CHAPTER 11

GENERAL CONCLUSIONS

AND

SUGGESTIONS.
CONCLUSIONS AND SUGGESTIONS.

Village planning for development is a continuous process. It is not something which starts and then slowly dies out. Once people take to planning they become plan-minded and make use of the methods and techniques to attack their problems. It is true that large scale development of rural community life which we have envisaged can be accomplished only with the help of an intelligentsia of adequate size and competence. A deep commitment to the development of villages should be associated with the community programmes. Social education programmes must be geared to instill self-confidence and sense of competence among people so that they can play a positive role in rural development. Hence methods and techniques of social education have been adopted widely for achieving goals.

The study reveals that rural development would become a reality when the illiterates realise the importance of spreading literacy among themselves. Illiteracy can be wiped out in a relatively short time if all those who seek to develop rural areas make literacy an integral part of the development programme. Literacy aims at the encouraging rural youth to take an active part in the economic, cultural, social and political development of their rural communities. Literacy prepares the rural people
to accept new ideas and apply new techniques and enables them to understand the need for change by which they themselves may easily improve their living conditions. But literacy should be functionally taught in the context of a comprehensive programme of social education and rural development. Social education includes the programmes of economic, health, recreational and social development and brings about political awakening among rural communities.

A large number of community development blocks were opened in various parts of the state, and social education wings were established under the supervision of Panchayat and social education organisers. But the programme of social education could not succeed very much due to little attention paid to fundamental questions like, whom to teach? What to teach? and how to teach? Lack of trained teachers and instructors, material, equipments and finances has been responsible for the failure of the programme in rural areas.

The study of the role of social education in rural development of Madhya Pradesh has led the investigator to some conclusions which are summarised here under the headings of different aspects of rural development. The following table shows the co-efficient variability among different aspects of development.
### Table 62

**Mean Level Of Development, Standard Deviation And The Co-efficient Variability Among Different Aspects Of Development:**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Aspects of total Development</th>
<th>Mean level of Development</th>
<th>Standard Deviation</th>
<th>Co-efficient of Variability</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Economic Development</td>
<td>27.56</td>
<td>10.3</td>
<td>37.3</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Health and Recreational Development</td>
<td>128.34</td>
<td>41.88</td>
<td>32.63</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Social Development.</td>
<td>72.8</td>
<td>28.8</td>
<td>39.5</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Political awakening.</td>
<td>37.05</td>
<td>13.3</td>
<td>35.89</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Level of achievement in development.** 262.7  81.47  31.01

**Economic Development:**

The human factor in economic growth has become a major subject to study. An important factor which influences the efficiency and productivity of the worker, is his ability to acquire skills through education and training. For this literacy is a necessary foundation.
Literacy and education are now regarded as an investment in the development of human resources which in turn would contribute to greater economic development. Literacy programmes provide not only abilities to read and write, but also professional and technical knowledge, thereby leading to a fuller participation of adults in economic life. We need functional skills on the farm or in the factory. Hence functional literacy should be linked with plans for economic development. Late President Dr. Zakir Hussain said, "only functional literacy could enrich individual life, raise the standard of living and thereby contribute to the general development of the country."

The opportunity to improve one's economic condition is one of the prime attractions of education. Hence a programme of social education activities should initiate the adult into ways and means of raising his living standard. It teaches him improved methods of agriculture, creative crafts and small industries that can add to his earning capacity. Only the adoption of scientific methods can bring about a substantial increase in the production and here comes the role of social education. The study shows the practicability of the use of the scientific methods in Madhya Pradesh is limited by the mass illiteracy prevailing among the rural people. The success of development...

programme largely depends on the responsiveness of the members of the community. The economic change is possible through social education. Social education is the only way to increase the earnings of the rural families because there is definite correlation between education and increased earnings. From table - 62 it is evident that in the state, level of achievement in economic development is below that of health and recreational development and political awakening. But this achievement is higher when we compared it with the achievement of social development. Hence the general findings in the field of economic development can be summarised as below:-

CONCLUSIONS.

(1) Programmes of education to stimulate the organisation of multipurpose co-operatives among the villagers like co-operative farming, co-operative stores or societies, co-operative productive activities and working and the like had better response in rural areas than as compared to other programmes of economic development.

(2) Many of our vocational practices and social behaviour are based on crude and old customs and traditions. Most of the agricultural labourers who are living a deplorable life in the countryside, have neither developed vocational competence and skills nor adopted technical changes and scientific methods of production.

(3) The rural people have not been able to utilise properly the power and village potential that available
to them, nor have they any incentive to get proper guidance for it.

(4) Unemployment in the rural areas is bound to increase if expansion of social education is not correlated to economic growth.

(5) Broadening the horizon of the rural adults is essential for quickening the tempo of development.

(6) The cultivators and other workers neither try to raise their standard of living nor attempt to promote self-sufficiency.

(7) The district-wise study shows that Tikamgarh is the leading district and Sidhi, Rajgarh and Panna districts are at the bottom in the state picture in respect of total level of achievement in economic development.

