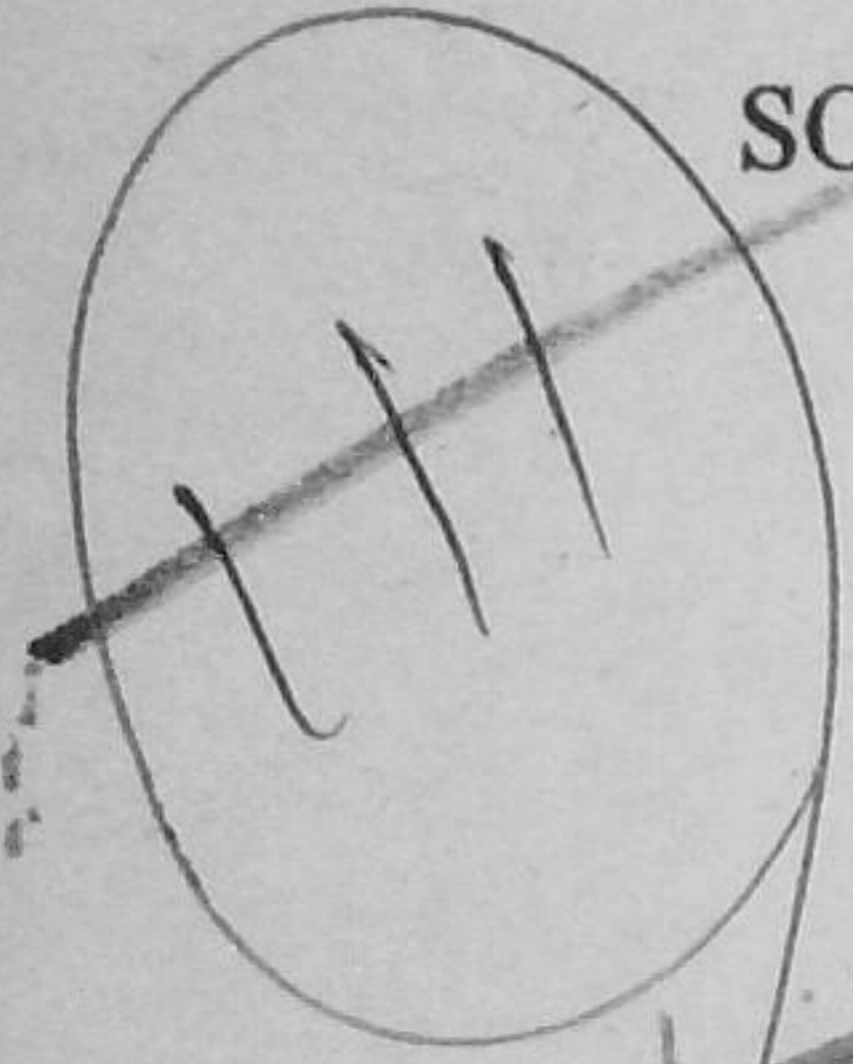




SYLLABUS
FOR THE
JOB & REFRESHER TRAINING
OF
SOCIAL EDUCATION ORGANISERS
(MEN)



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MINISTRY OF COMMUNITY DEVELOPMENT & COOPERATION
(DEPARTMENT OF COMMUNITY DEVELOPMENT)
GOVERNMENT OF INDIA
JULY, 1961

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Job-Training

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2. Shri A. R. Deshpande, Director, Central Institute of Fundamental Education.
3. Sardar Sohan Singh, Assistant Education Adviser, Ministry of Education.
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5. Shri S. C. Dutta, General Secretary, Indian Adult Education, Delhi.
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3. Miss P. K. Varalakshmi, Assistant Commissioner (Women) Training, Ministry of Community Development and Cooperation, New Delhi.

* Were unable to attend the meeting of the Syllabus Committee.

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SYLLABUS FOR THE JOB-TRAINING OF SOCIAL EDUCATION ORGANISER (MEN)

Preamble

The main purpose of imparting this training is that the Development Officers get insight into the nature of duties they have to perform, the problems they are likely to face and their possible solutions. The objectives of the Community Development Programme have recently been redefined as follows :—

“To promote the all-sided development of the village community, including their economic, political, social, cultural and normal development in particular :

- (a) to develop a spirit of community life among the people by promoting cooperation and mutual sharing, leading ultimately to voluntary community ownership of the basic means of production such as land, and fulfilment by the village community of responsibility for the welfare, employment and livelihood of all its members,
- (b) to make the village self-sufficient, in the primary needs of life, such as food, clothing and shelter and to promote the development of local area of which it forms part, and
- (c) to develop self-reliance in the individual and initiative in the community so that the people are able to manage and run their affairs themselves and make the village self-governing units of the larger Indian democracy.

Six years of experience of the programme has confirmed that the methods of Community Development must be those of extension education. This method jointly with the programme that is being undertaken should promote the objectives stated above. In the scheme of extension education the approach has to be made through the *village family* and *village community*. Put in more concrete terms the task thereto—

A. encourage, motivate and assist *village families* to develop and execute individual farm and home plans which will

1. increase agricultural production,
2. improve housing, sanitation, nutrition,
3. improve incomes and general living conditions.

