would be a common activity in all cases as increase of agricultural production would be a Priority No. 1 task in these areas. The degree and nature of co-operation will again vary depending upon local needs and the degree of preparedness of local people. Apart from the fact that co-operatives of their mere working provide excellent education to the participants, by pooling together the resources of a number of people they make for their more effective use and thus ensure economic gain which catches the imagination and ensures sustained interest of the masses. State aid should be channelled through a

co-operative where one exists. This will not only make the task of reaching State aid to the people easier but also encourage the movement for co-operatives.

The co-operative activity, however, should be handled as an educational project so that its potentialities for building up the human material are fully exploited. Knowledge should be orally co-related to every process following the technique of Basic Education.

The co-operative activity should be started by a trained worker provided by the State or any other agency that might be sponsoring Social Education work in any locality. The worker becomes the nucleus for a Community Centre, with the co-operative economic activity as its first concern. Hereafter it will go on developing with the development of the resources and organisational strength of the community. Where a co-operative already exists the task of the worker will be to transform it into an agency of Social Education.

Community Centres are an essential part of Social Education and as such organisation of Community Centres and different types of activities in them should form a part of the programme of Social Welfare work.

(ii) After we have stimulated the interest of the adults in education by enabling them to utilise the fruits of knowledge we should put in their hands and at our command an instrument by which we can rapidly increase the sphere of our activities and the people can be made more self-reliant in acquiring knowledge. In the absence of modern mechanical audio-visual aids in any adequate measure literacy is the most powerful instrument we have for spreading new ideas. Therefore, our next item should be to make people literate. After imparting the knowledge of the alphabet, it is essential to enable the adult to pass quickly to reading and understanding written language embodying ideas recognised by him as interesting and useful. The reading material that we give to the neoliterates should contain the knowledge they have already tasted. That will also make understanding easy. The use of the local dialect, too, will assist comprehension. That, however, necessitates local production of reading material. In order to keep the cost within reasonable limits, a news-sheet locally printed may be used. It would be advantageous if a number of co-operatives co-operate for the purpose; and the same news-sheet serves a much larger area. The news-sheet must find its own finances. It can become the means of carrying more and more "prescription for improvement" to the people. That will keep up their interest and they will always be ready to pay for it. At a later stage the State can help with libraries to the extent its resources allow. The libraries form a nucleus for post-literacy work. As it is evident, the object of Social Education is not only to impart knowledge of the three Rs, but offering opportunities to all adults to widen their horizon of understanding of life as such, and fulfil their duties. For the achievement of this objective Library Services are essential for the growth of the community. It will stimulate self-help if these libraries are lent preferably to those co-operatives who have to

some extent helped themselves in providing education for their members.

(iii) After we have stimulated interest in knowledge and developed and put into the hands of the masses an instrument for furthering that knowledge people should be led on to more difficult things. Health may be taken up next. Such health activities as can be given an economic turn, e.g., the preparation of compost, of manure from night soil, etc., and these health problems whose solution is so sought after by the villagers that they are prepared to pay for them, should be taken up in the first phase. The existing activities of the Health Department do not effectively reach the masses at large on account of inadequate financial resources and the personnel. An attempt should be made to organise health education and health services co-operatively. The health education programme ought to be organised and phased in terms of the particular problems of the area of operation.

There is no end to adult education and as the capacity of the masses to help themselves increases more and more activities can be added. The full contents of a minimum Social Education programme would comprehend skills of thinking and communicating i.e., literacy and the art of speaking and listening; vocational skills; domestic skills such as preparation of food, care of children and the sick, etc.; skills used for self-expression in art and craft; health education in regard to personal and community hygiene; knowledge and understanding of physical and natural processes; knowledge or understanding of the human environments, i.e., economic and social organisation, law and Government, the development of qualities to fit man to live in the modern world; and last but not least spiritual and moral development.

The above is a plan in broad outline and shows points of emphasis in each stage. It by no means precludes other activities which might be necessitated by circumstances or effective wishes (so that they pay for the programme) of the community as a whole or of a particular group.

Recreative programmes, for example, which are highly important but which have not been mentioned above, should be organised side by side but only to the extent to which resources of the community can be mobilised for the purpose. Here it is necessary to stress the importance of our cultural programmes like the 'bhajans,' the 'Kirtans,' dramas, folk-songs, folk-dances, etc., which are inexpensive, depend entirely on local recourse, involve the co-operation of the community as a whole and provide opportunities for self-expression. Film-shows by mobile vans may also be provided but due to their heavy cost they cannot be provided in any adequate measure. Moreover unless integrated with the programme of development going on in an area, their use is strictly limited.

Side by side with the above intensive programmes the area of operation which will be limited to the immediate vicinity of a trained worker, extensive work will be carried on in this area of influence, which may be 10 to 15 villages, by less trained and voluntary agencies, like students of senior classes of Basic Schools and those of the Post Basic School, under his guidance. Youth Clubs,

Women's Clubs, Children's Clubs, Farmers' Clubs and so on will be organised, each built round the predominant instinct of its members. Later on subtly and unobtrusively more and more useful items can be introduced through them. That will also serve to raise the leaders in each group, through whom the worker in the intensive area can maintain contact with every section of the surrounding area. Ideas developed in the intensive area can easily be passed through those leaders to the community in the entire area of influence. Later on each group can be joined with other similar groups in other parts of the project area so that the various clubs lead to youth organisations, women's organisations, etc., which can in time be linked to and derive help from similar all India organisations. There should, however, be no undue hurry as very early linking of this sort may sweep these groups off their feet and prevent them from growing their roots thoroughly in the soil. Whenever possible, regional short and intensive camps of these leaders must be held. The leaders themselves must provide their maintenance, the State or private agencies providing the organisation and training. These camps will enable Social Organisers to gauge the capacity of each leader and know what reliance can be put on him for future work. So not only will experiments on the model of those conducted in the intensive area be repeated as stated above, in the area of influence, but by the time the project staff is withdrawn it will have brought into clear relief a set of leaders who will carry on and develop the work already started.

Selection and Training of Workers.—Although the majority of the workers will be those already in the field in one capacity or the other whose outlook only will have to be re-oriented, yet we will require a certain number of picked men to provide guidance and tone to the others in community organisation. In each basic unit 7 community organisers have been provided for—6 for the 300 villages, with 50 villages in charge of each, and the seventh to co-ordinate their work. As the qualities of personality, initiative, resourcefulness, leadership, spirit of sacrifice and service, simple and intelligent living are more important than mere academic qualifications, a new system of selection will have to be evolved. Their training also should be very thorough and should consist of improved methods of agriculture, animal husbandry, one or two of the important cottage industries of the area concerned, principles and organisation of co-operatives, organisation of simple recreational programmes, organisation of community centres, etc. Their training should be organised at the extension headquarters in conjunction with the training centre for Basic Teachers that has been proposed to be opened at the extension headquarters.