SUGGESTIONS.

The following suggestions for economic development may be made for adoption by the social education workers.

(1) We should link functional literacy to professional and technical training and to economic development plans to raise economic production and the general standard of living.

(2) One of the basic objectives of social education should be to impart the information of improved methods, develop proper attitudes and teach skills so that the human factor in production might be able to deal with
the problems and make optimum contribution to economic development.

(3) For rural development, it is necessary that villagers should be free from exploitation. All the arts and crafts and rural industries within an area should be linked up in such a manner that they yield the maximum benefits and provide new incentives, new job opportunities and new interests to the villagers in promoting economic development.

(4) Various departments of Government, local self institutions and voluntary agencies must co-operate fully in the programmes of economic development in rural areas.

(5) The villagers should be encouraged through social education to foster habits of thrift and investing money in small savings. For a poor villager emphasis on literacy first and economic relief later is tantamount to putting the cart before the horse and that is one of the prime reasons why he does not show any interest in it. Hence efforts should be made to remove poverty in the village so that literacy programmes may be more effective.

(6) Social education should create a desire and will among rural people to make a profitable use of their leisure time by taking to useful economic activities. It should prepare people to make an efficient use of the economic facilities already available to them from various sources.
The problem of illiteracy in Madhya Pradesh is a serious one. If we want rapid economic development in our rural areas, all the districts should make a concerted effort for the liquidation of illiteracy. Instructions given to adults under social education scheme should be closely related to their occupation, their personal interests and economic conditions under which they live.

Health and recreational development.

Health programmes, recreational and cultural activities are used as means of achieving the objectives of the development of the individual and the community. Recreation is an essential element in any programme of education. For adults it is perhaps the most attractive aspect of the programme of social education. The cultural resources of our rural areas are abundant and if we can properly integrate them with improvement of rural life, our whole programme may go a long way to achieve its objective. Recreation not only provides opportunities for self-expression and development of individual qualities but influences the development of social attitudes and community relations.

Social education scheme is emphasizing on healthy habits and personal cleanliness, physical exercises, provision of Akhadas and games and sports, improvement in diet through better cooking, family planning practices and
on the knowledge of contagious diseases and value of segregation. Health consciousness would go a long way in improving the health of the rural community.

The table - 62 indicates that the level of achievement in health and recreational development is the highest as compared to the achievements of other aspects of development in the rural areas of the state. This broad aspect has five sub-aspects of development. The general conclusions and suggestions about health and recreational development are summarized below under the headings of the sub-aspects. The following table is given for showing the co-efficient variability among different sub-aspects of health and recreational development.

| Table 63 |
The Co-efficient Variability Among Different Sub-aspects of Health And Recreational Development-

<table>
<thead>
<tr>
<th>Sub-aspects</th>
<th>Co-efficient</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Imparting the health education.</td>
<td>28.73</td>
<td>1</td>
</tr>
<tr>
<td>2. Physical welfare activities.</td>
<td>37.96</td>
<td>3</td>
</tr>
<tr>
<td>3. Cultural activities.</td>
<td>30.55</td>
<td>2</td>
</tr>
<tr>
<td>4. Literacy and literary activities.</td>
<td>43.17</td>
<td>4</td>
</tr>
<tr>
<td>5. Fine arts and creative crafts activities.</td>
<td>57.5</td>
<td>5</td>
</tr>
<tr>
<td>Total achievement in health and recreational development.</td>
<td>32.63</td>
<td></td>
</tr>
</tbody>
</table>
Imparting the health education:

CONCLUSIONS.

1. The programmes of imparting the health education have helped in improving public health and sanitation. From the table - 63, it would be evident that the achievement of this sub-aspect of health and recreational development is the highest in comparison to the achievements of other sub-aspects.

2. The programmes of cleaning tanks, wells and other public places and getting rid of dung heaps by arranging the manure pits away from the houses is more successful in comparison to other programmes of this sub-aspect of development.

3. It is observed that the food taken by villagers is very deficient in its nourishment. Their knowledge of hygiene in respect of housing and working conditions is very meagre.

4. Although knowledge of contagious diseases, value of segregation and awareness of the carriers of diseases like flies, mosquitoes and other germs may play an important role in improving the public health, but effect of this programme so far has been far from satisfactory. The villagers have not learnt to take adequate care of expectant mothers and newly born children.
The study shows that there is general awareness among villagers about the family planning programmes. Where both husband and wife are literate there is greater response to practising family planning methods.

The district-wise study shows that Tikamgarh is the leading district and Panna is at the bottom in the whole state in respect of total level of achievement in the programme of imparting the health education.

SUGGESTIONS.

The health unit in rural areas should be organised. The functions of the health unit should be to inculcate personal hygiene such as cleaning of hands before touching food, not to spit near the home, cleaning of mouth and teeth provision of health services, particularly for mothers and children, control of communicable diseases, arrangement of medical facilities and environmental sanitation and imparting of knowledge of family planning techniques and health education to the rural people.