B. encourage, motivate and assist *village communities*, to build up effective panchayats, co-operatives, schools and voluntary adult and youth organisations so that they can help plan and execute programmes which will

1. improve village agricultural production, credit and marketing facilities,
2. improve village health services and practices,
3. improve educational facilities and quality of education, and raise the status and economic well being of the village teacher,

4. provide employment opportunities for the landless labourers and those with small holdings who can at best only partly be employed on the land,
5. motivate all peoples to work together without regard for caste, creed or status, in a continuous effort to rebuild as 'images of India' all its villages.

The objectives should be constantly before those who present this job training course. They should be the constant focus of each department worker, whether administrative or technical, as he takes this course, and as he goes back to work for the advancement of India's rural people.

It should be apparent that if the staff trained in Community Development is successfully to help the nation realise these objectives, it follows logically that in all training and all work in the field the emphasis must be placed on the village family and the village community.

It also follows logically that the progress and achievements of community development must be *measured* against these objectives. We can measure and judge the success of our training and performance in community development only by asking; how well are we helping the *village family* and *village community* to assume an increasing responsibility in planning, organising and executing programmes for continuous growth—economically, socially and culturally?

We have at all times to keep our training, our efforts, our thinking, our tests of performance, fixed upon these goals. The revised syllabus for the training of the Social Education Organisers presented in the following pages is drafted in the context of the objectives mentioned above.

TRAINING PROGRAMME OF SOCIAL EDUCATION ORGANISER (MEN)

I. The main purpose of imparting this training is that the Development Officers get an insight into the nature of duties they have to perform, the problems they are likely to face, and their possible solutions. The objectives of the community development programme have recently been re-defined as follows :—

“To promote the all-sided development of the village community, including their economic, political, social, cultural and moral development in particular :—

- (a) to develop a spirit of community life among the people by promoting cooperation and mutual sharing, leading ultimately to voluntary community ownership of the basic means of production such as land, and fulfilment by the village community of responsibility for the welfare, employment and livelihood of all its members,
- (b) to make the village self-sufficient in the primary needs of life, such as food, clothing and shelter and to promote the development of each village along with the development of local area of which it forms part, and
- (c) to develop self-reliance in the individual and initiative in the community so that the people are able to manage and run the affairs themselves and make the village self-governing units of the larger Indian democracy.

II. Social Education has an extremely vital role to play in Community Development as it equips people with the basic skills of reading and writing and with the fundamental knowledge for citizenship, integrates education with reconstruction by promoting individual group and community action for common development and assists in the promotion of social harmony and solidarity and the eradication of social evils.

III. The Community Development work is the responsibility of the entire block team as a whole. But the Social Education Organiser as a member of the team has two-fold functions *viz.*,

- (a) as a member of the development team; and
- (b) his own particular sphere which include the following :—

1. To stimulate the process of community organisation—

- (a) by formation of groups such as Women's groups, youth organisations, occupation interest groups, farmers' clubs and other groups so that the villagers can participate more effectively in the community development programme,
- (b) by organising community centres, and
- (c) by utilising the existing leadership and stimulating and developing it through training of village people.

2. To organise—

- (a) literary campaigns, literacy classes and post-literacy works,
- (b) training of teachers for literacy and post-literacy work,
- (c) social Education classes for health education and education in citizenship,
- (d) follow-up activities.
- (e) rural libraries and reading rooms, and
- (f) radio listening groups.

and utilise these organisations in the community for the promotion of the above activities.

3. To assist in communication of ideas to the people through use of various Audio-Visual aids for effective propagation of the programme of community development among villagers.

4. To organise and encourage recreational and cultural activities such as

- (a) folk dances, dramas, katha, kirtans, bhajans etc.,
- (b) exhibitions and melas,
- (c) physical activities like games, sports and akharas.

5. To perform administrative duties so far as they relate to the Social Education Programme.

6. In the performance of the above jobs, the Social Education Organiser will work with existing organisations like the Panchayat, the Schools, the Co-operative Societies etc., with a view to promote the programme of Social Education through them and help in their growth.

OBJECTIVE OF THE TRAINING

The revision of the curricula for five months training course for Social Education Organisers is based on the experience of the last five years in the existing training programme as well as the results obtained by trained persons in the development blocks. The objectives of the training of the Social Education Organisers is to make him as effective as possible in the performance of the work entrusted to him in the total programme of Community Development. This implies his imbibing the philosophy of Community Development and making his own contributions to the promotion of the programme in co-operation with other members of the development team.

The syllabus proposed aims at qualifying the worker to fulfil responsibilities in the different areas of the work. The objectives of training should be to give him information and knowledge require to meet his responsibilities and to condition his attitude for more effective performance of his duties. As the period of training is limited to five months the action part is to be emphasised. At the same time, the minimum academic knowledge of social sciences should be well-understood by the worker. Efforts must be directed towards helping him to develop convictions for the effective use of knowledge acquired during the training period.