The other agencies will be (i) school teachers, (ii) Village Level Workers, (iii) various officers working in the project area and (iv) workers of private agencies. Regarding those teachers who are undergoing training, training in Social Education work should be compulsory for them while short and intensive training camps should be organised for other teachers. The training of Village Level Workers, as already stated, should include initiation into the human side of their work, mass psychology, mass approach, com-

unity organisation, management of group techniques, keeping track of files, etc. Training facilities should also be offered for workers of private agencies. Higher officers should be given a re-orientation course, so that they develop an integrated outlook which will not only enable them to guide the workers with sympathy and understanding but even make for better inter-departmental co-operation, upon which really the success of the entire work in a project area hinges.

Devising Suitable Machinery.—In regard to devising a suitable administrative machinery it is mostly a matter of making existing agencies more effective and better co-ordinated rather than setting up any new agencies. This will involve the following steps :—

1. All facilities should be provided at the Basic Training Centre to teachers so that they are trained as first class Social Education Workers. By tradition the teacher enjoys an unrivalled position of respect among the rural community, and through the children maintains the closest relationship with them. Hitherto as education was altogether unrelated to the life of the rural community he could not offer any sound advice on their daily problems. The Basic pattern of education however, removes that handicap and if his training is thorough and the school is provided with land and other equipment it can become an excellent nucleus of a socio-economic extension service. The country can offer no better agency which can penetrate more deeply into the village than the teachers. The use of teachers as Social Education workers is a very fruitful line of exploration and should be tried on an extensive scale in the project areas. If this agency is properly developed it may render the stationing of Village Level Workers superfluous. Production-cum-training centres for cottage industries should be opened in conjunction with Basic institutions.
2. While the potentialities of the Basic Teachers as an agent of Social Education are being tested and developed the Village Level Worker should be stationed in a school where one exists. In this way under his guidance even ordinary schools may begin to make some contribution, which will also prepare them for ultimate conversion into Basic school.
3. Regarding non-official agencies, as already stated, they may be induced to organise themselves into a branch of the Bharat Sevak Samaj.
4. There will be 6 community organisers, as already mentioned, each in charge of 50 villages. They will make use of, help, guide and co-ordinate the activities of all agencies working in their area. The 6 community organisers will be under the guidance and control of the Chief Community Organiser.

Appendix 3

SYLLABUS FOR THE SEOs TRAINING CENTRES GROUP I

SOCIAL SCIENCES

(Proposed lecture work hours : 45)

1. Rural Society—its structure—Caste System and prejudices.
2. Methods of approach to rural society—individual, group community and mass.
3. History of Rural Welfare in India—social legislation.
4. Problems of individual, family and community in Indian villages. Special problems of children, youth and women.
5. Principles of Social Organisation. Techniques of village community and group organisation—training for leadership.
6. Aims and objects of social work—Methods of social work—case method, group method, community method and mass approach.
7. Social Psychology—Rural Psychology—factors determining them.
8. Social investigation—methods and techniques of social diagnosis—Methods of ascertaining felt needs.
9. Methods of establishing sound community relations and communal harmony.
10. Backward Classes and Tribal people—their problems.
11. Techniques of assessment and evaluation of work—maintenance of records.

GROUP II

RURAL ECONOMICS, CIVICS AND CO-OPERATIVES

(Proposed lecture work hours : 35)

Rural Economics

1. Indian Rural conditions—Rural Society—its structure and problems.
2. Village economy—The nature of land utilisation—the occupational distribution of population—the standards of living.
3. Land economics—Land tenures and legislation.
4. Rural indebtedness—its causes and cure—Debt legislation.
5. Agricultural unemployment and underemployment—village crafts and cottage industries.
6. The Five-Year Plan—various development programmes in operation. Rural planning.

Co-operatives

7. Principles of Co-operation—its economic and social significance.
8. Various types of co-operative activities, multi-purpose co-operatives—Co-operative farming.

Civics

9. Elements of civics.
10. Meaning of citizenship—Developing qualities of democratic citizenship.
11. Our country and our Government—Indian Constitution and administrative set up from village to Centre.
12. Village administration—Gram Panchayat and other institutions—Problem of improvement.
13. Leading political, social and cultural organisations in the country—their objectives and methods in terms of village welfare.

GROUP III

VILLAGE EXTENSION SERVICES

(Proposed lecture work hours : 35)

1. Village extension services—Principles, techniques and methods.
2. History and progress of rural extension programme in other countries of the world—U.S.A., Mexico, China, etc.
3. History and progress of village extension services in India with special reference to Gandhian constructive programme.
4. Improved Agricultural methods and techniques with special reference to Indian village conditions.
5. Animal husbandry and veterinary—care of animals—good breeding etc.
6. Public health—its modern conception—environmental hygiene—personal hygiene.
7. Rural sanitation and water supply.
8. Improvement of housing—general lay out of the village.
9. Utilization and disposal of rubbish, night soil, urine and house waste water.
10. Rural medical relief and anti-epidemic measures.
11. School hygiene and health education—Methods and programmes.
12. Diet and nutrition—balanced diet—care and preservation of food and drinks.
13. Maternity and child welfare—Family Planning.
14. Care of the physically handicapped.

15. Preparation of key points—talks on subjects like hot weather cultivation, wet cultivation, soil conservation, manures, mixed cropping, improved implements, improved seeds, vegetable and fruit growing and on health and hygiene.
16. Utilization of available facilities and services.

GROUP IV

SOCIAL EDUCATION AND ALLIED SUBJECTS

(Proposed lecture work hours : 60)

1. Social Education—the new concept—its aims, meaning and content.
2. Methods and techniques of Social Education—Administrative set up—personnel and agencies.
3. Community Development Projects—Aims and objectives—Their organisational set up—need for coordination of different development services.
4. Role of Village Level Workers, Chief Social Education Organisers and Social Education Organisers.
5. Plan of work—Effective supervision of Social Education work—Techniques of help and guidance of field workers.
6. Organisation of administrative machinery of Social Education—Preparation of annual programmes, maintenance of records and accounts.
7. Planning and conducting village surveys—Techniques of working with the people from their felt needs—drawing up village projects and plans.
8. Techniques and methods of promoting villagers' participation.
9. Elements of Adult Psychology and Child Psychology.
10. Organisation of literacy classes—Methods of literacy—Preparation of lessons and reading material.
11. Citizenship training—Teaching of health and hygiene—Every-day science—Learning by doing and activity methods—Dignity of labour.
12. Organisation of follow-up activities with a view to prevent relapse into illiteracy and ignorance.
13. Audio-visual aids—Use of instruments like magic lantern, filmstrip projector, film projector, epidiastope, gramophone and other aids. Preparation of visual aids.
14. Organisation of leisure time activities—How to use leisure profitably.

15. Organisation of recreational and cultural activities like dramas kathas, kirtans, bhajans, folk songs, folk dances etc.

16. Organisation of physical welfare activities—like games, sports, akharas, mass drills, trips or excursions.

17. Methods of organising and promoting village social activities, festivals and fairs. Starting child welfare—youth welfare and women's welfare movement.

18. Creation and development of sound public opinion by group discussions and other means.

19. Village Library Service—Creating interest in reading and writing.

20. Setting up community centres—Organisation, administration and functions of a community centre—Programme, planning and evaluation.

