CHAPTER 1

INTRODUCTION
IMPORTANCE OF SOCIAL EDUCATION IN THE INDIAN CONTEXT.

The world is changing rapidly. Large scientific and technological changes are taking place. But among the rural folk of India 18th century practices are still rampant. Our country which is rightly acclaimed the biggest democracy in the world and which aims at a rapid change in the social and economic order, can no longer afford to remain indifferent to its problem of mass illiteracy. Therefore, it is imperative that a mass literacy programme should be launched in India without delay and with the utmost care in order to produce substantial results in the shortest possible time.

Education provides opportunities to individuals to acquire knowledge of changes and to develop social habits so as to adjust satisfactorily to the changing needs of the community. In his inaugural address on international co-operative day in July, 1963 our late Prime Minister Pt. Nehru emphasized education of the people in these words

"In the final analysis it is the individual's growth that is going to result in society's growth and our approach has to build up individuals and thereby organised social groups."

The real aim of social education is the development of individuals and society to the utmost of their potentialities.

Social education, broadly conceived and generously planned should train rural people to think for themselves and for their community.

G. Ramchandran, a leader of the Gandhi Nidhi and a follower of Gandhian philosophy said, "The most important requirement of the country to-day is adult education and yet it is the most neglected and uncared programme. Illiterate people cannot take the country far and the longer - we delay the spread of knowledge and enlightenment among the masses, the industry, health, family planning, science, technology and mechanized agriculture all have little meaning for the illiterate common man. Literacy is not the beginning of adult education, it is neither the end, it is, however, somewhere in between the two, is a must and cannot be ignored."

Rural uplift and development is impossible without raising the educational level of an average adult and making him fit enough to shoulder the new responsibilities. The programme of social education has not become fossilised but is breaking new ground, which is the basis of all progress. Though one does not know how far the schemes of rural development will succeed, it is only by a process of social education, that we may find the right solutions of the problems of rural development. Gandhiji

was convinced that the root of the trouble lay in the ignorance of villagers which made them an easy prey to oppressors and diseases. Therefore education was the obvious remedy. Gandhiji started schools in different villages. The volunteer teachers were appointed to teach the adults. They instructed them on hygiene and taught them the advantages of joint action for the promotion of social welfare, such as the making of village roads, the sinking of wells etc. Gandhiji wanted to open the minds of adult pupils to the greatness and the vastness of their country. According to him, real India lived in villages. The ignorance prevailing among villagers has rendered them helpless. Illiteracy and ignorance is our greatest weakness and we have to set right. This can be done best, by a proper moulding of the minds of people through social education. It is an education to mould the minds of rural men and women, so that they may build up a rural society worthy of our place in the mid 20th century world. Social education includes literacy drives, establishment of libraries, cultural and recreational programmes, organization of sanitation programmes, youth activities, radio groups, community centres and social welfare etc.

In the light of this view social education should be conducted in various ways and by different means suited to the local environment and the life conditions of the people. For quite a while, our main problem will be to attack the extensive dark patches of illiteracy on the human map of
our country. Without removing them in as short a
time as possible most of the other development schemes
will largely fail in their purpose. Efforts should be
made to bring knowledge to all doors of the individual
so that he may function as an intelligent and loyal
citizen of the rural community. Illiterate people is
indeed a most serious stigma in rural development. In
our rural life we find that the human factor and its
potentiality in the physical, intellectual as well as
spiritual spheres remains neglected and undeveloped. This
is the challenge which our leaders, workers and reformers
has to face and accept. Unless this responsibility and
implications are fully understood our future remains dark.
The most pressing and the foremost task before our country
is to eradicate illiteracy from the rural areas as soon
as possible. Shri Morarji Desai the then union minister
(Oct 1960) stated about the importance of social education.
"The lamp of literacy and knowledge has to be lit up in
every dwelling in the countryside so that our rural
population may not grope in darkness."

Dr. V.K.R.V. Rao, stressed the great importance
of social education from the point of view of development.
He was of the view that our programmes of agriculture and
allied industries, co-operation, panchayats and family
planning had not gone forward primarily because of inadequate

*Report of the Tenth national seminar Gargoti:
attention to adult education and the failure of the human factor. In an appeal Shri B.P. Chaliha, the then Chief Minister Assam said, ""Unless the vast mass of our people is made literate as early as possible the path of our progress will not be smooth." In the light of this statement we have to make rural people literate to participate actively in the rural development schemes. The liquidation of illiteracy is necessary not only for promoting participation in the working of democratic institutions and for activating programmes of production especially in agriculture but for quickening the tempo of rural development in general. President Shri V.V. Giri said, ""I firmly believe that if we do not give attention to this problem, it will not be possible for us to release the unbounded energies of our people for national reconstruction. Literacy opens the door to a richer and more rewarding life as an individual, as a producer and as a citizen. It is tragic that four of five thousand years after the introduction of the written words more than a third of mankind still remains illiterate."

