

3. SOCIAL EDUCATION LITERATURE

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EXCERPTS

.... There was need for publishing an encyclopaedia giving information and attractive reading material on subjects of general interest, and of a book or books which will offer guidance to social education workers in the methods and mechanisms of Social Education.

Two factors arise in fixing priorities of the fields :-

1. The agencies responsible for the production of Social Education literature, and
2. The field to be covered by the agency. (p.164)

.... The priorities in subjects will have to be fixed according to national needs....

For the Central Government the priorities shall be in the following order :-

1. Production of a Teacher's Handbook - and Guide books for teachers.
2. Continuing of their present publication programme.
3. A bibliography of Social Education books in various Indian languages.

.... For the States, priority should be given to the production and promotion of supplementary and advanced reading material. The priorities within the subject field were to be determined by regional and national needs.

With regard to production of primers the State Government should confine itself to laying down the specifications and standards, leaving the actual publication of primers to the trade. Where, however, it was premature to leave such work to private publishers, the State itself could undertake it. The same held good for alphabetic charts, posters etc.... The publication of Social Education periodicals should be left to the trade.

... A list of classics in each language may be made out and the classics re-edited from the point of view of neo-illiterates and brought out in a uniform series at low prices. It was considered that this would appreciably solve the problem of advanced reading material at the general cultural level.

Folk songs and folk literature (including folk drama) should find a prominent place in supplementary and advanced reading material.

The problem would then mainly be of producing material bearing in modern problems, and needs such as health, economic problems, promotion of national outlook, community problems, fighting of social evils etc.... An attempt be made out at the regional level to determine subjects on which there was need for adult reading material, and the needed material may then be got prepared. In doing so... drama as a form should be utilized as much as possible and, further, if suitable books could be written out, the craft-centred approach should be attempted, which will attempt to link up with certain important selected crafts, pursued by groups in persons, the various items of knowledge-technical, social, cultural - which are to be taught at the level of adults who have or are about to complete, the first stage of literacy.

Small folders should be brought out on different topics.

....Social Education authorities should watch writers in the market and encourage goods ones.

Education authorities should invite writers to write books etc., through competitions. (p.165)

Education authorities should give prizes for the best books published in a year.

Education authorities should ask officers in service or teachers in Universities and Schools to compile, write or translate books on suitable subjects.

Education authorities should purchase a number of copies of books published by private firms etc.

...The State Library Associations wherever they exist, should be requested to draw up bibliographies of the existing social education literature. In this connection State Governments may be requested to afford facilities to State Library Associations for preparing bibliographies by an actual examination of copies of published books by a person authorised by the State Library Associations.

Social Service workers, e.g., workers of the Kasturba Memorial Fund, Servant of Indian Society, the Y.M.C.A, the Social Work Schools can be tapped for suggestions on subjects of which Social Education literature was needed.

Government officers and teachers in colleges can be asked to write books in the field of Social

Education. ...Some Training Colleges were doing useful work in the teaching of adults and they should be asked to publish important results achieved by them. Similarly, adult education workers in general should be requested to publish their worthwhile experiences about the methods and organisation of social Education.

...State Governments can give social education literature published by themselves at cost price to other interested State Governments.

State Governments may allow other State Governments or publishers in other states who have been sponsored for the purpose by the State Governments concerned to allow free translations or adaptations of Social Education material published by them.

State Governments should send to the Government of India a gist of any book in the field of Social Education, published in the State which in their opinion deserves to be translated in other Indian languages. They should state the reasons for their recommendations. (p.166)

Publication Division of Government of India may be requested to publish some of these books and pamphlets on a level of language suitable to adults with low literacy skills. A similar request may be made to State Publicity Department.

State Governments should supply to Government of India quarterly, an annotated list of social education material published in the State.

The following methods may be tried out to economise costs :

1. Utilising text and/or blocks of a book published in one language for bringing it (or its adapted version) out in another language.
2. Availing, if otherwise suitable, of any help from commercial firms by way of providing useful illustrated material.
3. Ensuring sale of large editions.
4. Tapping foreign sources for blocks etc. (p.167).