Even when the practical side of training is to be emphasised, the ability and capacity must not be vaguely and generally developed. The programme and activities should be clearly defined and the role of the worker as an initiator, promoter, organiser, developer and supervisor should be clearly understood. As an initiator and promoter of the new programme, he should have personality, ability of leadership, understanding of situations and capacity to handle individuals and groups. As an organiser he should possess knowledge of prevailing situations and their various implications, contact with persons, resources and ability to organise activity and programme. As a promoter of leadership in the village community he has to know individuals and their ability, positions and status in the community and to guide them to plan and promote the programme of Community Development in the villages with the co-operation of other villagers. In all these duties, he is an enabler of individuals, groups and associations in promoting Community Development. Unless these duties are performed with a measure of efficiency the worker cannot fulfil effectively his role of Social Education Organiser in the C. D. Programme. The objective of training, therefore, should be to help the trainees to function efficiently as S.E.O's.

Selection of the Trainees.—Improper selection of candidates for the post of S.E.O. is one of the major reasons for limited contributions of the S.E.O's in the field so far. In the selection of candidates the following should be strictly adhered to :—

- (1) Candidates should be graduates.
- (2) They should possess qualities and leadership, initiative, resourcefulness and organisational ability etc., to enable them to hold their position and status among field workers, and the villagers.

Different Methods of Training.—To achieve the above aims to the extent it is possible within the period of five months, it is necessary to include varieties of activities in the process of training of S.E.O. These may be used in different combinations according to the requirements both of the training and the facilities available at the Training Centres. Some of them are :—

- (a) Lectures on the subjects.
- (b) Practical instructions at the Centre.
- (c) Group discussions and seminars to integrate the information and knowledge acquired during the training and to clear the understanding of the trainees in respect to the role of the S.E.O.
- (d) Concurrent field work to be carried in association with individuals, groups and community in the villages and in the vicinity of the training Centre.
- (e) Workshop experience to actually carry out work within the training Centres.
- (f) Village camp to have a comprehensive experience of life in the village community.
- (g) Block field work for a block period to have integrated experience of the Development Programme.
- (h) Library reading.
- (i) Study groups on the general study of rural life and culture.
- (j) Community life at the training Centre.

TIME SCHEDULE

Total period of training	5 months—	150 days
I. Sundays		20 days
Holidays		10 „
Arrival & Departure		2 „
		32 days
		Balance — 118 days
II. Village Practicals—other than concurrent field work		
Camp		8 days
Work in development blocks for a period of		15 days
Study tours		15 days
		38 days
		Balance — 80 days or 560 working hrs. at the rate of 7 hours per day.
III. Library—1 period a day		80 working hrs.
Concurrent Field Work 2 periods a day		160 „
Theory		320 „
		560 „

LECTURE CONTENTS

Group No. 1	Rural Communities and their characteristics— The Indian Rural Community.	34 hours
Group No. 2	Dynamics of Human Behaviour	33 hours
Group No. 3	Method of working with people	33 hours
Group No. 4	The Panchayat, the School and the co-operation as basic institutions of the community and the role of the voluntary organisations	40 hours

- (a) Understanding of the meaning and purposes of Panchayati Raj.
- (b) Study of Panchayat laws of different States.
- (c) Comparative study of Panchayat Acts of different States.
- (d) Understanding the working of various organisations and groups associated with the promotion of programmes.

Group No. 5	Leadership Training	25 hours
Group No. 6	Youth Welfare	25 hours
Group No. 7	Social Education—The New Concept	} 100 hours
Group No. 8	Methods and materials of Social Education	
Group No. 9	Programme of Social Education	
Group No. 10	Administration of Social Education Programme.	20 hours

TOTAL 310 hours

In addition to these lectures, it is proposed to give a selected number of lectures (approximately 10) on rural economics recapitulating the items taken in the Orientation Training Programme with special reference to rural Economics and its social implications. These lectures should include some of the following subjects :—

- (1) Influence of economic factors on Social development in rural community.
- (2) Economics of primary occupation.
- (3) Agricultural Economics.
- (4) Economics of secondary occupation.
- (5) Role of small-scale industries.
- (6) Changing pattern of economic development as a result of the two Five Year Plans.

Group 1 34 hours

(a) *Rural Communities and their characteristics*

Concept of community—what is a rural community—types of rural communities—village as a rural community.

Family—its place in the rural community.

Types of stratification—mode of control—role of traditions and of authority of elders—formal and informal modes of control.

Factors leading to social change and the impact of change.

Changes in ideas—changes in economic pattern—mode of communication—cultural impact—urban rural influence and Relationship between Technological development and Modes of Habitat.

(b) *The Indian Rural Communities*

Types of villages.

Marriage and Family.

The caste system—its social and economic aspects.

The Panchayat.

The Role and status of women.

Religious customs and festivals.

Impact of centralisation of the administration and reorganisation of land tenure of Indian Village.

Impact of industrialisation and urbanisation.

Group 2

33 hours

Dynamics of Human behaviour

- (a) Concept of basic human needs—importance of their fulfilment—effects of deprivation.
- (b) Process of socialisation—Individual and the group—their relationship—individualisation versus socialisation.
- (c) Psychology of change—forces making in conformity—sources of change in the social framework and in the individual—implications of change to individual in different positions—age, sex, income, caste, status etc.
- (d) Attitude of rural people—rural personality—role of religion—role of traditions etc.
- (e) Motivation of social activities in rural community.
- (f) Sex problems, mental development and general mental health.
- (g) Mental anxieties and emotional strain in rural society.
- (h) Causes and consequences of anti-social conduct in the rural life.
- (i) Promotion of mental hygiene programme in rural areas—creation of opportunity for self-expression, character formation and co-operative living.

