

4. OPERATION OF SOCIAL EDUCATION IN INDIA

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Terms of Reference

- (i) To enquire into and report on the present position of various types of programmes undertaken at the Centre and in the States on Social Education.
- (ii) Make suggestions on any aspect of the programme with a view to:
 - a) effecting economy and efficiency in the utilisation of resources; and
 - b) expediting the working of the programmes.
- (iii) Social education may be studied in relation to :
 - a) adult literacy and adult education programmes; and
 - b) the work done by various agencies (Government and non-Government), and particularly the schemes of the State Government, Ministries of Community Development and Co-operation, Education, Labour and Employment and the Central Social Welfare Board.
- (iv) In addition to make such recommendations for improvement as may be relevant to the success of the programme referred to above.

SUMMARY OF RECOMMENDATIONS

Administration

.... Only an autonomous agency could execute the programme of social education effectively...

- i) A Central Board of Social Education may be set up to advise on planning and execution of the programmes of Social Education , to coordinate them and to lay down standards at different levels.
- ii) The aims and objective of the Board would be :
 - a) Creating public opinion for social education;
 - b) encouraging the formation of voluntary organizations;
 - c) taking effective steps to see that social education programmes are adequately financed;

- d) securing public participation;
 - e) laying down standards for qualitative improvement of the various programmes of social education;
 - f) encouraging promotion of the supporting services of social education, such as production of literature, carrying out research, training etc.
 - g) collecting statistics and publishing periodical reports; and
 - h) establishing co-ordination in social education work being carried on by different Ministries, State departments and voluntary agencies.
- (iii) This Board should have independent staff capable of enthusing people for launching a movement which will not only bring light and learning to the people but will bring about a change in their way of life.
- (iv) As a first step to the setting up of an autonomous organization, an Advisory Board on Social Education may be set up, whose advice, by a convention, should be given due weight and, if there are no insuperable difficulties, should be treated as binding on all concerned.
- (v) This Board may be constituted by the Ministry of Education in consultation with the concerned ministries and State Government. The Union Education Minister should be the Chairman of the Board. The Board should have representative of the Planning Commission, of various Ministries of the Government of India dealing with social education, the National Council of Educational Research and Training, State Governments and Union Territories, important voluntary agencies of standing in the field of social (adult) education, the University Grants Commission and the Inter University Board. Some important persons in the field of social education should also be nominated on the Board.
- (vi) The Board should have a separate administrative machinery to be provided by the Ministry of Education. It should have a whole time secretary.
- (vii) Besides, it should have some study unit consisting of 3 to 5 experts who will survey the position from time to time and pose issues for consideration by the Board.
- (viii) The Board should constitute separate committees for dealing with such important aspects of social education as literacy, production of literature for neo-literate, libraries etc. These committees should have the right to co-opt members.
- (ix) Similar Boards should be set up at the State, and in due course, at the Taluka, and Panchayat levels, if considered necessary. (pp. 43-44)

1. Adult Literacy

Promoting Literacy Programmes

1. Literacy should be given its proper place in the comprehensive programmes of social education.

2. There is an urgent need to create an atmosphere for wiping out illiteracy at all the levels for which the various media of publicity may be utilised.
3. It is necessary to promote an all-India movement for the abolition of illiteracy enlisting the support of political and educational leaders in the country. This movement needs to be set up at all levels of the country's administration all India, State, District, Block and Panchayat. It should have vital links with various types of people's organisations.
4. Literacy should not be treated as a responsibility of one single department. Each department of the State and Central Government should be required to report regularly and periodically to the Central/State Board of Social Education on its efforts to eradicate illiteracy from its own employees.
5. Adult literacy is largely a matter of leadership. The function of leadership in literacy is three fold to give literacy movement a prestige which it badly needs, to integrate literacy ideologically into the concept of new India emerging from the old and to make literacy into a popular movement, and to harness people's energy to fight out illiteracy.
6. Outstanding workers in the field of social education should receive the honour and prestige which normally comes to workers in other fields.
7. It may be desirable to enforce compulsion for the age-groups 15-25 and 26 to 40 in suitable stages.
8. For the age group 11-14 suitable educational facilities (including continuation education) may be made at the adult literacy centres until universal elementary education is enforced.. (pp.32-37)