In the light of this importance Government, private, philanthropists and educated men and women must all join in a missionary zeal to root out illiteracy and thus lay the foundations for a lasting progress. An intensive and co-ordinated campaign has to be launched for the

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Conduct of social education classes. Money spent in this direction is no waste but indeed it has many fold return, a hundred and thousand fold. The problem of illiteracy must receive top most consideration and priority in our country and the removal of illiteracy in the country is the first and foremost problem. It is a serious problem and every plan that is conceived and put into action for the uplift, progress and development of the rural areas must give priority to root out illiteracy. Late Shri Lal Bahadur Shastri told about the importance of literacy that, "It is needless to emphasise the importance of spreading literacy among our people at a period when they are being asked more and more to participate directly in all kinds of national activities."

In the world to-day, great importance is attached to the literacy rate of a country as literacy is an index of a nation’s well-being and its capacity for rapid progress in all spheres.

In a progressive society education becomes the basic institution. It is an instrument for introducing change without overthrowing the society as a whole. Readiness to accept changes is very important. Here comes the role of social education. Social education is that kind of minimum of general education which aims at helping the people who do not have the advantages of formal education to understand

the problems of their immediate environment and their rights and duties as citizens and individuals, and to participate more effectively in the economic and social progress of their country. It must also awaken a consciousness of human dignity and develop sense of cultural and moral solidarity in a nation. The most important thing social education does is to make an individual accept one's own self as a part of the society, the environment and culture where he is born. To quote the words of Shri Nehru, "Social education, in its wider sense, is perhaps more necessary than any kind of education."

Social education programmes have three fold values:
(1) They impart literacy skills, and some knowledge of a basic type to individuals; (2) to the village, these programmes bring information and a sense of new life and awakening and (3) to the rural community they bring the benefits of citizenship education.

But they are mostly oriented to an elementary form of literacy and some general education in citizenship. Social education has yet to broaden its scope to meet the needs of rural society fully. The above three fold values indicate that the social education is the preparation for living. Dr. Atmanand Misra stresses the same thing. He declares that, "Education should not be a preparation for life but a preparation for living. It should prepare us for

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living as loving members of a family, as good neighbours, as useful citizens, as tolerant inhabitants of this planet, helping and healing the miserable, the weak and the needy". Mr. M.L. Wilson says about the importance of social education in the report of a survey that "The development of social education is a great challenge. Something which lies deep in Indian culture and habits is in it, seeking expression. If I were a young man and told that I might select any field of Indian village development for my life work, I would choose social education."

Social education properly conceived by different leaders and educationists as the backbone of the development in a dynamic society. The quest for rapid development requires a well proportioned and integrated programme of social education. It could have an immediate impact on development and should therefore demand high priority.

THE NEED.

The need of social education is as important as society and as varied as life. The social education movement aims at promoting all sided development of the village community. The impact of social education has to-day come into limelight for educating people to bring about desirable changes in their way of living, social and technological

spheres, in industry and agriculture, in health and social welfare area. Material, intellectual, social and cultural uplift of the rural communities may be achieved if their members are enlightened. Social education for adults is accepted as an essential pre-requisite of progress in an era. It enables an adult to relate himself to his occupation efficiently, to communicate his ideas with others effectively, to assume his responsibilities adequately in a democratic society, and hence we have to focus the need for creating consciousness for social education in rural communities.

History depicts that every new born or developing nation adopted education or literacy campaign as a primary means for its development. The communists in Russia overthrew the Czarist regime in 1917 and within two years, Lenin had signed a decree to liquidate illiteracy; For Lenin "An illiterate is outside the sphere of politics. The first thing he must be taught is the alphabet." The growing consciousness of the people of U.S.S.R. due to literacy increased the people's thirst for knowledge, advancement and development.

Turkey began her literacy campaign almost immediately after Kamal Ata-Turk had become the dictator and president.

The president of Mexico said in 1944 soon after Mexico got the freedom "I know well enough that the education
of the people does not reside exclusively in the elimination of illiteracy; but also I am convinced that the first indispensable step is to learn to read and write."

More recently, the big mass literacy campaign in Indonesia and Ghana have been started for general improvement.