Group 3

33 hours

Methods of Working with people

- (a) Method of working with individuals in the village community. Importance of recognising the individuality of the villagers—need to understand every villager—methods of developing rapport—the nature of relationship with the individuals methods of giving assistance—methods of relating the individual—villager to the community and the groups.

(b) Method of working with groups.

Role of social groups in the development of individual and community—formation of groups—nature of inter-action and inter-relationships—education through groups participation—different programmes of groups including recreations, informal education and community services—role of indigenous leaders—role of the worker as an enabler—nature of supervision and guidance in small groups.

(c) Methods of working with organisations in the village community;

Role of community and community organisations in the development of individuals and the groups. History of Community Organisation movement—concept of community organisation as an organisation of the community—inter-group and intra-group relations in promoting community development principles of community organisation—method of community organisation including survey, study, planning, group thinking group action, public education, public relation, publicity and evaluation, role of voluntary organisations—role of statutory organisations, duties and functions of the representatives of the village community and the role of the worker.

(d) Social investigation as a method of work—introductions to the method and techniques of social survey—collection of data—aims of selecting suitable samples—analysis of data—interpretation of dealings—relating the findings to the development programme.

Group 4

40 hours

The Panchayat, the School and the Co-operatives as basic institutions of the rural community and the role of the voluntary organisations

- (a) Understanding of the meaning and purposes of Panchayati Raj.
- (b) Study of Panchayat laws of different States.
- (c) Comparative study of Panchayat Acts of different States.
- (d) Understanding the working of various organisations and groups associated with the promotion of programmes.

The remaining courses of study in the syllabus may be oriented to the needs of the Panchayati Raj.

- (a) Promotion of panchayat as a Central Community Organisation :

History of Panchayat and their role in the modern set up—understanding of the modern panchayat act—understanding of the administrative procedure—different responsibilities of the Panchayat—Role of the panchayat in promotion of C. D. Programme—nature of activities can be undertaken—

co-ordinating role of the Panchayat—methods of organisation of the programme under the auspices of the Panchayat—the use which the Panchayat can make of the various associate organisations through its sub-committees the educational role of the worker in promoting the activities of the Panchayat.

(b) Promotion of economic organisations such as co-operatives :

Co-operatives as Central economic organisations—nature of their organisation—educational role of the co-operatives—Social Services programme through co-operatives.

(c) Role of the school in promoting education Programme in the Village :

Promotion of primary education among boys and girls—enrolment of non-school going children to the school—providing educational facilities for children who cannot attend school due to economic reasons—promotion of middle and higher education wherever facilities exist—Promotion of literacy classes—reading rooms and libraries—organisation of school as a community centre during non-school hours.

(d) Role of voluntary organisation such as

Youth organisations, farmers organisations, occupation organisations, interest organisations, women's organisations, recreational and social organisations as associate organisations in the development of villagers and the village community—role of youth organisations and the method of forming them—role of the farmers organisations—role of the women's organisations—role of the Social and Cultural Organisation—role of interest groups.

(e) Community Centres as multi-purpose organisations providing facilities of education, cultural and economic development with active participation of the villager in its organisations.

Group 5

25 hours

Leadership Training

(a) Concept of leadership in a democratic society :

Emphasis on functional leadership and service leadership as against status leadership and authoritarian leadership and how it emerges out of this disorganisation of democratic set up.

(b) Leadership that prevails in different social groups—factors supporting the leadership in the rural areas nature of conflict—prevailing common core of village interest and how to develop leadership around common interests—nature of leader in the village panchayat—nature of leadership in the Block Development Committee. Role of representatives of People in the Panchayat and in the Block Development Committee.

- (c) Role of the indigenous leaders in planning, promoting, interpreting and evaluating the programme methods of securing co-operation from the people—methods of harnessing—their co-operation constructively—need for maintaining certain higher values in public work.
- (d) Role of the worker in promoting indigenous leadership—differentiation between the role of the worker and the role of the representative leader—nature of co-operative partnership between the worker of the peoples representatives—conflict in the relationship and the method of solving this conflict.
- (e) Organisation of Gram Sahayaks Training Camps.

Planning of the village camp and deciding on the emphasis of the programme—cooperative effort of extension workers in the organisation of the camps—basis of selection of Gram Sahayak—selections of a suitable place for the camps—use of camp life for understanding needs of the villagers and their expectation by the development workers—planning of lectures and demonstrations—use of audio-visual aids—use of group discussions—emphasis on education through participation—follow up of trained Gram Sahayaks in relation to various community organisations in their respective villages

Group 6

25 hours.