21. Refresher courses and short-term training for School Teachers and Village Level Workers in Adult Literacy, follow-up and other Social Education work.

22. Management of village radio set and organisation of listening groups.

23. Techniques of Publicity and demonstrations for rural areas.



GROUP V

RELIGION, HISTORY AND CULTURE

(Proposed lecture work hours : 20)

1. Rural life, culture, customs and manners.
2. Village superstitions and taboos.
3. Brief outline of history of Indian culture.
4. Brief outline of Indian history and its interpretation.
5. Role of religion in community life.
6. Comparative religion—Unity of fundamental conceptions.
7. Religious festivals, their original significance and reorientation and reorganisation—Their cultural values.
8. Importance of character and moral standards in village work.
9. Development of aesthetic sense.

Appendix 4

REVISED JOB CHARTS FOR THE SEOs AND THE CSEOs REVISED JOB CHART FOR THE SOCIAL EDUCATION ORGANISERS

1. To arrange programmes of participation by the rural population in the development programmes under the Community Projects and under the Five-Year Plan, such as, agriculture, village industries sanitation, health and general village improvement.

2. (a) To arrange educational programmes aimed at removal of illiteracy, promotion of health education and education in citizenship and, as far as possible to carry out this programme through demonstrations and actual life experiences.

(b) To organise literacy programmes, literacy classes and post-literacy work.

(c) To arrange for training of teachers in literacy and post-literacy work.

(d) To organise examinations in literacy and citizenship subjects, as and when prescribed.

3. (a) To organise follow-up activities with a view to prevent relapse into illiteracy and ignorance, such as writing of wall paper, editing local news bulletin, setting up rural circulating libraries etc.

(b) To distribute educational material, such as, charts; news letters, wall news papers, pamphlets etc. through an organised library service or otherwise where no such service exists.

4. (a) To organise cultural and recreational activities, such as, folk dances, folk dramas, kathas, kirtans, bhajans, exhibitions and melas.

(b) To utilise all opportunities of popular assemblies, such as, fairs and festivals for propagating right ideals of citizenship and work through lectures, demonstrations etc.

(c) To organise social types of physical welfare activities like, games, sports, akharas etc.

5. (a) To organise youth welfare, women's welfare and child welfare activities.

(b) To organise youth, women and children in groups and clubs and to provide useful projects in which youths and women organisations could participate in furtherance of the programmes of community projects and the Five-Year Plan.

(c) To stimulate local leadership and to utilise it where it exists; to develop leadership and to train village people for leadership.

6. (a) To be in charge of the mobile unit for arranging cinema shows.

(b) To promote the use of audio-visual media through films, film strips, lantern-slides, projection material, posters, gramophone records, exhibitions, etc.

(c) To arrange for proper utilisation of radio sets by organising radio listening groups.

7. (a) To correlate Social Education with Primary and Basic Education and to associate in their spread and improvement of standards.

(b) To extend services of the schools to the community and thus link up the Primary and Basic Education with Social Education.

8. To organise community centres and gradually to develop them as focal centres of social services and other amenities for the community.

9. To help in co-ordinating the activities of other departments and sections with the activities of Social Education.

10. To organise voluntary agencies in the rural areas at different levels for carrying out Social Education activities on self-help basis.

11. To maintain necessary records and registers, as directed from time to time.

12. To submit reports on the progress of Social Education and other activities entrusted to him.

13. To direct, supervise and control the work of Village Level Workers in the field of Social Education.

14. To organise office administration where a separate office exists for him.

15. To carry out such other work as is entrusted to him from time to time.

REVISED JOB CHART FOR THE CHIEF SOCIAL EDUCATION ORGANISERS

1. To arrange programmes of participation by the rural population in the development programmes under the Community Projects and under the Five-Year Plan, such as, agriculture, village industries, sanitation, health and general village improvement.

2. (a) To arrange educational programmes aimed at removal of illiteracy, promotion of health education and education in citizenship and, as far as possible to carry out this programme through demonstrations and actual life experiences.

(b) To organise literacy programmes, literacy classes and post-literacy work.

(c) To arrange for training of teachers in literacy and post-literacy work.

(d) To organise examinations in literacy and citizenship subjects, as and when prescribed.

3. (a) To organise follow-up activities with a view to prevent relapse into illiteracy and ignorance, such as writing of wall paper, editing local news bulletin, setting up rural circulating libraries etc.

(b) To distribute educational material, such as, charts, news letters, wall news papers, pamphlets etc. through an organised library service or otherwise where no such service exists.

4. (a) To organise cultural and recreational activities, such as, folk dances, folk dramas, kathas, kirtans, bhajans, exhibitions and melas.

(b) To utilise all opportunities of popular assemblies, such as, fairs and festivals for propagating right ideals of citizenship and work through lectures demonstrations, etc.

(c) To organise social types of physical welfare activities like, games, sports, Akharas, etc.

5. (a) To organise youth welfare, women's welfare and child welfare activities.

(b) To organise youth, women and children in groups and clubs and to provide useful projects in which youths and women organisations could participate in furtherance of the programmes of community projects and the Five-Year Plan.

(c) To stimulate local leadership and to utilise it where it exists; to develop leadership and to train village people for leadership.

6. (a) To be in charge of the mobile unit for arranging cinema shows.

(b) To promote the use of audio-visual media through films, film strips, lantern-slides, projection mater l, posters, gramophone records, exhibitions, etc.

(c) To arrange for proper utilisation of radio sets by organising radio listening groups.

7. (a) To correlate Social Education with Primary and Basic Education and to associate in their spread and improvement of standards.

(b) To extend services of the schools to the community and thus link up the Primary and Basic Education with Social Education.

8. To organise community centres and gradually to develop them as focal centres of social services and other amenities for the community.

9. To help in co-ordinating the activities of other departments and sections with the activities of Social Education.

10. To organise voluntary agencies in the rural areas at different levels for carrying out Social Education activities on self-help basis.

11. To maintain necessary records and registers, as directed from time to time.

12. To submit reports on the progress of Social Education and other activities entrusted to him.

13. To direct, supervise and control the work of Social Education Organisers and Village Level Workers in the field of Social Education.

14. To organise office administration and to supervise the office administration of Social Education Organisers where there is separate office.

15. To carry out such other work as is entrusted to him from time to time.

Appendix 5

SOME SAMPLE FORMS OF REGISTRES, REPORTS AND RETURNS

NOTE:—These forms may be adjusted to suit local requirements.

FORM I

BUILDING UP A SOCIAL EDUCATION PROGRAMME

Form for obtaining information

NOTE:—This is to be submitted to the SEO by each Gram Sevak for villages in his charge. Gram Sevak should obtain from the villagers, larger Social Education programme for one village, preferably his headquarter, and smaller programmes for other villages. SEOs should consolidate these for the area under their charge.