II. Role of Various Agencies

(a) Government Departments

9. State Government should assess manpower requirements of various projects which create employment in the areas in which the project will be located and promote literacy and other training programmes to enable the local people to qualify themselves for the job.
10. The State Governments may take up integrated programme of education starting from the Fourth Plan. They may work out a co-ordinated and composite plan for various sectors of education.
11. The State Governments may draw detailed plans for school education for children of various age-groups with a programme of adult literacy for the population in the age-group of 15-45 with a view to ensuring that, after, say 1975 or 1980, no adult is illiterate.
12. Literacy of primary school standard should be made compulsory for all the class IV employees

of the State and Central Government departments. Those illiterate employees who are below the age of 45 should be given a chance to acquire this standard of literacy within a specified period of 3-5 years. The department concerned should provide facilities for them to acquire literacy. Financial provision for such expenditure should be made in every department.

13. Adult literacy classes should be a part of the daily routine for prisoners in jails all over the country. (pp.37-38)

(b) Panchayats and Local Bodies

14. Panchayats in rural areas and municipal bodies in urban areas must take up the responsibility of promoting and imparting literacy. (p.33)

(c) Educational Organizations

15. Educational organisations all over the country, including Universities, should fulfil a three-fold task in respect of literacy.

- (a) there should be a place within the reach of every illiterate adult where he can go to obtain literacy;
- (b) the educational institutions should take up the responsibility of training a large number of people in teaching literacy to adults;
- (c) educational institutions, particularly teacher training institutions and research institutions, should take up research into the methods of literacy and bring out instructional material of quality.

(d) Industrial Establishments

16. If the number of illiterate employees in an industrial establishment in the public/private sector is fairly large, it should be its responsibility to run adult literacy classes for such workers before and after the scheduled working hours, expenditure on which should be considered as a legitimate expense. (p.37)

(e) Voluntary Organisations

17. Voluntary Organisations should be encouraged and promoted, in large numbers at various levels to assist in the all-India movement for wiping out illiteracy. They should be assisted financially and given necessary technical guidance. (p.41)

III. Personnel

18. Co-operation of the Headmaster/Headmistress and the resident school teachers may be enlisted for carrying out adult literacy programmes. A small committee may be constituted for the purpose on which local organisations (including Panchayats) are represented. The Headmaster/Headmistress may act as a Secretary of the Committee.

19. If residential accommodation in a village is not available for primary/middle school teachers, steps may be taken by the authorities concerned to provide such accommodation. Provision of free residential accommodation may be desirable for at least one school teacher as an incentive to enable him to assist in the adult literacy programme. Where the Headmaster/Headmistress is unable to stay in the village due to certain unavoidable circumstances, option may be given to the staff that at least one of them resides in the village.
20. The Headmaster/Headmistress of the resident school should make arrangements that school premises are available, after school hours, for adult literacy classes to be conducted by the school teacher or by any other village organisation.
21. Only trained teachers should be employed for adult literacy classes. For school teachers, courses of short duration lasting 2-3 weeks may be adequate. In the case of other workers, training courses of 4-6 weeks may be organised. (pp. 31-38)

IV. Supervision

22. The Social Education organiser the Headmaster/Headmistress of the local school should collaborate for purpose of periodic supervision/inspection of the adult literacy classes. If circumstances so demand, a suitable allowance may be sanctioned to the Headmaster/Headmistress for this purpose.
23. The School Inspector may hold periodical conferences in the villages to check on the progress of adult literacy. (p.32)

V. Training of Workers

24. Teachers training institutions should organise adult literacy courses.
25. Schools for training of literacy should be set up in each state on a long-term basis.
26. Social Education Organisers' Training Centres should lay greater emphasis on imparting training for adult literacy programmes.