Youth Welfare

- (a) Objective and purpose of youth programme.
- (b) Development of Youth through different stages of growth.
- (c) Need of rural youth—normal and needy.
- (d) Social Problems of youth—problems of education, vocational training and guidance—gainful employment, marriage etc.
- (e) Role of group life of the Education of Youth.
- (f) Programme of youth welfare—
 - (1) Economic programme including the projects in Agriculture, Animal Husbandry and village industries etc.
 - (2) Social and Cultural Programme.
 - (3) Community Services including Shramdan, village sanitation, co-operation in running of the village library and reading rooms and in any other services.
- (g) Leadership training for community services—importance of maintaining harmony of interest in the community—understanding relationships in the community—understanding the prevailing leadership—developing leadership through common interests—importance of developing a sense of belonging to the community—importance of developing democratic ideals in youth—preparing youth for more effective contributions in Community Development.

Social Education—The New Concept

1. History of Social Education in India :
 - (a) Traditional education and cultural activities of the nature of Social Education in India.
 - (b) History of the development of adult education in the modern period.
 - (c) Emergence of the new concept of Social Education.
2. Comparative study of adult Education.
 - (a) A broad outline of Adult Education in other countries such as U.S.A., U.K., China, Sweden and Denmark showing the scope, methods and programme of adult education in these countries.
 - (b) Comparison with the Social Education Programme in India.
3. Aims, meaning and content of Social Education.
4. Adult Education, Mass Education, Community Education, Basic Education, Fundamental Education and other similar terms; the scope and content of each and comparison with Social Education.
5. Social Welfare, Social Work and Extension :

The scope and content of each and comparison with Social Education.

Role of Voluntary Organisations in promoting Social Education Programme.
6. Methods of Social Education : A broad statement of different types and their uses (refer to group VIII).
7. Agencies of Social Education.
8. Syllabus for Social Education Classes :
 - (a) Education for Citizenship : Broad principles of social justice on which our constitution is based—broad outline of the Government of the country—rights and duties of citizens—Group thinking and group action as part of citizenship organising Sessions to discuss current news and their significance—our role in World affairs.
 - (b) Health Education : General health problems in India—Water supply, Sanitation, Environment and personal hygiene, housing and planning of villages—rural medical relief and anti-epidemic measures—common diseases and their prevention—maternity and child welfare.
 - (c) Everyday Science : Use of science and technology in everyday life—creating an aptitude for Science and its application for the improvement of life.

9. Adult Psychology : Importance of understanding adult psychology for effective promotion of adult education programme—Elements of Adult psychology.

Group 8

30 hours.

Methods and Materials of Social Education

1. Formal and informal methods of Social Education.
2. Learning by doing and activity methods.
3. Social Education through Group Activity.
 - (a) Organisation of groups around interest; Use of informal and voluntary groups.
 - (b) Method of attracting participation in the activities—method of maintaining interest of the participants—importance of direct contact and personal interest.
 - (c) Development of fundamental leadership among participants.
 - (d) Group discussions as a method of Social Education.
4. Audio-Visual Aids :
 - (a) Audio-Visual aids and their importance in Social Education and the Community Development Programme.
 - (d) Educational principles involved in the use of audio-visual aids.
 - (c) Different kinds of audio-visual aids.
 - (d) Techniques of preparation and use of simple audio-visual aids—posters, charts, graphs, flash cards etc.
 - (e) Working of audio-visual aids such as the cinema projectors, epidiascope, generator, amplifier, public address system, tape-recorder, camera etc.
 - (f) Selection of suitable aids according to the needs of programme and the level of audience.
 - (g) Organisation of the programme—importance of making advance preparation in the use of audio-visual aids organisation of the programme—handling of the audience—emphasis on educational contribution—method of harnessing the enthusiasm in educational interests—importance of follow-up through group discussion and individual contact.
5. Method of survey and determination of felt-needs—method of inducing new needs through the programme of informal education.
6. Method of harnessing the energy and interest generated through recreational and cultural activities in the promotion of education of participants in particular and promotion of Community Development Programme in general.
7. Teaching materials of special use and effectiveness in the various major fields of Social Education—The S.E.O's 'kit' of teaching aids—

Place and agencies from where various types of teaching material is available.

Group 9

40 hours.

Programme of Social Education

1. Social Education and literacy classes and campaigns.

- (a) The problem of literacy in India—the importance of literacy.
- (b) Organisation of Social Education and Literacy Classes. Methods of literacy. Selection of suitable method. Selection of primers for readers. Supply of material. Prescribing records and returns. Supervision and guidance. Tests and examinations. First and second stages of literacy. Standards to be attained.
- (c) Organisation of literacy campaigns : Lessons from the literacy campaigns in other countries and those organised in our own country in the past.
- (d) Organisation of follow-up activities with a view to preventing relapse into illiteracy and ignorance and to assure continuance of further progress. Different follow up activities.
- (e) Training of teachers for Social Education and literacy classes.
- (f) The emerging concept of Adult Schools—some experiment in Adult Schools.

2. Libraries and Reading Rooms.

- (a) The library structure in the country and the role of libraries in the rural societies.
- (b) Organisation of rural library service—co-ordination of available resources under voluntary and statutory organisations.
- (c) Organisation of reading groups and study circles—promotion of the study of the great books of our culture—modern literature regarding the development plans of the country.
- (d) Supervision of libraries and reading rooms.

3. Education of parents : Educating parents on the importance of sending their children to school—and particularly on the need of educating their daughters—emphasising the duty of parents to supply the necessary educational equipment to children in time.