In our country, the vast development of literacy work was a direct result of the establishment of the congress government in 1937 when state ministers themselves took active part in literacy campaign. Since then efforts are being made to spread literacy all over the country.

Thus nations all over the world are now coming to a meet for a race in development. It is roughly known that a nation that is ahead in education is also ahead in social, economic, political and cultural development. It is clear that liquidation of illiteracy in the country within a reasonably short and specified period of time, should receive priority in the plans of development. Late President Dr. Zakir Hussain once told "Every single instance of illiteracy is a human tragedy." In the light of this warning of Dr. Hussain we have to fight against illiteracy through the weapon of social education. It aims at changing those habits of thought and behaviour which obstruct progress in various fields and thereby enabling the people to adjust themselves to social life.
Social education is the practical need of the hour. In India and particularly in rural areas, with their high percentage of illiteracy, the development depends largely on a vast programme of social education. The impact of social education in rural areas leads to the path of rural development. The villagers' need for keeping account, calculating pay, reading signs and instructions and writing letters, build the desire for literacy and motivate to action. We should not forget that literacy is not an end itself, it is the means for development. Dr. Atmanand Misra rightly observes about literacy that, "It aims at giving a rudimentary acquaintance in reading and writing of a language so as to enable the adult to sign his name with ease and read the printed matter without much effort. It also includes the knowledge of the language of the numbers; for mathematics, according to H.G.Wells, is essentially a language. Thus the objective of literacy drive is to acquaint the adult with the basic tools of education. It must, however, be remembered that literacy is not an end in itself, it is only a means to an end."

The development of social education can not be viewed apart from the development of rural community itself. Every effort of a community to reconstruct its structure and its way of life and thought demands better techniques and more determined means for educating the community.

*Atmanand Misra: Education and Finance (Gwalior Kailash Pustak Sadan 1971) p 126.*
Hence all the activities of social education are meaningful in the life of rural adults. In the light of this need of social education Dr. Atmanand Misra emphasises that "It aims at enabling the adult to read and understand the significance of his life activities; to read and write letters, accounts and documents with which he has to deal in his everyday life. It gives him the knowledge of his rights and obligations and his personal and village hygiene, his economic and social problems and puts him well on his way to further self-education, develops taste for more studies and fires him with a desire to improve his domestic, economic and social life so that he marches on in the world not like a dumb driven cattle but like a living and kicking human being, intelligently participating in every activity around him."

All social education activities should act like lamps in rural areas shedding and spreading their light more and more in the surrounding darkness for fulfilling the above need of social education. Social education may be regarded as something without which a man cannot achieve the full development of his personality and is indeed the key to all development. It had played a significant role in the economic political, cultural and social development of many countries, especially in the west. In the light of

*Atmanand Misra: Op.Cit. p 127*
this fact the investigator has selected the topic for research. "The role of social education in rural development of Madhya Pradesh."

DEFINITION OF THE PROBLEM.

The definition of the problem is really the first step in planning of the investigation. The relatively brief introductory statement of the problem is followed by a more detailed definition. The investigator has tried to explain the definition of his problem "The role of social education in rural development of Madhya Pradesh," on the basis of his study. The technical terms of the problem with special meaning are being defined below from the educational point of view.

(1) **Social education:**

Social education is much more comprehensive than mere teaching of the three 'R's to adults. Eradication of illiteracy is not the only aim of social education. It covers all the aspects of adult life particularly in rural areas. It helps them to understand the problems of their immediate environment and their rights and obligations as citizens and individuals, and to participate more effectively in the economic, social, political, hygienic, and cultural development of the rural community.

Maulana Abul Kalam Azad in his address at the fifteenth
meeting of the CAGE, held in Allahabad in January 1949, emphasised that, "Adult education should not be limited to making people merely literate. It should also include education so as to prepare every citizen to play his part in a democratic social order." Since then the entire outlook towards adult education has changed and it is known as "Social education" in this country. It has three aspects: (1) The spread of literacy among grown-up illiterates; (2) The expansion of functional literacy and the provision of continuation classes for the masses, and (3) The total development of the people and inculcation of a lively sense of rights and duties of citizenship both as individuals and as members of an enlightened community.

In the light of these aspects the meaning of social education can be summarised as follows:

(a) Social education is adult education which enables rural community to assume direction of its own development.
(b) Social education is education for a desirable social change.
(c) Social education is education for betterment and development of the villages in their economic, health recreational, social and political life.