Instructions through talks, demonstrations, documentary films, posters and the like should be given on the preparation of balance diet within the amount spent by village families, home nursing, first aid, home remedies for common ailments and on modern sanitation, in order to raise their health standard.
Physical Welfare activities:

CONCLUSIONS.

(1) Table - 63 indicates that the achievement of physical welfare activities is better than that of literacy and literary activities, fine arts and creative crafts activities. But their achievement is lesser than that of the activities meant for imparting health education and cultural activities.

(2) Games like kabaddi, volleyball, football and hockey for boys are more popular in comparison to other physical welfare activities in rural areas.

(3) The study reveals to us that physical welfare activities develop certain qualities like spirit of sportsmanship, respect for rules, courage, team spirit, social and co-operative attitude and the like among our rural masses.

(4) The district-wise study shows that Chhindwara is the leading district and Indore, Khandwa, Morena and Raisen are at the bottom in the state in respect of total level of achievement in physical welfare activities.

SUGGESTIONS.

(1) Organisation of physical activities for various age-groups among men and women is essential particularly for encouraging local village sports and games.
(2) Adequate provision for playgrounds, akhadas and games material should be made in the villages for encouraging physical activities.

Cultural activities:

CONCLUSIONS.

(1) Recreational and cultural programmes have proved to be an effective media for reaching the minds of the people. They arouse interest and thus open the minds of the rural people to receive new ideas. Table - 63 indicates that the achievement of the cultural activities is higher than that of the physical welfare activities, literacy and literary activities and fine arts and creative crafts activities, but it is lesser when compared to the achievement of the activities related to imparting the health education.

(2) The programmes related to encouraging local Bhajan mandlies and music remained more receptive among all the cultural activities.

(3) Audio-visual aids like cinema-film shows, slides, magic lanterns, film-strips, radio and gramophone records are effective. Table - 12 indicates that among all the mechanical aids cinema film show (documentaries) played the best role as an important medium of mass communication. It created the proper climate and imparted the knowledge and skills necessary for improving quality of work and standard of living.
(4) Cultural activities provide the opportunities for profitable use of leisure time and relief from the monotony of life, for developing a sense of equality, unity and co-operation with a view to promote feelings of brotherhood, self-expression, self-confidence and dignity and for the improvement of the moral tone of the community.

(5) Kalapathak programmes, local dramas, folk dances and folk songs, rural exhibition, mushariras and kavi sammelans gave better results in enriching the rural life.

(6) The district-wise study shows that Damoh is the leading district and Indore is at the bottom in the state picture in respect of total level of achievement through mechanical aids.

(7) The table - 22 indicates that the total level of achievement of cultural activities is the highest in Dhar district and the lowest in Panna district.

The following suggestions may be made for the cultural development.

SUGGESTIONS:-

(1) Recreation is the best media to attract people's attention and also to impart education. Education through recreation is a sound principle for the rural folk. They must be made to feel happy first through them and then they would take delight in education.
(2) Dramas are also an essential part of rural development. They must be both entertaining and instructive. Through these dramas many facts about rural development may be explained to the villagers more clearly than through other methods. A variety of new themes for dramas, kalapathak programmes and puppet-shows should be prepared in the individual, social, economic, political and cultural life of the people. The selected themes should be such as can develop social consciousness, rational thinking, self-expression, spirit of co-operation and feeling of development.

(3) Local Bhajans, kirtan, and songs should be sung at functions, which can also be utilised to bring about change in their attitude towards their life.

(4) Mechanical aids particularly documentary films provide a rich source of information and understanding of our culture, of our people, development projects and of the problems facing us. Films for rural audiences specially in the fields of agriculture and industries should be prepared. These should be instructional in nature. The different mechanical aids be regarded as a means of social education and rural development.

Literacy and literary activities:

CONCLUSIONS.

(1) The literacy and literary activities enriched the lives of the villagers. They could increase vocational competence and develop aesthetic sense and refined taste
among them. These activities enabled them to spend their leisure time profitably. Table - 63 indicates that the achievement of these activities is higher than that of fine arts and creative crafts activities. But it is lower when compared with the achievement of other sub-aspects of health and recreational development.

(2) Celebration of functions and festivals gave the best results among all the literacy and literary activities.

(3) Reading rooms and rural libraries played an important role in making our villagers better citizens and our rural development plans successful. Some villages of our state have stationary libraries, and some are served by mobile libraries which supply books periodically. But a large number of villages in our state are without libraries, either stationary or mobile. Wall news boards, village news bulletins, charts and posters etc. are also used for literacy work.

(4) The study has shown that the adult literacy classes are successful only up to a limit and that it needs to be directed towards younger groups of adults. Another important factor involved in literacy is post literacy work. For this purpose there is an urgent need of literature suitable for neo-literate.

(5) The district-wise study reveals to us that the highest achievement of literacy and literary activities is in Damoh district and it is the lowest in Morena district in the state.
SUGGESTIONS.

(1) Specialised and graded books on a variety of subjects related to different vocations, and on relevant topics pertaining to rural development should be available in reading rooms and libraries.