4. Informal Education through cultural programmes :

- (a) Organisation of recreational and cultural activities like Bhajans, kirtans, folk songs, folk dances, folk arts.
- (b) Dramas and their contribution to Social Life—Rural stage and open-air theatre.
- (c) Organisation of cultural melas.
- (d) Development of aesthetic sense. Use of the fine arts in social education.

(e) Organisation of promotion of Social activities, fair and festivals—religious festivals—their original significance and cultural values—reorientation and reorganisation.

5. Management of village radio set and information of listening groups.

6. Informal education through recreational activities :

(a) place of recreation in informal education—recreation for promoting the process of socialisation and community solidarity.

(b) Organisation of physical welfare activities. Games, sports, Mass drills, trips and excursions.

7. Organisation of activities for profitable use of leisure.

8. Family Planning.

NOTE :—Total number of lectures in Group VII, VIII and IX come to 100 hours. They may be adjusted according to the requirements of the class and the centre.

Group 10

20 hours

Administration of Social Education Programme

1. Administrative responsibilities of the S.E.O.

2. Preparation of schemes for the promotion of Social Education Programme in the Block.

3. Method of keeping administrative records, Registers, Minutes, Books, Weekly, Monthly, Quarterly and Annual Records.

4. Method of handling funds—provision of the budget first and second phase of the C.D. Programme, its break-up. Purchase of equipment, keeping of accounts—auditing and accounts.

5. Method of maintaining good public relations with the Public as well as with the co-workers.

6. Organisation of Information Centre at the Block Headquarters—Its importance and usefulness—sources of getting literature—techniques of display and publicity. Importance of creating a machinery of utilising the facilities of the Information Centre through the meetings of the Block Development Committee of other associate groups formed in the Block, Planning systematic visits to Centres from time to time.

7. Publicity—How to plan the publicity programme for the promotion of Community Development, use of suitable methods for publicity—posters, handbills, announcements, personal contacts, film shows, dramas etc.

Danger of misuse of publicity for self-propagation.

Danger of giving too much of emphasis on publicity and devoting too much time of the S.E.O.

8. Method of evaluating the work of Social Education.

9. Supervision of Social Education Programme. Supervision as an enabling process—Supervision of V.L.Ws. and other development workers in the promotion of Social Education activities.

Supervision of voluntary workers in the organisation of Social Education activities.

Supervision of voluntary groups and statutory organisations in promotion of Social Education activities.

10. Role of the education and Social Education sub-committees of the Block Advisory Committee—The responsibilities of S.E.O. to act as the Secretary of this sub-committee—method of securing Co-operation of the representatives of the Community in the promotion of Social Education programme.

PRACTICAL WORK AT THE CENTRE

Efforts are made to indicate the nature of practical works that can be effectively organised at the Social Education Organisers' Training Centre. This list is only indicative :

1. Preparation of lessons for adult literacy centre.
2. Preparation of audio-visual aids for adult literacy centre, including charts, posters, flash cards, wall news-sheets.
3. Preparation of wall news-sheets for adult literacy centre.
4. Organisation of lessons in adult education.
5. Organisation of lessons in book review.
6. Preparation of visual aids to help talks and discussions in general.
7. Preparation of books, posters, charts, flash cards, puppets for different uses.
8. To learn the use of audio-visual aids including films, film strips, magic lanterns.
9. To prepare a list of equipment for a mobile exhibition.
10. To prepare plan for community centres.
11. To prepare list of charts, furnitures and other equipments for information centre.
12. To prepare charts and other audio-visual aids, equipments for information centre.
13. To prepare duty list of the village Panchayat.
14. To prepare constitution of farmers' association.
15. To prepare constitution of youth organisations.
16. To draft, guidance circulars to different field workers for the promotion of Social Education Programme in the block.
17. To organise one hour programme for rural broadcast.
18. To prepare a questionnaire for social economic survey.
19. To prepare sample registers for the records of different activities.
20. To prepare a plan for the organisation of the Gram Sahayaks' Camps.
21. Demonstration in kitchen, gardening and poultry keeping.
22. Demonstration in various agricultural practices.

PROGRAMME OF CONCURRENT FIELD WORK

Efforts are made to indicate the nature of field work programme in villages that can be effectively organised by the trainees. This list is only indicative :

1. Organisation of literacy centre in the village.
2. Organisation of reading room.
3. Organisation of library.
4. Organisation of study groups.
5. Participation in the activities of community centre.
6. Organisation of literacy campaign.
7. Organisation of literacy mela.
8. Holding of examination of literacy centre.
9. Organisation of cultural mela.
10. Organisation of seminars for the members of the youth association.
11. Organisation of seminar for the members of the farmer association.
12. Organisation of seminar for the members of Panchayat.
13. Organisation of seminar for the school teachers.
14. Organisation of farmers' rallies.
15. To organise youth rallies.
16. To organise study tours within the block.
17. To organise recreational and cultural activities in the village.
18. To develop social education activities in the schools.
19. To use school as a community centre.
20. To associate in the organisation of Gram Sahayaks Training Camp.
21. To associate in the organisation of the Orientation Training.
22. To organise radio listening groups.
23. To organise maintenance of radio sets.
24. To organise farmers' forums.
25. To organise a film show.
26. To organise an art class for village children.
27. To organise craft class for adults.