Name of the village	Social Education activities suggested	Organisation or persons to be in charge	Resources available in the village			Help needed from the Project or NES Block			Remarks
			Personnel	Equipment	Funds	Personnel	Equipment	Funds	
1	2	3	4	5		7	8	9	10

Date

Place

Signature of Gram Sevak

FORM II
BUILDING UP STOCKS
Form of Stock Register

Name of the office—

Description of article—

Receipts

Date	From whom received or purchased	Quantity	Price paid	Price per article	Signature of officer
1	2	3	4	5	6

Disbursement

Date	To whom issued	Quantity	Signature of recipient or the issuing officer	Remarks
1	2	3	4	5

FORM III

TOURING, INSPECTION AND SUPERVISION

Form of tour report of the SEO

(To be submitted for each tour)

1. Name of the SEO _____
2. Area under charge _____
3. Dates of tour _____
4. Names of villages where night halts were made and dates of night halts

5. Brief note on each village visited, covering the following points:—
 - (i) Social Education activities inspected.
 - (ii) Guidance given to the organisers of the activities and to the Gram Sevaks.
 - (iii) Contacts with villagers and village leaders.
 - (iv) Talks delivered and discussions held.
 - (v) New activities suggested and planned.
6. Other remarks, if any.

Date _____

Signature of the SEO.

Place _____

NOTE—If the form is to be printed, it should be printed on both sides of a sheet leaving sufficient space in between each item 5 (i) to 5 (v).

FORM IV REPORTS AND RETURNS

Form of Report and Return on Social Education activities to be submitted by the Gram Sevak to the SEO so as to reach him on the 5th of every month.

(Separate for every village)

Name of village _____ Project or NES Block _____

1. *Literacy class*: 1st stage or 2nd stage _____

(1) Name of the teacher _____

(2) Date of opening the class _____

(3) Number on roll :—

Men : Women : Total

(4) Progress of teaching _____

(5) General note on rise and fall of attendance

(6) Difficulties of the teacher, if any

II. *Social Education Activities*

(A short note giving names of the Organiser, Leader or Secretary, number of participants and other salient features should be given on each.)

(1) Children's Club or Bal Sabha.

(2) Youth organisation.

(3) Recreation Centre.

(4) Radio listening group.

(5) Library and reading room.

(6) Women's organisation.

(7) Physical Welfare activities.

(8) C activities.

(9) Community Centre.

(10) Discussion Groups.

(11) Follow-up activities.

(12) Other activities, if any.

Date_____

Signature of the Gram Sevak

Place_____

NOTE:—Reports received should be filed by the SEO in the file to be maintained for each village. They should be compiled for the block and sent to the CSEO through the APO in the Community Projects by 10th of every month. The CSEO should then compile report for the Project and send it to the PEO. In the NES blocks, the SEO should send the compiled report to the BDO by the 10th of every month.

FORM V

FORM OF ATTENDANCE REGISTER FOR A LITERACY CLASS

NOTE—This register should as far as possible give all the information about the class. It should serve as a log-book of the literacy class.

Cover page (1)

Attendance Register

Government of _____

Name of the Community Project or NES Block _____

Name of the village _____

Name of the teacher, his qualifications and training, if any.

First stage or Second stage _____

Course started on _____

Course closed on _____

Examination held on _____

Inside cover page (2)

Abstract of Attendance

Months	No. of days on which the class was held	Number of Roll			Average of attendance		
		Men	Women	Total	Men	Women	For men and women together
1	2	3	4	5	6	7	8
1.							
2.							
4.							
5.							
6.							

Occupation Analysis

Occupation	Men	Women	Total
	2	3	4
1. Agriculturists			
2. Landless agricultural labourers			
3. Carpenters			
4. Blacksmiths			
5. Masons			
6. Domestic servants			
7. Other occupations			
GRAND TOTAL			

Age Analysis

Age group	Men	Women	Total
1	2	3	4
Below 14			
14 to 19			
20 to 29			
30 to 39			
40 and above			
GRAND TOTAL			

Inside cover page (3)
 Account of articles supplied

Name of article	Number received at opening	Number returned at close of class	Remarks
1	2	3	4
Black-board			
Roll-up black-board			
Slates			

Account of articles supplied—*contd.*

1	2	3	4
Takhties			
Lanterns			
Petromax			
Primers			
Charts			
Readers			
Other articles			
1.			
2.			
3.			

Received

Signature of Gram Sevak_____
Signature of Teacher

Place _____

Date _____

Body of the Attendance Register
Attendance for the month of _____ 195 .

Serial No.	Name of the learner	Age	Male or female	Days of the month	Total days of attendance	Whether he or she had previous schooling: if so, upto what standard?	Remarks and reasons for irregular attendance
				1 to 31			
1	2	3	4	5	6	7	8

Body of the Attendance Register

Result of the examination

Date of examination

Name and designation of the examiner

Serial No.	Name of the learner	Total days of attendance in class	Whether he or she had previous schooling: if so, upto what standard	Marks obtained				Grand total out of	Result	Remarks by the examiner
				Reading Maximum	Writing Maximum	Arithmetic Maximum	General Knowledge Maximum			
1	2	3	4	5	6	7	8	9	10	11

Date

Place

Signature of the Examiner

Body of Attendance Register

Progress of teaching month by month

1st month :

1. Reading
2. Writing
3. Arithmetic
4. General subjects

(Please write subjects taught)

5. General remarks :—

(One full page should be provided for each month, i. e. five pages if the course is of five months. Enough space should be left in between each item 1 to 5.)

FORM VI

MOBILE UNIT FOR AUDIO-VISUAL AIDS

Form of Report on visit of the Mobile Unit for Audio-Visual Aids

(To be submitted separately for each place of visit)

1. Name of the place visited _____
2. Date of visit _____
3. Names of officers accompanying _____

4. (a) Time and duration of the show _____
(b) Consumption of petrol and
mobil oil for generator :
Petrol _____ gallons
Oil _____ gallons
5. Names of villages where programme was announced _____

6. Names of villages from which audience came to witness the show

7. Approximate attendance :
Men _____ Women _____ Children _____ Total _____
8. Titles of films shown _____

9. Other Audio-Visual Aids used

10. In what way was the visit utilized for Social Education purposes?
(Mention talks or lectures given)

11. Reaction of the audience

12. General remarks

Signature of the officer in
charge of the Mobile Unit

Date

Place

FORM VII

FORM OF INFORMATION TO BE MAINTAINED BY THE RADIO LISTENING GROUPS

Name of village

Name of the group

Particular interest

For the month of 195 .

Dates	Time	Name of the Radio Station and programme listened to	Reactions of the group
1	2	3	4

Signature of the person in charge
of the Radio

Date

Signature of the Gram Sevak

NOTE.—This should be forwarded by the Gram Sevak to his SEO.

Appendix 6

CHAPTER ON TRAINING FROM THE "TEACHERS HANDBOOK OF SOCIAL EDUCATION" OF THE MINISTRY OF EDUCATION, GOVERNMENT OF INDIA.

THE TRAINING OF TEACHERS

It is obvious that, according to the new concept of the term, 'Social Education' would not be an easy task as its scope would be much wider than mere literacy. It requires not only additional knowledge of subjects but also the capacity on the teacher's part to win the confidence and interest of adults and to make use of methods of approach which appeal to them. During the period of training, to be given to the officers who are to organise Social Education and the actual field workers, it would be necessary to give them a general idea of the problem and also to train them in the special technique of adult education based on a proper understanding of their psychological and socio-economic needs.