(2) Literacy programmes particularly evening classes or night schools should be made more effective. Posters and slogans should be placed in such numbers and in such places where they will catch the eyes of rural adults.

(3) The Government should accept the responsibility for providing reading rooms and libraries as supporting services for the adult literacy programme. Liberal grants should be given to increase the number and size of libraries in rural areas, and to assist the production of suitable literature. The services of the village library can be extended to the smaller villages in the neighbourhood, specially those coming within the jurisdiction of the Panchayat. Village school libraries should be opened to the general public.

(4) Camps for literacy workers should be organised at the village and block level to train them to conduct different literacy and literary activities in rural areas.

Fine arts and creative crafts activities:-

CONCLUSIONS.

(1) Social education in rural Madhya Pradesh promotes the
co-operation in all possible fine arts and creative crafts activities specially for meeting local needs and for providing opportunities for work to the villagers. Table - 63 shows that the achievement of these activities is the least in comparison to the achievement of the activities of other sub-aspects of health and recreational development.

(2) Table - 16 indicates that among all the fine arts and creative crafts activities the achievement of kitchen gardening is the highest.

(3) Social education encourages creative expression and develops folk arts and creative crafts to enable the village people to develop aesthetics sense. Arts and crafts are linked to literacy hence social education gives a double benefit to the villagers who come to the craft classes.

(4) Social education provides the opportunities of 'earning while learning' various arts and crafts such as tailoring, knitting, bamboo work, doll making and the like.

(5) The district-wise study reveals to us that the highest achievement of fine arts and creative crafts activities is in Ratlam district and it is the least in Raisen district in the state. Morena is the only district which has not adopted fine arts and creative crafts activities under social education scheme.
There is no organised system of training in village arts and crafts. Crafts were chosen on the basis of castes and the necessary knowledge and skill are passed on from one generation to another. This system is not fit for rural development. The following suggestions may be made for the improvement of fine arts and creative crafts activities.

SUGGESTIONS.

(1) Training centres and workshops should be established in rural areas for the training of workers. They may be given opportunities to learn the different arts and crafts such as clay modelling, doll making, tailoring, knitting, drawing and painting etc.

(2) The rural arts and crafts must be organised on co-operative basis as far as supply of finance, raw-material and marketing are concerned.

(3) Creative arts and crafts should be given a definite place in the social education programme as these may go a long way in creating a healthy atmosphere in the village. They may also help to provide opportunities for expression of artistic talents in the people and may develop aesthetic sense.

(4) There is a need for much integration and co-ordination among the programmes prepared by all the districts of the state for increasing the rural arts and crafts.

According to table - 25 in respect of the district-wise total level of achievement in the state Gwalior has got the
highest and Panna the least achievement in health and recreational development. Systematic efforts are needed to raise the level of achievement of development throughout Madhya Pradesh.

SOCIAL DEVELOPMENT.

Social education is concerned with a much wider and more comprehensive field of community education, training the heart and mind, imparting the social attitudes, civic efficiency, practical aptitudes and adjusting capacities needed for a better social life. Without social education the public co-operation in rural areas will not be fully available in carrying out the development activities. Shri Shri Prakasa the then governor of Bombay said in the year 1960, "Social education was an important method of changing people's attitude to social issue and had, therefore, an important role to play in a transitional society."

Social education broadens the vision of the villagers so that they understand and appreciate that they are members not only of a family or a group but of the nation as well as the entire human society. It fosters a community spirit among the villagers and inculcates among them the feeling of oneness and of mutual human respect. It creates among them a healthy attitude towards life and enables them to appreciate social as well as moral values.

It motivates the rural folk to develop better community institutions and better homes, and to participate with greater understanding in public problems, as citizens of their community, their state and their nation. The table - 62 shows that the level of achievement in social development is the lowest in comparison to the achievements of other aspects of rural development of the state. This broad aspect also has three sub-aspects of development. The general conclusions and suggestions about social development are stated below under the headings of its sub-aspects. The following table shows the co-efficient variability among different sub-aspects of social development.

**Table 64**

| Sub-aspects | Co-efficient Variability | Rank-
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welfare activities.</td>
<td>47.37</td>
<td>1</td>
</tr>
<tr>
<td>2. Removing social evils.</td>
<td>47.38</td>
<td>2</td>
</tr>
<tr>
<td>3. Development of social virtues through social education scheme.</td>
<td>48.74</td>
<td>3</td>
</tr>
<tr>
<td>Total achievement in social development.</td>
<td>39.5</td>
<td></td>
</tr>
</tbody>
</table>


Welfare activities:-

CONCLUSIONS.

(1) The purpose of welfare activities is the gradual rehabilitation of all weak, handicapped, backward and anti-social elements in society. The study shows that only when the villagers are handled properly, welfare programmes can serve their purpose. From table – 64, it would be evident that the achievement of this sub-aspect is the highest in comparison to the achievement of other sub-aspects of social development. It is much interesting to note that the level of achievement of the activities related to removing social evils is very close to the achievement of this sub-aspect, because the difference between the achievements of these two sub-aspects is of 0.1.