28. To organise shramdan in the village to participate in shramdan.
29. To organise social service camps.
30. To undertake socio-economic survey in the village.

It is not possible for any one trainee to organise all these activities. Selected items be entrusted to each of the trainees. In organisation of these they may be encouraged to share the experience of individual activities. with other classes.

SYLLABUS FOR THE REFRESHER COURSE OF SOCIAL EDUCATION ORGANISERS

I. *Objectives of the Refresher Course*

1. To take stock of the practical experience of the Social Education Organisers working in different States.

2. To study the problems of the field as experienced by the trainees and to help them to find solution of some of the difficulties experienced.

3. To acquaint the trainees with the changes that are introduced in the organisation and the programme of Community Development from time to time.

4. To enthuse the trainees and to inspire confidence in their ability to meet the difficulties of the field.

5. To study the efficacy of training imparted to Social Education Organisers.

6. To help the Administration in more effective promotion of the programme of Social Education.

II. *The Contents of the Refresher Course*

1. *The introduction of the Panchayat Raj and the new role of the Social Education Organisers.*

(i) Recollection of the concept and programme of Community Development.

(ii) The three basic institutions, the School, the Panchayat and the Cooperative.

(iii) The system of Panchayat Raj with three tiers of Panchayat and its Functional Sub-Committees, Block Panchayat Samiti and the Zila Parishad.

(iv) The Social Education Programme under Panchayat Raj.

(v) The role of the Pradhan, Sarpanches and Panches in the promotion of Community Development programme including Social Education.

(vi) The role of the Social Education Organisers.

(vii) The role of other Extension workers, specially the Panchayat Extension Officer and the Panchayat Secretary, Cooperative Extension Officer and Education Officer (Sub-Inspector of Schools).

2. *The programme of Social Education*

(i) Promotion of Youth Organisations.

(ii) Organisation of the training programme

- (iii) (a) Training of Gram Sahayaks.
- (b) Training of Village School Teachers in Social Education.
- (c) Training of youth workers and youth leaders.
- (d) Non-official training programme.
- (iv) Promotion of adult education programme including literacy, libraries and reading rooms.
- (v) Effective use of audio-visual aids for promoting citizenship education.
- (vi) Help in promotion of universal primary education to prevent the backlog of illiteracy.
- (vii) Organisation of recreational and cultural activities at a Community Centre.

3. *The problems in organisation of the programme of Social Education resulting out of the influence of Social and Economic factors of rural life.*

- (i) Social and Economic implications of occupations such as agriculture, cottage industries and their impact on the development of human personality.
- (ii) The weakening influence of the joint family system.
- (iii) The influence of caste system and the problem of strengthening inter-relationship.
- (iv) The Extension of technological knowledge in agriculture, animal husbandry, industries, health and the resulting cultural lag (if any).

4. *Problems in promoting the programme of Social Education resulting out of the lack of or limited knowledge of the methods of work.*

- (i) Method of survey and survey as a tool of Social Education.
- (ii) Method of working with individuals.
- (iii) Method of working with groups.
- (iv) Method of utilising institutions and organisations such as Panchayats, Cooperatives and Voluntary groups (Associate groups) in promoting the programme.
- (v) Method of utilising institutions and organisations such as Panchayats, Cooperatives and Voluntary groups (Associate groups) in promoting the programme. Method of working with the village community as a whole.
 - (a) Age utilisation of institutions and organisations.
 - (b) Channel of communication.
 - (c) Training of indigenous workers and leaders.

5. *Problems of promoting youth organisations, such as*

- (a) age of the members of youth organisation;
- (b) the emotional intellectual and social needs of rural youth;

- (c) the programme of sports and games versus the programme of occupational orientation;
- (d) leadership among youth;
- (e) organisational set-up; and
- (f) the problem of youth organisation.

6. *Organisation of the village youth sports, such as*

- (a) at the village level;
- (b) at the block level;
- (c) at the district level; and
- (d) at the State level.

7. *Problem of promoting leadership training, such as*

- (a) concept of leadership;
- (b) role of indigenous leaders;
- (c) period of training;
- (d) selection of trainees;
- (e) organisation of training camp;
- (f) cooperation of other Extension workers;
- (g) content of training programme;
- (h) financial aspects of training; and
- (j) follow-up of training programme.

8. *Problems of promoting the programme of literacy, libraries and reading rooms.*

- (a) selection of the literacy workers;
- (b) training in literacy work;
- (c) organisation of literacy classes;
- (d) enrolment of adult members;
- (e) methods of literacy; and
- (f) libraries and reading rooms as follow-up of literacy.

9. *Problems of utilising audio-visual aids:*

- (i) more effective use of simple non-projection aids;
- (ii) use and misuse of projection aids;
- (iii) social education versus publicity;
- (iv) publicity versus propaganda; and
- (v) information centre.

10. *Administration problems as experienced by Social Education Organisers such as*

- (a) burden of routine work;
- (b) burden of reports;
- (c) burden of work other than Social Education.
- (d) time spent in meetings; and
- (e) night halts in villages and their usage.