The training programme could very well start with the training of officers and it should cover the field of theory as well as practice aiming at giving them practical experience of different types of field work. Special courses lasting from two to four weeks can be organised either by the educational department or by training colleges having the requisite staff or by the regional committees of Social Education. These will provide the basic knowledge and skill necessary for the work. It would be desirable to follow them up in subsequent years with refresher courses lasting about a week when they can come together, discuss their difficulties and experiences, exchange ideas and go back to work with renewed interest and enthusiasm and a better understanding of their problems. If these courses are organised on a decentralised basis and about 40-50 officers are trained in each camp or centre, it should not be difficult to deal with this problem satisfactorily. Various types of people can help in the conduct of these courses *e.g.*, educational officers, social workers with suitable experience, local and touring officers of allied departments of Government and persons who have specialised in any of the items included in the curriculum of Social Education. During the period of this training, it is advisable to pay visits to good centres, study their organisations, give talks on the items included in the curriculum and learn something about the use of audio-visual aids for this purpose. The general objective should be that, when they finish this training, they should be able to guide the activities of the workers in an intelligent and systematic manner.

So far as training of teachers and other field workers is concerned, it is a much bigger problem and offers special difficulties in the thinly populated rural areas where the necessary facilities are not easily available. There are, however, some agencies which can be utilised for this purpose :

1. All primary and secondary training colleges can conduct special courses for the training of Social Education workers in addition to training their own students in this work. It should be possible for many of them to utilise the holidays and the vacations for conducting such courses.

2. Regional and District Social Education Committees where they exist in the cities and the towns can also train workers in their

vicinity either through intensive training courses of a fortnight duration or through evening classes spread over a longer period.

3. The better staffed schools and colleges, which would themselves be running Social Education centres, can be persuaded to take up this work if no other facilities are locally available.

4. Social Service organisations, interested in this type of work, can secure the service of suitable teachers who can assist in the training of other workers in the field.

5. In the case of rural areas, in addition to some of the agencies referred to above (where they are available) the following can also be used as supplementary agencies:

i. The Special Officers for Social Education can conduct courses within their jurisdiction. The mobile vans, specially equipped for this work, can be used not only to supplement and intensify the social work being done in various localities but also, with the help of their staff and local officers, conduct training classes for local workers.

ii. There will, however, be many small villages where even these agencies cannot be utilised. In such cases, the only alternative is to provide the teachers with leaflets, books, suggestions and other reading material which may partly take the place of regular training. This can be supplemented by means of personal discussions when the centres are visited either by departmental officers or others.

Appendix 7

SYLLABUS OF SOCIAL EDUCATION RECOMMENDED BY THE
MINISTRY OF EDUCATION, GOVERNMENT OF INDIA.

SYLLABUS FOR THE FIRST TEST (STAGE) IN SOCIAL EDUCATION

I. Language:

1. Reading:

Reading any primer and any simple book, not very different from the Departmental First Reader. Reading the headlines of the newspapers and simple sentences clearly written on the black board. Con-junct consonants or most frequent occurrence need only be introduced.

(2) Writing:

Writing simple sentences with common words, not containing conjunct consonants; signing one's own name, and writing one's full name and address, as also names of nearest relatives and things commonly used. Writing a short letter containing simple everyday news. He should be able to write each word separately. Use of full point.

II. Arithmetic:

1. Simple Arithmetic:—

- (a) Counting up to 100 (arranging groups of 10, up to 100).
- (b) Writing and reading numbers up to 100.
- (c) Multiplication tables of 2×5 , 3×5 and 4×5 only
- (d) Idea of a fraction : $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$. Writing these in the *reghi symbols*—
- (e) Adding and subtracting of numbers up to 20 only.

2. Practical Arithmetic.

(1) Idea and recognition of:

- (a) All coins and currency notes up to Rs. 10.
- (b) *Seer, Tola, Paylee*, etc. (The local weights and measures)
He should be able to find the weight of a given thing and to weigh a thing of a given weight.
- (c) He should be able to measure grain by *paylees* and *seers* and keep a note of the quantity measured.
- (d) A yard, a foot and an inch. He should be able to measure the length of a given piece of cloth.
- (e) In rural areas, he should have a rough idea of a *bigha* and an acre.

(2) Giving change for a rupee after deducting a given amount.

(3) Simple calculations required in practical life with the help of tables already studied.

III. Health and Hygiene:

(a) The importance of cleanliness—effects of uncleanness with special reference to any unclean habits prevalent in the locality.

Personal cleanliness (body and clothes) and social cleanliness—how and why to keep surroundings clean.

(b) Balanced diet—what it includes, suitable diet for children, adults and patients.

(c) Need of rest, use and misuse of rest, exercise for young and old. Sleep—duration of sleep for children and adults.

(d) Regularity of life, health habits.

(e) Importance of pure water—dangers of impure or dirty water and milk, stable food, simple ways of purifying water.

(f) Importance of proper light and ventilation.

(g) The common epidemics. How to prevent them. Popular but wrong ideas and beliefs about diseases.

(h) Maternity, pre-natal and post-natal care, bringing up children (For women).

(i) First Aid to the injured (Elementary).

IV. General Knowledge :

(A) Civics :

The family—the home—how based on the principle of co-operation.

How we are governed.

Local self-government—local board—*gram panchayat*.

Local officers and their duties—policeman, *patel*, etc.

Duties and rights of citizenship—respect for law and order.

Elections, the vote, what it means.

(B) History :

1. Stories from the epics.

2. Incidents or stories from local history and lives of saints and great men of India.

3. Story of our struggle for independence.

(C) Geography :

The cardinal points—finding them during day and night—

1. The seasons, almanac, tides, moonrise, etc.

2. The local geography from the economic points of view—resources, imports and exports.

3. Important regions in India—the people, their occupations.

4. What we grow, what we import and what we export.

(D) Everyday Science (in urban areas) :

Science in everyday life—some information in broad outline of the various appliances and machines, etc., usually met with.

(E) Practical Knowledge :

(a) The post office letters, money orders, etc.

(b) The Postal Savings Bank, National Savings Certificates, etc.

(c) Reading a calendar.

(d) Noting time from a watch or clock.

(e) Evils of drinking.

- (f) Information about the nearest schools, police stations, post offices, dispensaries, hospitals (human and veterinary), co-operative banks, social centres, agricultural farms, etc.

V. Principles and practice of Co-operation :

Importance of the principle and practice of Co-operation in life.

Activities of the Co-operative Department.

The Co-operative shop. The Co-operative Bank.

Dangers of indebtedness. Thrift.

VI. Agriculture (in rural areas) :

India—an agricultural country—present food scarcity—the “Grow More Food Campaign”.

1. Enriching the soil—local manures.
2. Destroying agricultural pests.
3. Care of the live-stock.
4. Faulty practice in agriculture.

VII. Recreation :

Bhajans, songs, garbas, fugadids, local games and kavi sammelans,
etc.