(2) Establishment of youth clubs and organisations for the welfare of youths got the highest achievement among all the welfare activities.

(3) Awakening through women's organisation (Mahila Mandal, Mahila Samaj, Seva Sadan, widows' home and the like) got the second place in ranking among all the welfare activities in respect of total level of achievement. But it got the highest achievement among all women's welfare activities. The collected information reveals to us that women in rural areas are illiterate and superstitious, and hold on to worn out meaningless customs and practices.
If we want to change the pattern of their life; and if the message of development is be brought home to them, literacy of women is to be considered from the development point of view, for the rural women has an important role to play in the development of the villages.

(4) Tribal welfare and the welfare of backward classes and adivasis is also possible through social education. We know that certain facilities and reservation has been made for them but all these measures can be of no avail unless they are made literate.

(5) The social welfare activities are conducted in the benefit of all the sections of the village community including the scheduled castes and backward classes. These activities train the villagers to adjust with the village, develop unity and community living and encourage people's participation in solving rural community problems.

(6) The district-wise study reveals to us that Chhatarpur and Vidisha have the highest and Panna has the least achievement in women's welfare activities. Table - 34 indicates that districts of Bastar and Dhar equally have the highest and again Panna the least achievement in social welfare activities. It is noteworthy that Morena and Vidisha districts are not adopting the social welfare activities under social education scheme. According to table - 35 the total level of achievement in all the welfare activities is the highest in Ratlam district and
it is the lowest in Panna district in the state. We can conclude that Panna district has shown the poorest results in the achievement in welfare activities.

The following measures may be suggested to improve the welfare activities.

SUGGESTIONS.

(1) Until the rural women are convinced of the new role they have to play intelligently, within their homes and in the community the ideal of rural development will remain unachieved. After convincing them of their new role, we have to make them act up to it and once we are able to do that, our task is easier. Women's voluntary organisations or Mahila Mandals may be set up in each village so that these will serve as a link between rural women and the specialized social agencies working in the area.

(2) Suitable measures should be taken to enable the backward classes, adivasis and tribal people to utilise various facilities and rights which the constitution provides for them. The role of social education programmes, however, lay in creating the psychological conditions so as to help these persons acquire self-esteem and confidence.
(3) Rural youth should be given more powers to plan their programmes themselves after studying the needs of the rural community. Youth should be encouraged to co-operate with the agencies of development and to work hard. Youth can help the rural people in the various social welfare activities. In our state where a high percentage of the masses are living in rural areas with a large majority being illiterate, the youth clubs and organisations are of utmost importance.

(4) There should be specific provision for educational facilities and welfare activities in the block budget with a view to improving the conditions of the villagers.

Removing Social evils:

CONCLUSIONS.

(1) In order to make rural development programmes successful and to build up a democratic state on a socialistic pattern of society, the removal of social evils such as untouchability, superstitions, orthodoxy, prejudices, caste-system, poverty, ignorance, crime, fractions, tensions and the like is essential. Social education may play an important role in the life of villagers, their families, groups and the communities. Table - 64 indicates that the achievement of the programmes related to removing social evils is better than that of the programmes related to the development of social virtues through social education scheme. It is interesting
to note that the achievement of this sub-aspect is as good as the achievement of welfare activities. The achievements of both the sub-aspects is very close to each other.

(2) Removal of untouchability or uplift of the depressed classes gave the best results among all the programmes of removing social evils.

(3) Social education eradicated some evils like superstitions, orthodoxy, evils of caste-system, social tension and ignorance to some extent in some areas of the state.

(4) The district-wise study reveals to us that Ratlam is the leading district and Morena is at the bottom in ranking the districts of the state in respect of the total level of achievement of the activities related to removing social evils. It is remarkable that three districts viz, Batalaghat, Panna and Dewas are not adopting these activities under social education scheme for rural areas.

SUGGESTIONS.

(1) The battle against the caste-system, untouchability, poverty, ignorance, social injustice is to be fought through the weapon of social education.

(2) More attention needs to be paid to pointing out socially undesirable habits and customs such as drinking,
gambling and extravagant expenditure on marriages.

(3) The task of reducing social tensions, fractions, crimes and other social evils is possible through the scheme of social education.

(4) Activities are also necessary to promote unity and the dynamic ideas about progress and social change. The right type of social education may teach neighbourliness and cut at the very root of disintegrating factors of the society.

Development of social virtues through social education scheme:

CONCLUSIONS.

(1) Development of social virtues is also necessary for social development. Table - 64 shows that the level of achievement of this sub-aspect is the least. It is remarkable to note that there is minor difference in the achievements of sub-aspects of social development.

(2) Realisation of one's duties and rights could be more popular among villagers in comparison to other social virtues.

(3) Social education promoted the feeling of oneness in the family and society and has made the villagers aware of the bad effect of indebtedness and litigations.

(4) The social education imparts the knowledge of human values like truth, non-violence and self-control.
The district-wise study indicates that the development of social virtues through social education scheme is the greatest in Chhindwara district and it is the lowest in Panna district in the state. Only two districts Sidhi and Dewas have not included these programmes under social education scheme.