VI. Syllabus

27. A uniform syllabus for the first and second stages of literacy should be laid down for the State as a whole and for each language group.
28. The literacy course may be divided into several stages but the objective should be functional literacy and nothing short of it. At the end of each stage an examination may be conducted and a certificate given to the adult indicating his/her satisfactory attendance and achievement.
29. Every State Government should bring out a State literacy Guide in which they should lay down details of facilities they are providing for people to acquire literacy and the co-ordination they expect from the people and their organisations. (p. 34-35)

VII. Literature

30. There is urgent need for proper planning for the production of suitable books for adults in different stages of literacy. This project may be undertaken by a suitable agency, official or non-official which has necessary resources and expertise.
31. It is desirable that suitable books for social education workers and administrators be produced.

VIII. Supporting Services

32. State Governments should provide supporting services for an effective literacy programme; (a) syllabus; (b) primers, readers and supplementary materials; (c) hand-books; (d) audio-visual aids; (e) a common system and standard of examination in literacy; and (f) an effective library system.
33. A system of public Library Service, as envisaged in the Report of the Advisory Committee for Libraries (1958), should be organised in every State as an integral part of their educational structure, giving service to neo-literates alike. Enactment of library legislation, along the lines of the Model Library Act prepared by the Ministry of Education, may be taken by each State Government immediately.

IX. Continuing Education

34. Proper arrangements should be made for further and continuing education by organising (a) adult schools; (b) evening colleges; (c) correspondence courses; and (d) refresher courses. State Governments should give grants-in-aid and other facilities to organisations prepared to take up such programmes.
35. Facilities for part-time / further education may be provided by the State Government for the age groups beyond 11 years, according to the different States of mental and physical growth, in order to clear the backlog of illiterate youth and adults.

X. Research

36. There is great need for research in social education relating to problems faced by field workers.
37. National Fundamental Education Centre is appropriate organisation for co-ordinating research in this field.

Miscellaneous

38. The working Group on General Education, set up by the Ministry of Education, may take up the general programme of education, for the age groups not covered by primary education, on a 15-20 year basis, for the Fourth and succeeding Plans.
39. Funds for the age group 11-14 may be provided under primary education.

40. If with a given quantum of literacy effort, the literacy status of urban population can be improved much faster and to a greater extent than that of rural population the possibility of making use of the unutilised funds for the urban area may be explored.
41. In order to avoid duplication of efforts and for effecting economy of expenditure, it would be desirable to bring about a close collaboration between the State Social Welfare Advisory Board and the State Education Department in respect of Social Education Programmes for women.
42. It may be desirable, in due course, to make literacy a qualification for election to certain public offices in panchayats, Panchayat Samities, Zilla Parishads, etc. (pp. 15, 34, 36, 38)

APPENDIX XVII

Syllabus for the first test (stage) in the Social Education (adapted from the Bombay Syllabus)

Annexure A to letter No. F.33-11/62, S.W.I. from the Ministry of Education to the State Governments.

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 blackboard. Conjunct consonants of 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. The adult 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 upto 100).
- b. Writing and reading number upto 100.
- c. Multiplication tables of 2 x 5; 3 x 5 and 4 x 5 only.
- d. Idea of a fraction; $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ Writing these in the regular symbols.
- e. Adding and subtracting of numbers upto 20 only.

2. Practical Arithmetic

- (1) Idea and recognition of:
 - a. All coins and currency notes upto Rs.10

- b. Seer, Tola, Paylee, etc. (The local weights and measures).
The adult should be able to find the weights of a given thing and to weigh a thing of a given weight.
 - c. They should be able to measure grain by *payless* 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 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 habit prevalent in the locality. Personal cleanliness (body and clothes) and social cleanliness.
- b. Sanitation how and why to keep surroundings clean. Disposal of waste matter, rubbish, etc. Trench and bore-hole types of latrines.
- c. Balanced diet what it includes, suitable diet for children, adults and patients.
- d. Importance of pure water dangers of impure or dirty water.
- e. Need for rest, use and misuse of rest. Exercise for young and old. Sleep duration of sleep for children and adults.
- f. Regularity of life, healthy habits.
- g. Mental health
- h. Importance of proper light and ventilation.
- i. The common diseases. How to prevent them. Popular but wrong ideas and beliefs about diseases.
- j. Maternity, pre-natal and post-natal care, bringing up children (for women).
- k. First-Aid to the injured (Elementary).

IV. General Knowledge

A. Civics

The family the home the principle of co-operation Family Planning.
How we are governed.
Local self-government 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.