11. *Nature of supervision.*

- (a) Supervision of the Social Education Organisers by the Block Development Officers, District Social Education Organisers (wherever existing) the District Planning Officers and the District Collector.
- (b) Technical supervision versus administrative supervision;
- (c) Supervision (guidance) by the Social Education Organisers of (a) School teacher for Social Education work; (b) youth workers and youth leaders; and (c) other voluntary workers.

NOTE :—It is necessary for each training centre to work out detailed synopsis to allot number of talks, discussions and study periods for each topic and to prepare detailed content of each topic.

III. *Period of training*

The period of the course is six weeks as follows:—

1. Class work and concurrent field work at the Centre near the village—29 days.
2. Study tours—4 days.
3. Preparation and organisation of one training camp (youth workers or Gram Sahayaks training)—4 days.
4. Arrival and departure—2 days.
5. Sundays—6 days (No other holidays are to be provided in view of the nature of the short intensive course).

Total 45 days.

IV. *Aids to the Organisation of Refresher Course.*

In the organisation of the Refresher Course some of the following difficulties are experienced.

1. Some of the trainees seemed to be very much frustrated and therefore they are dependant of their role in the Community Development Programme. They also seem to lose faith in the programme itself.
2. Some of the trainees find it difficult to adjust themselves to new circumstances.

3. Some of the trainees believe that they know most of the answers and as such they are not receptive to new ideas.

To overcome some of these difficulties following aids to the organisation of Refresher Course are suggested. These aids have already been used in some of the training centres and found useful.

1. Framing of the details of the syllabus by the trainees immediately after their arrival if the trainees are divided into four or five groups in equal numbers and requested to scan the syllabus and suggest necessary modification, omissions and commissions and if these suggestions are duly incorporated, the trainees will feel more accepted and the syllabus would become more rich to meet the needs of the trainees.

2. *Framing of Case Study* : Each student if asked to write case reports of any three outstanding problems which he might have faced during this entire period of work, it would provide the necessary teaching material for discussion besides helping the trainees to solve their own problems of work in the field.

3. *Group Conference* : If the trainees are divided into four or five groups and if each group is assigned to a senior teacher of the Centre and meet the group twice a week to discuss the materials presented in the case reports by the trainees and try to develop from those problems some of the general theories of community organisation, it will help considerably in enriching the training programme. The trainees may be encouraged to answer some of these problems by themselves reflecting their own experiences and latter by themselves reflecting their own experiences and latter if required the staff may analyse the problems along with the trainees to find solution.

4. *Syndicate studies* : The trainees may be divided into three or four syndicate groups with a chairman and a recorder of their own and a senior teacher attached to each group to act as a resource person. The syndicate study groups should discuss problems with practical bearings. The report of the syndicate may then be presented to the whole group for general discussion.

5. *Field Trips* : It would be desirable to arrange selected field trips to places of special educative interest. Each trainee may be provided with a nemiograph report on the places of visit before. In a latter seminar discussions be held during the visit and after the visit to analyse the nature of programme observed and the strength and weaknesses of the programme.

6. *Administrative Problems* : In addition to the above, it would be desirable to have sub-groups preferably corresponding to the States from where the trainees come to draft details of the administrative problems faced by them in their day-to-day work. These problems should be then discussed at the seminar chaired by the Director or Deputy Director and attended preferably the representatives of the States concerned.

7. *Book Studies* : Each trainee may take up a book for a study and prepare an analytical review of the book for presentation in the class. This would help the trainees to acquaint themselves with large number of books, which otherwise they would not be able to read themselves, if left alone to utilise the facilities of library. This would also imply indirect compulsion in covering minimum number of books for study.

8. *Practical work at the centre* : Some of the following practical works may be arranged at the centre and each trainee given an option of selecting two practical work activities which he thinks he needs for his field work on his return to his job.

- (i) Graphic preparation of different methods of literacy.
- (ii) Principles and production of literature for neo-literates.
- (iii) Principles and Production of newsletters for the Villagers.
- (iv) Preparation of simple audio-visual aids non-projection.
- (v) Handling of the audio-visual apparatus, specially Projector, epidiascope, etc.
- (vi) Collection of the community songs.
- (vii) A detailed study of the organisation of model youth group.
- (viii) Detailed study of the organisation of training camp.
- (ix) Detailed study of the Organisation of reading rooms and libraries.
- (x) Model Community Centre and the detailed study of the Model Information Centre.

In addition to the above the use of the technique of role played in the Organisation of Panchayat Youth Group, Cooperative Society, etc. can be made with advantage.

V. Role of the Social Education Organisers' Training Centre in helping the Administration to promote the Programme of Social Education more effectively.

As indicated in the objective of the organisation of the refresher course, the Social Education Organisers' Training Centres in organising the Refresher Course can play an important role in acquainting the State administration of the problems experienced by the S.E.Os. in the field, and of the use and misuse that the Block Administration is making of the S.E.Os. in promoting Social Education. This would be one additional channel for the administration to know the problems of the field as seen by the training centres. This will also help in promoting closer inter-relation between the Training Centre and the State Administration. Copies of such reports should be forwarded also to the Ministry for information and action.

VI. The details of the course should be worked out by each training centre accordingly to the requirements of the training with the broad frame work of the syllabus mentioned above.

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