SUGGESTIONS.

(1) Social education should prepare the environment in the villages for peace, harmony and brotherly cooperation. This harmony and solidarity should be based on freedom and equality. Social education may enable our villagers to realise their duties and rights and make them aware of the causes of evils.

(2) The morale of the village people should be high individually and collectively. They should be conscious of social virtues which are necessary for social development.

In the last we can conclude that the success of rural development scheme should not be judged by merely the number of literates made, but by the extent of the awareness and the change of outlook brought by education amongst the rural people. The district-wise study reveals to us that Ratlam has the highest and Panna the least achievement in the state picture in respect of total level of achievement in social development. It is suggested that the programmes of social development should be intensified through the various agencies of social education throughout Madhya Pradesh.
POLITICAL AWAKENING.

In order to strengthen democracy, people must be educated. With this in view, immediately after independence the central as well as state governments started schemes for social education. Taking the scheme even in its limited objective of making people literate, the result achieved is far from satisfactory. Literacy is undoubtedly essential for building a meaningful democracy. People who are able to read and write can participate effectively in taking decisions that concern them, their homes, their communities and their nation at large. The literate voter understands his role better and can safeguard parliamentary democracy in the country. Hence every villager should be made literate. Education of the citizens is a national need and for effective functioning of democracy education must be made available to them. Democracy can not exist in a society where a vast majority of people are ignorant and incapable of exercising independent judgement. Banishing of ignorance and liquidation of illiteracy are thus significant and essential aspects of social education. From table - 62 it is evident that in the state picture level of achievement in political awakening is below that of health and recreational development. But this achievement is higher when we compared it with the achievements of economic and social development. The general findings in the field of political awakening can be summarised as below.
CONCLUSIONS.

(1) Training programmes for elected panches and other office bearers showed the highest achievement among all the programmes of political awakening.

(2) The Chattisgarh area is politically backward, and inhabited largely by tribal people. This backward area needs some literary programmes for making the masses literate. Most of the area of Madhya Bharat needs literacy programme as they are politically backward. Vindhya Pradesh also needs literacy programmes for political awakening among masses. Democratic and socialistic society in our state can only succeed if we have an educated electorate and an enlightened and well informed community. A literate electorate know the value of ballot and importance of adult franchise.

(3) Social education to some extent enabled the people to realise their rights, duties and responsibilities. It is believed that social education may establish and ensure the success of Panchayati Raj scheme. It would prepare the rural people for acceptance of Panchayati Raj and prepare ground for its reception.

(4) Elections brought corruption in the politics. They have tended to disrupt the social harmony of the community and tension and conflicts have resulted. Social education to some extent could avoid these tensions and conflicts from the rural areas.
The district-wise study indicates that Rewa is the leading district and Raiganj is at the bottom in the state picture in respect of total level of achievement in political awakening. It is remarkable to note that among all the districts of the state only Tikamgarh has not included the programmes of political awakening under social education scheme.

The following suggestions are made for improving political awakening among rural masses.

SUGGESTIONS.

(1) It is suggested that on an experimental basis, the responsibility for conducting development programmes should be given to a few people's institutions like the panchayat. They are the link between the people and the political machinery at the state level. Democracy has to function through decentralisation of political machinery. Panchayat is an agency for carrying out village development programmes. Panchayats being composed of the people themselves were recognised as the best equipped institution to plan for the development of villages in accordance with the aspirations of the villagers. Since the local programmes of development will be framed and executed by the local persons, a big programme of social education will be needed to energise the people.
(2) We should try to carry out the political awakening particularly among the lower and middle class-people and the still lower strata of society namely peasants and labourers. The knowledge of democratic decentralization, and adult franchise, awakening of public opinion and making rural people conscious of their rights and duties, avoiding corruptions in elections tensions and conflicts should be one of the important aspects of this programme.

(3) Social education may develop the character of the youth by developing their consciousness and the capacity for leadership.

(4) The programme of social education has to provide political education for rural adults. In fact if the programme of social education is systematically provided for the education of citizenship and enlightenment, political awakening is possible in rural areas.

(5) Panchayat should be motivated to share a greater burden of expenses on literacy campaigns. They may change the face of the villages and make them ready to adopt democratic way of life.

DISTRICT-WISE TOTAL LEVEL OF ACHIEVEMENT IN ALL THE ASPECTS OF DEVELOPMENT:

The present study shows that social education is considered by all the district Panchayat and welfare officers of Madhya Pradesh as an important aspect of rural development.
It is conceived as an important tool or a process whereby rural communities could be made aware of their needs and aspirations and helped to meet them through their own efforts as far as possible.

Efforts made during the last plans have not produced much significant results for the eradication of adult literacy from rural areas in our state. Where as there has been a tremendous progress in school education, university education and technical education, we are still faced with the problem of a vast majority of illiterate adults particularly in rural areas.