VIII. Local crafts and handicrafts.

Appendix 8

CHAPTER ON TESTS AND EXAMINATIONS FROM THE
"TEACHERS' HANDBOOK OF EDUCATION" OF THE
MINISTRY OF EDUCATION, GOVERNMENT OF INDIA.

TESTS AND EXAMINATIONS

A great deal has been said and written against the system of examinations. But under existing circumstances, it appears that they are a necessary evil and have to be accepted.

The best use has, however, to be made of them for promoting Social Education where they are not, at any rate, likely to be attended, by all the disadvantages attaching to public examinations. From one point of view, examinations can have a definite practical utility. The fact that the adults are to be 'examined' at the end of a certain specified period might well prove an incentive to study. The adult illiterate is also likely to be encouraged by the fact of his getting a certificate if he is successful at the examination.

How are these tests to be organised and administered? What is to be their nature? On such a controversial topic it is difficult to be dogmatic, and we can only give general suggestions which are naturally open to revision on the basis of experience. Our teachers have been brought up in an atmosphere which is observed with the idea of examinations and there is, therefore, a danger that they may apply the same tests and the same means and methods for judging the attainments of adults as they do with students in school. So it is necessary to define clearly the aims and objectives of examinations as far as adults are concerned. Similarly, the nature of examination questions and the standard of answers have to be considered carefully.

It is obvious that the purpose of tests and examinations in the case of adults has got to be different from school tests and examinations. One of the first things to note in this connection is that there should be no rigidities about examinations. The language, the questions, the time and the place must all be adjusted to suit the convenience of the examinees. The purpose of the examination is not so much to find out how much information and facts the adult has learnt as to judge whether he has acquired the minimum necessary knowledge, interests and mental quickening which are necessary for him to perform his elementary duties as a citizen. It may well be that at times the examinee is hesitant or diffident about answering questions. In such cases due latitude must be allowed and the adult should be given encouragement and extra time to show what he can do at his best. In children, there is usually a lot of nervousness at the time of the examination but such a feeling is not generally noticeable in adults. Sometimes however, adults may know the answers but may fail to express themselves in the language of the books or of polished conversation. In such cases, they should be encouraged and allowed to use their own medium of speech, for as long as the knowledge (and the desire for knowledge) are there, the mode of expression is not a very important consideration.

TESTS AND EXAMINATIONS DISTINGUISHED

It is necessary to distinguish between tests and examinations. Each has an important element in evaluating the attainments of the learner. The purpose of an examination is chiefly to enable the learner to know his attainments in different subjects. This may also enable him to know where he stands in comparison with others. To a teacher the examination may indicate whether the methods that he has followed have yielded the desired results. But while the examination generally comes at the end of a specified course, the tests are held more frequently to ascertain how much has been grasped by the learner from the unit taught during the period at the end of which the test is held. If an adult does well at a test at the end of a small unit it would be a source of encouragement to him.

Since the tests and the final examination are complementary to each other, it is necessary that in assessing the attainments of the adult finally, the results of both tests and examinations be taken into account to present a true view of the progress made. The very fact that a test is given after a particular unit has been covered, means that easier tests will be followed by harder ones. The experience gained during the tests should stand the teacher in good stead at the time of the final examination.

Tests

It has already been said that periodical tests are helpful both to the learner as well as to the teacher. The former knows his periodical progress and the latter the success or otherwise of his instruction. Normally, the person who administers the tests is the teacher, and this arrangement has a very great advantage. He knows his pupils and can meet them in a natural manner. The adult learners also know their teacher and can approach the test with ease and confidence. The teacher knows how much of the subject he has covered and this will enable him to frame his questions accordingly.

The tests should not be too frequent or they will defeat the very purpose for which they are designed. If the course of Social Education runs through six months or so, a fortnightly test should be quite sufficient. If, however, the course is only of short duration, say about six weeks, a weekly test may be necessary. It would not be desirable to set apart a particular day or evening in a week or fortnight for the purpose of holding the test. Of the subjects prescribed for Social Education only one should be taken at a time so that a regular cycle is maintained. In language testing, it may be necessary to spread the test over two or three different days in two or three different weeks since there are certain distinct aspects of language-learning which have to be separately tested.

It has to be borne in mind that the test should be largely oral, since the reading and speaking ability of an adult is better developed than his ability to express himself in writing. Consequently, tests requiring written answers should be as few as possible and the questions should be direct, practical and purposeful. At any rate the written tests should appear in the latter part of the session. The language of the question should be simple, clear and definite and no attempt should be made to put the question in a twisted form so as to

confuse the adult—he should find no difficulty whatever in understanding the purpose or language of the question. The examiner's object is to find out whether the adult knows the answer and not to test whether he can understand difficult or involved linguistic expression.

It is equally important to evaluate the tests properly. In order to make a uniform evaluation possible, the tests should be as objective as one can make them. It may often be necessary to give a test of a practical or demonstrative nature *e.g.*, a group of adults could be asked to demonstrate the queue system. In such tests, quickness of operation, fulfilling at the same time the basic requirements of the operation, should be the guiding principle. In any case, the teacher should be clear about the allocation of a definite number of marks to the various aspects of the answer.

The results of these tests should be carefully recorded because their comparison from time to time will show the progress made by each adult. They will also show the subjects in which a particular individual is strong and the teacher will be able to make good his deficiency in subjects in which he is weak. A graphical representation of these results over a number of months will indicate to the teachers and the supervisors at one glance how the class has fared in the tests.

Examinations

Ordinarily the teacher is the best examiner, for he knows the temperament of his pupils better than an outsider. But the presence of the latter may help in raising the prestige of the examination in the eyes of the examinees. As the teacher will have conducted the various tests previously, they should also find satisfaction in their work being evaluated by an outside authority.

The success of an 'adult' examiner requires that he should be a source of encouragement not only to the adult but also to the teacher. He should be able to suggest to the teachers better methods of teaching and technique of testing, etc. To be able to do so, the examiner must have :

- (i) a sound insight into the psychology of the illiterate adult,
- (ii) a thorough knowledge of the syllabus, and,
- (iii) a good training in the methods of teaching adults.

Some experience of actual work in Social Education would also be helpful to him in understanding the problems of the examinees.

One of the first concerns of the examiner would be to see that the examination is really a means of measuring progress and that it does not become an end in itself. The examiner has also to guard against discouraging the adults knowingly or unknowingly. The adult examinee may be reticent or evasive, his replies may appear to be vague or off the point. The examiner who may be in the habit of deprecating such answers must adjust himself to the needs of the situation and cultivate tact and patience so as to elicit the best of which the adult is capable.

The appropriate way of answering a question is a quality which has to be learnt. Educated persons do not generally think much about it because they have cultivated it during the course of tests and examinations spread over a number of years. Much margin shall have to be allowed to the adult who has had the opportunity of schooling for less than a couple of months. Hence, emphasis has to be laid on understanding the adult, his temperament, his sense of values, his equipment. The examiner has to prepare himself to face brief and laconic answers, incomplete expressions, indifference to questions, faulty and sub-standard language, shapeless handwriting and so on from the examinees.