An illiterate farmer may be a good farmer but he can not be an enlightened, well adjusted and well informed farmer. We have failed due to unpsychological approach in convincing an average farmer of the utility of his becoming literate. He seems to have no use for literacy in his daily life. There is no motivating factor strong enough for him to become literate. Perhaps we have not succeeded in providing effective facilities for an illiterate rural adult to acquire the skills of reading and writing. Even when adult literacy classes have been organised in the rural areas with the help of school teachers or other workers, they start their work a good deal of enthusiasm, but for various reasons, they gradually close down. The teachers and workers do not spare the time regularly. The attendance of the adults is poor and irregular. The organisers have lost their initial enthusiasm. The administrators do not devote as much attention
to this aspect of education as it should be. All these factors contribute to making the adult literacy programmes slow and haphazard. The lack of financial resources is another drawback for making the whole scheme discouraging.

The study shows to us that social education is an important aspect of rural development and hence all the programmes of social education should be spread as widely as possible and regularly passed from one village to another. The school teachers, social education workers, administrators, organisers and others who are interested in social education should work out to the betterment of the individuals and group concerned, as well as for the expansion and growth of a village community. All the development departments of our state government should feed the social welfare and Panchayat department with all their information related to economic, health, recreational and social development and political awakening to be published in the literature suited to the neo-literates to enable them to bring out the qualities necessary for improving their living conditions.

In the light of above need of social education all the districts of our state are running the different programmes for achieving economic, health, recreational and social development and for creating political awakening in their respective rural areas. The total level of achievement of all the adopted programmes of social education varies from district to district. The investigator has classified all the districts statistically on the basis of the procedure
already explained in chapter 5, under three main heads viz, (1) Above average districts (2) Average districts and (3) Below average districts for showing the variability of total achievement in the rural areas. The position of the districts and their achievements are shown in the table given below which shows the effectiveness of social education programmes in achieving the economic, health, recreational and social development and in creating political awakening in their respective rural areas.

TABLE 65

District-wise Total Level Of Achievement In Different Aspects Of Development:-

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the Districts</th>
<th>Total Level of Achievement</th>
<th>Variability of Development</th>
<th>Rank-ing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dhar</td>
<td>393</td>
<td>Above average</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Gwalior</td>
<td>390</td>
<td>-do-</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Ratlam</td>
<td>390</td>
<td>-do-</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Damoh</td>
<td>379</td>
<td>-do-</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>Narshimbapur</td>
<td>376</td>
<td>-do-</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>Durg</td>
<td>347</td>
<td>-do-</td>
<td>6</td>
</tr>
<tr>
<td>8.</td>
<td>Jabalpur</td>
<td>343</td>
<td>Average</td>
<td>7</td>
</tr>
<tr>
<td>9.</td>
<td>Ujjain</td>
<td>338</td>
<td>-do-</td>
<td>8</td>
</tr>
<tr>
<td>10.</td>
<td>Mandsaur</td>
<td>335</td>
<td>-do-</td>
<td>9</td>
</tr>
<tr>
<td>11.</td>
<td>Chhindwara</td>
<td>333</td>
<td>-do-</td>
<td>10</td>
</tr>
<tr>
<td>12.</td>
<td>Surguja</td>
<td>332</td>
<td>-do-</td>
<td>11</td>
</tr>
<tr>
<td>13.</td>
<td>Bastar</td>
<td>331</td>
<td>-do-</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>-----</td>
</tr>
<tr>
<td>14.</td>
<td>Raipur</td>
<td>311</td>
<td>Average</td>
<td>13</td>
</tr>
<tr>
<td>15.</td>
<td>Bilaspur</td>
<td>311</td>
<td>-do-</td>
<td>13</td>
</tr>
<tr>
<td>16.</td>
<td>Sagar</td>
<td>304</td>
<td>-do-</td>
<td>14</td>
</tr>
<tr>
<td>17.</td>
<td>Hoshangabad</td>
<td>297</td>
<td>-do-</td>
<td>15</td>
</tr>
<tr>
<td>18.</td>
<td>Tikamgarh</td>
<td>295</td>
<td>-do-</td>
<td>16</td>
</tr>
<tr>
<td>19.</td>
<td>Shahdol</td>
<td>294</td>
<td>-do-</td>
<td>17</td>
</tr>
<tr>
<td>20.</td>
<td>Shivpuri</td>
<td>284</td>
<td>-do-</td>
<td>18</td>
</tr>
<tr>
<td>22.</td>
<td>Chhatarpur</td>
<td>280</td>
<td>-do-</td>
<td>20</td>
</tr>
<tr>
<td>23.</td>
<td>Bhind</td>
<td>268</td>
<td>-do-</td>
<td>21</td>
</tr>
<tr>
<td>24.</td>
<td>Shajapur</td>
<td>266</td>
<td>-do-</td>
<td>22</td>
</tr>
<tr>
<td>25.</td>
<td>Raigarh</td>
<td>255</td>
<td>-do-</td>
<td>23</td>
</tr>
<tr>
<td>27.</td>
<td>Guna</td>
<td>246</td>
<td>-do-</td>
<td>25</td>
</tr>
<tr>
<td>28.</td>
<td>Satna</td>
<td>245</td>
<td>-do-</td>
<td>26</td>
</tr>
<tr>
<td>29.</td>
<td>Mandla</td>
<td>238</td>
<td>-do-</td>
<td>27</td>
</tr>
<tr>
<td>31.</td>
<td>Rajgarh</td>
<td>230</td>
<td>-do-</td>
<td>29</td>
</tr>
<tr>
<td>32.</td>
<td>Jhabua</td>
<td>229</td>
<td>-do-</td>
<td>30</td>
</tr>
<tr>
<td>33.</td>
<td>Sehore</td>
<td>225</td>
<td>-do-</td>
<td>31</td>
</tr>
<tr>
<td>34.</td>
<td>Dewas</td>
<td>207</td>
<td>-do-</td>
<td>32</td>
</tr>
<tr>
<td>35.</td>
<td>Balaghat</td>
<td>184</td>
<td>-do-</td>
<td>33</td>
</tr>
<tr>
<td>36.</td>
<td>Indore</td>
<td>168</td>
<td>Below average</td>
<td>34</td>
</tr>
<tr>
<td>37.</td>
<td>Betul</td>
<td>165</td>
<td>-do-</td>
<td>35</td>
</tr>
<tr>
<td>38.</td>
<td>Sidhi</td>
<td>164</td>
<td>-do-</td>
<td>36</td>
</tr>
<tr>
<td>39.</td>
<td>Seoni</td>
<td>146</td>
<td>-do-</td>
<td>37</td>
</tr>
<tr>
<td>40.</td>
<td>Khandwa</td>
<td>135</td>
<td>-do-</td>
<td>38</td>
</tr>
<tr>
<td>41.</td>
<td>Raisen</td>
<td>105</td>
<td>-do-</td>
<td>39</td>
</tr>
<tr>
<td>42.</td>
<td>Morena</td>
<td>93</td>
<td>-do-</td>
<td>40</td>
</tr>
<tr>
<td>43.</td>
<td>Panna</td>
<td>68</td>
<td>-do-</td>
<td>41</td>
</tr>
</tbody>
</table>

**Total Level of Achi-venement in Development.**
11437
Above average districts:

The present study shows that the districts belonging to this group lay more emphasis on social education programmes which enabled rural people to develop their potentialities greatly. To-day in villages in which the development programmes have been going on, there has been great awakening among rural masses. They are proceeding towards progressive thinking in economic field, practising advanced measures for health and recreational development, participating intelligently in social and community life and show greater political awakening. They desire for better things and want to change the shape of their villages. Table - 65 indicates that there is more achievement in the development process in 7 districts of the state. Dhar is the leading district and has shown the highest total level of achievement in the whole state. Gwalior and Hatlam both come next and Damoh, Narsimbapur, Rewa and Durg get third, fourth, fifth and sixth positions respectively in the state picture in respect of total level of achievement in the different aspects of development.

The whole study reveals to us that the different programmes of social education have generated great enthusiasm for development and awakening in the rural areas of these districts.

Average districts:

Development of a project is less important than
development of the capacity of the people to establish that project. Capacity of the people can be enhanced through social education scheme. Many programmes related to economic, health, recreational and social development and political awakening are adopted under the scheme to enhance the needed capacity among the people. Some progress has been made in economic field. Among the development programmes, health and sanitation evoked the greatest response from the rural people. This group has 28 districts. Out of which Jabalpur is the leading district and is very near to Durg district in respect of total level of achievement. Ujjain and Mandsaur achieved second and third positions respectively among these 28 average districts. Balaghat is at the bottom in the group of average districts and follows Dewas districts which is near Sehore district in respect of total level of achievement in all aspects of development according to table - 65.

The whole study shows that the success of social education programmes in the rural areas is slow and tardy. The villagers need more programmes of social education to raise economic status, to create a new outlook and new attitudes, to impart new ideas and new skills, to energise community action, to provide healthy recreation and to execute effectively the entire development programme.

**Below average districts:**

There has been a general lack of awareness in eight districts which are below the average. The position of literacy
The general education, which are the back-bone of awareness and enlightenment, is very distressing in these districts. We have a special duty towards these villagers who, for no fault of their own, were prevented either on grounds of poverty and ignorance or of social disabilities, from enjoying a fuller and richer life. Table - 65 indicates that out of eight districts Indore is the leading district followed by Betul district. Sidhi got third place in ranking among these 8 districts which is followed by Seoni district. Morena, Raisen and Khajuraho districts got second, third and fourth places respectively in ranking from the bottom in the state picture in respect of total level of achievement in all aspects of development. Pauna district showed the least achievement from different angles of development, hence it occupies last place in ranking.

The whole study reveals the deplorable condition of rural areas. It is suggested that there should be some social education centres in rural areas throughout Madhya Pradesh. These centres may strive to encourage rural people to utilise spare time purposefully in educational, economic, cultural, recreational, social and political activities; to take advantage of the opportunities provided for individual and community development, and to develop civic and social consciousness.