The examination should be partly oral and partly written, partly individual and partly collective. Language and arithmetic shall have to be examined both orally and in writing. In Every Day Science (including Geography and Hygiene) and Civics the examination may be wholly oral. In Civics, some practical work like polling, queue-forming, etc., can be demonstrated by adults. While an examiner may conduct the examination single-handed the teacher or teachers in charge of the class or classes should co-operate with him in this work.

Appendix 9

INTEGRATED LIBRARY SERVICE IN A SELECTED AREA

Reading is an essential skill which man in modern society has to master in order to get the most out of it, and contribute his best to it. Without this skill man goes about in society like an ant clipped of its antennae—living out his days of ineffectual and limited experience. Reading provides a meeting of the minds and hence a widening of one's experience and even a throwing back of one's horizons. While there is no guarantee that a literate man may be a better citizen, there is equally no doubt that the liberation of intelligence made possible by literacy makes it easier to rise above a self-centred and parochial approach to life.

A good society will, therefore, provide for its members opportunities for acquiring more and more mastery of reading skills, i.e., literacy, an extensive and varied literature of quality matching the various levels of reading skills and opportunities for the meeting of literates and literature. Libraries constitute the most important of the latter type of opportunities and in a Welfare State they are no less important than groceries. Every village, small or big, has a grocery, every village in a Welfare State should have a library too.

The analogy between a library and a grocery deserves to be taken more seriously. The books should reach the humblest citizen as easily and unostentatiously as his grocery requirements and by a similar organisation. The organisation is that at the consumption points in villages there are small selected stores suited to the needs and tastes of the villagers. These are replenished periodically from larger stores in market towns and big urban areas. The same structure will answer the book needs of our villages.

We will first deal with the set up of small book stores or libraries in the villages and then say a few words about the replenishing libraries for bigger units.

Location :

If there is a community centre at the village, the choice of location of the library is determined. Usually a community centre is built for housing the library as one of its functions. But even if that was not the case the library has all the advantages of linking itself with a community centre since, as we shall see, the community centre itself needs a library.

If the community centre is not there, the various alternatives for housing the library, in order of preference, are—

- (i) The village school
- (ii) The informal gathering place of villagers like a chaupal or a panchayat ghar
- (iii) The village grocery—by courtesy, and
- (iv) The house of a person who is popular in the village—again, by courtesy,

Management :

While even a village will have a whole-time grocer few villages can be so lucky as to have whole-time librarians. It is not even necessary. What would be more desirable would be to have a trained hand. But unless the village library is a part of a library system even this reasonable requirement is difficult of fulfilment. The best thing under circumstances is to select a willing worker and leave him to experience to learn the art of running a library.

The choice of a librarian has the same pattern as choice of the library location, namely, in order of merit :

- (a) A community centre organiser
- (b) A school teacher
- (c) Any volunteer willing to work as librarian.

Since our village library is taken to be a part of a system, it will be the duty of the higher-rung librarian to train the village library worker. Further, even the village librarian may have the minimum qualifications, namely, that he should be literate and sensitive to the literary needs and modes of his people.

The question of remuneration of a village librarian is difficult to decide. If he is the community centre organiser his duties, and therefore his remuneration, would cover his librarianship. If he is a teacher he could legitimately expect a payment for his extra duties. If he is a voluntary worker it is not possible to lay down a rule, though one could wish that the tradition of voluntary service were not to die away in the land of "Bhumidan Yajnas".

The Book Stock :

The village library, however small, should always have well-rounded collection. Even the smallest collection can be so. A well-rounded collection is like a six-pointed star, in having books on the following six types of subjects :—

- (1) Vocational and economic e.g., agriculture, cottage industries, cooperatives, etc.
- (2) Home, health and recreation
- (3) Cultural, e.g. easy reading from classical literature or popular writers, etc.
- (4) Social interests and civics
- (5) Current topics
- (6) Religion and enrichment of personality.

It is the duty of the higher-rung librarian to see that a library centre served by him should always have this all-round collection. It is primarily for him to know the sources of literature to tap in fulfilment of this function of his. But the village librarian should not, therefore, abdicate his own function, which is, first to apprise the higher-rung librarian of the reactions of his readers to the books supplied to the village library and, secondly, to bring to his notice

the sort of books his people would like to read. It is the business of the higher-rung librarian at the Headquarter of the integrated library services to train a village librarian to be sensitive to the conscious or semi-conscious needs and probings of the rural folk and to be vocal on the point.

The Headquarter librarian also needs a mechanism to prepare literature which the people would like to read if they had it. It is time each State may have such a mechanism for its own regional language or languages. The Government of India have expressed their willingness to help State Governments in the matter.

Opening Times :

The opening time of a village library would depend on the convenience of the villagers. If a village library is a part of the community centre, it will open and close along with the community centre. Otherwise, it opens for a few hours in the afternoon and that also may not be for all week days. However, it is necessary that whatever times are decided upon should be observed strictly.

Routine and Records :

The village librarian should be left as unhampered by library routine as possible. In the first place, he has not the training for it and the more complicated the routine is, the more likelihood there is of his making a complete mess of it and being discouraged and demoralised in the process. Secondly, the restricted hours of a library require that as much of his time as possible should be spared from formalities and used for real educational work. The means should not be allowed to usurp the place of ends. It is suggested that the village library should have only three records :

- (a) The list of members borrowing books : if the members are less than 40, the record is kept on a copy book with two or three members on a page, leaving space for issuing book records. Otherwise, the membership record should be kept on cards which may also contain a record of members' reading.
- (b) List of books which may belong to the village library : If the books are 60 or less, this list may as well be on a copy book which may also contain (a) above. For a bigger collection and especially a growing collection it is best to have a card for each book containing its accession number. The cards may be arranged in order of classification, or alphabetically by authors or titles. In both cases the order of cards in the card catalogue should follow the order of books on shelves.
- (c) List of books received from the Distributing library : Usually the Distributing library, that is the Headquarter library of the integrated library services, will leave not more than 100 to 200 books at a time in a village library. In such cases it is best to have the books listed on one side of a lined sheet paper—the rest of the line being used for recording the issue of books. Usually the Headquarter library sends out three such sheets—one is

signed and returned to the Headquarter library, the second and third are left with the library. At the time of the withdrawal of these books one of these two sheets is signed by the representative of Headquarter library and left with the village library and the second copy is taken away for compiling statistics for the whole area by the Headquarter library.

If the number of books received from the Headquarter library is large, as may be the case with a branch library or a small town library, the list of books received should be in the form of a card catalogue. The catalogue is compiled from the cards received along with the books from the Headquarter library.

For issuing books on the sheets it suffices to give the number of the member borrowing the book against the name of the book on the line and, if necessary, the date of borrowing. The number (and date) is cancelled when the book is returned, adding, if necessary, the date of return. This record is made on two sheets with a carbon paper in between. It is easy to know from the lists the books issued out and to whom and this is all the village librarian needs to know. The village librarian goes over the list a few days before the books are returned to the Headquarter library.

If it is necessary to issue books on cards, the usual book issuing method is followed.

Activities :

The activities of a village library are fivefold :—

- (1) The library issues books to whoever wishes to borrow them. This is aided by a display of book packets or merely listing the names of new arrivals on community centre bulletin boards or library bulletin boards. A village being a small close-knit unit, the librarian would know what book would be liked by whom and acquaint him with the fact that the book was available.
- (2) Many a village librarian have tried to bring home to literates and illiterates alike the joys and pleasures that may lie hidden between the covers of a book by organising a reading circle, where literate adults read out important and interesting portions from some books which they themselves had read and enjoyed. The interest is heightened if the topic of the book is a current one.

A variant of the reading circle is the play-reading circle. Here a few adults divide between themselves the roles in a drama and read out their respective parts.

- (3) If there happens to be a Seva Samiti or Youth Club or a like institution in a village, the village librarian sends them new books received which may be of interest to the institutions or particularly the leaders. In this way the librarians serve the real purpose behind reading, for reading is of real benefit when it makes for enlightened action, and since the institutions mentioned above have their own programmes of action, the books

will help them to formulate their programme intelligently and execute them wisely.

One of the institutions which the village librarian will particularly like to cultivate is the village school. It is possible that the Headquarter library may serve the schools directly, otherwise the village librarian will do wisely to give due attention to the needs of the school children.

- (4) Such services to institutions may result in the organisation of study circles. This is possibly the best outcome of a library service. Study circles are more intensely purposive than institutions and are usually the out-growths of the programmes of youth clubs and similar other institutions. In such cases the study circles are the necessary preparation for intelligent group action which lies at the core of all Social Education work.
- (5) Even a village librarian may organise library days either as parts of SE weeks or independently. The programmes for such days will follow the pattern of other similar days, e. g. Social Education Days, namely, *Prabhat-pheries*, talks by eminent men, reading from books, etc.

The Headquarter Library:

In the integrated library system, a village library is the part of a larger system. A library, however big, becomes stale and stagnant soon and unless it works in the manner of Harvey's principles of circulation of blood, it may soon fade out of the active consciousness of villagers and become a dead collection of bound up and forgotten paper. Again, the ideal of a Welfare State requires that no one of its citizens should find a chance to say that he would like to have studied a particular subject only if he could get books on the subject. That is why a village library is supported by the larger staff and bigger book fund of the Headquarter library which sends out stocks of books periodically to villages changing them after every two or three months.

For the purpose of circulating books the Headquarter library maintains either a book mobile van or a fleet of cycles or both combined. The Headquarter library feeds directly a few centres, usually, the five community centres in the selected area and each of these five centres in turn serve twenty or so villages under them. The village librarian goes to the community centre periodically to return and receive books from the centre. The Headquarter library possessing a mobile van can usually serve a large number of centres on the roadside. Usually, a fortnightly schedule is maintained, that is to say every centre is served once a fortnight at a specified time.

A Headquarter library is usually also a town or city library in its own right. As such it has its own clientele to serve. Here, however, we can only recount its services to the village libraries. We have already mentioned the training of village librarians undertaken by

the Headquarter librarian. This is done in one or all of the following three ways :—

- (a) The librarian goes out to the villages and through informal talks with the village librarians helps to show them the right way of maintaining the village library services.
- (b) It is a good device to call a conference of village librarians once or twice a year. It helps them to maintain their group morale and the conference provides an opportunity for exchanging notes. Usually, formal training, at least in the form of group discussions, is undertaken at these conferences, which last one or two days.
- (c) Small courses on popular books and sources of books to be purchased or on other matters in which librarians are interested may be held at the Headquarter library.

Another important function of the Headquarter library is the preparation of reading lists, especially annotated lists. Occasionally, for example, a library may take up a subject and write up an informal piece giving names of books on the subject which the library possesses. These can be of great help to the village librarians especially for reading and study circles in the villages.

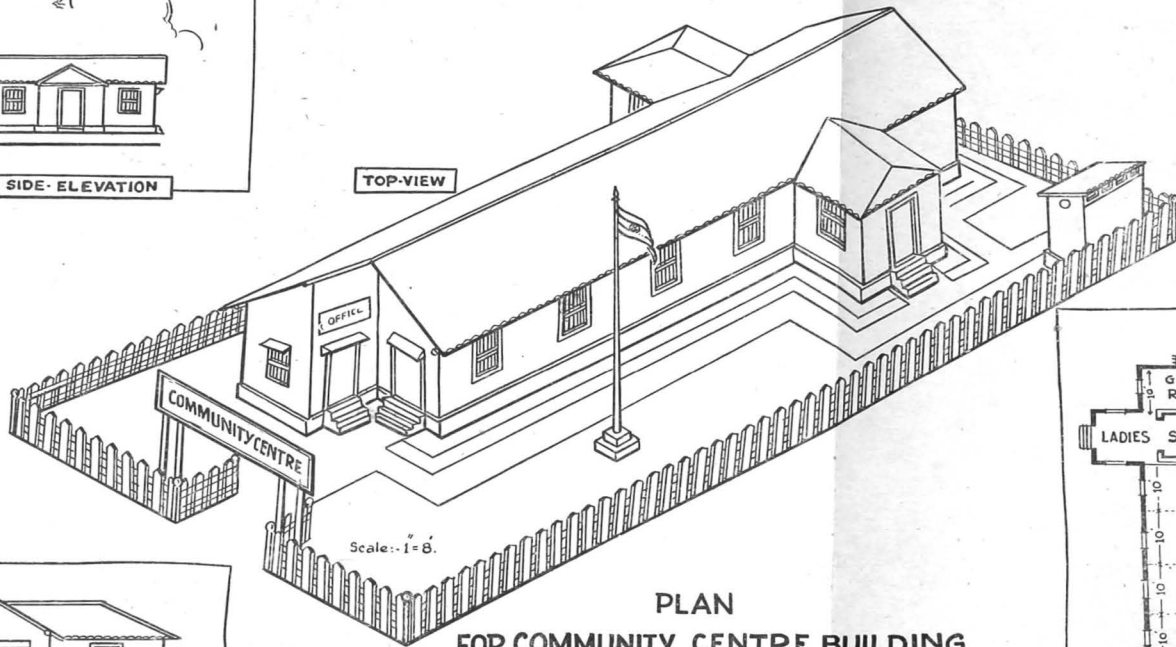
The third service which a Headquarter library may perform is that of independent service to schools. We have already touched upon it.

Fourthly, Headquarter library organises book exhibitions either in connection with village festivals or melas or independently.

One of the functions of the Headquarter library would be to keep an inventory of educational organisations in the areas and to keep a close connection with them in so far as their educational programmes are concerned.



SIDE - ELEVATION

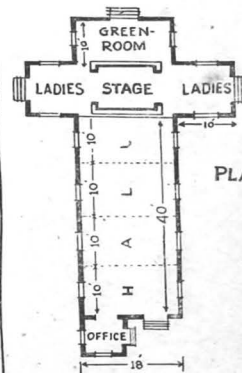


Scale:- 1" = 8'



FRONT- ELEVATION

Scale:- 1" = 8'.



PLAN

Scale:- 1=16.

PLAN FOR COMMUNITY CENTRE BUILDING

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