(2) Rural development:

Rural development means improving the quality and

*S.N. Mukerji, *Education in India Today and Tomorrow* pp 345-346.
mode of rural life all round. It means the development of those political, socio-economic, health and recreational conditions which formed the pre-requisites for the full development of the individual and the rural community. Thus, rural development should aim to make the rural community richer and fuller in all its aspects, to free it from all kinds of domination and exploitation, to ensure that there is enlightenment which will lead to mutual co-operation among the members of the village community and to stimulate in them the desire for total development.

(3) Madhya Pradesh:

The present state of Madhya Pradesh was formed on November 1st, 1956 by merging the territories of five regions (1) Mahakoshal, (2) The state of Chattisgarh region, (3) Madhya Bharat, (4) Vindhya Pradesh, and (5) Bhopal.

Mahakoshal being a British Province as compared to other parts of Madhya Pradesh, had the advantage of literacy and greater political and social awakening in rural areas. The status of Chattisgarh was economically and politically backward and the area was inhabited largely by tribal people. Rural Madhya Bharat was politically and socially backward and the literacy rate was low. Vindhya Pradesh, was an heterogenous union of the various states of
Bundelkhand and Baghelkhand. The state of Bhopal was
the Chief Commissioner's province. Vindhy Pradesh
and the state of Bhopal were also low in literacy. Madhya
Pradesh is situated in the heart of the Indian union.

DELIMITATIONS OF THE PROBLEM.

(1) Madhya Pradesh covering an area of 4,42,841 sq km,
is the largest state of India. Madhya Pradesh, as
seen, is a land of rural areas. More than 85% of
its population resides in the country side and hence
the study has been delimited only to the rural areas
of Madhya Pradesh.

(2) The District Panchayat and Welfare Officer is the
person holding the key post in the district for the
rural development in that area. Very many programmes
of rural development, both cross sectional and
longitudinal, are being initiated, executed and
implemented by him either directly or in collaboration
with other agencies and hence all the district
Panchayat and Welfare Officers of Madhya Pradesh
are approached for the successful completion of
this project.

OBJECTIVES OF THE PRESENT STUDY.

The genesis of the study lies in the answer of
the question, "what is the actual role that social education
plays in developing village community in various aspects of their social life?"

The answer of this question has many facets and the objectives of the study are related to them having some parallelity with general objectives of social education as follows:

(1) To know how far social education has helped the villagers to improve their educational attainment so as to enable them to play an intelligent role in the political and social life of the village community.

(2) To study the impact of social education in promoting economic, political, social, cultural and recreational development.

(3) To ascertain how far qualities such as self-reliant, self-confidence and self-sufficiency, have been developed through the programmes of social education.

(4) To estimate whether social education has cultivated consciousness of rights and duties of citizenship, a feeling of co-operation, sense of tolerance etc. among the rural folk.

(5) To study the effectiveness of social education programmes launched by the agencies of social education.

(6) To find out the types and traits required in a social education worker; and to provide the right type of training at each level.

(7) To assess the financial implications and providing training to social education workers and in implementing.
the various programmes in the practical field.

(8) To suggest the ways and means for making the social education programmes effective in developing the rural areas of Madhya Pradesh.

RELEVANT LITERATURE ON THE SUBJECT.

The available research studies directly or indirectly related to adult literacy can be put into three broad categories: (1) Studies done by adult educators on the problems of adult literacy, (2) Studies done by researchers in communication, innovation diffusion, and community development wherein literacy has entered as a variable, and (3) Studies done in the foundational disciplines of rural sociology, anthropology, political process, and economics which can contribute to adult literacy research area through developmental type studies undertaken by adult educators.

Category I:

Most of the researches under this category are either descriptive or evaluative. It is difficult to draw any generalizations from such researches. We may however, deal with two of these studies to identify the area.

In 1962 Department of Adult education, N.C.E.R.T., New Delhi made a study on reading interest and habits of village people, New Delhi and found that rural people
desired to read science, literature, religion and agriculture. About two-thirds of the reading was in literature and folk literature, one-fourth in religion and only one tenth in science. Prose was read more than poetry, and poetry more than drama.

Two studies one by Mr. S.C. Dutta and Mr. Kempher and another by Mr. D.A. Bholay provide information regarding learner participation in adult education and literacy programmes. Dutta and Kempher found an average participants of the social education centre to be a young man or woman below the age of 35, belonging to lower middle class with income below Rs. 100 a month and education not beyond primary.

Bholay found that young adult farmers belonging to industrious castes having 20 to 40 acres of land were most desirous of learning.

Category II:-

A few studies done by researchers such as the study of Mathur, J.C., and Neurath, Paul, "An Indian experiment in farm Radio forum," Mr. B.S. Thakur's study "Impact of the radio on our villages" have generally found that literacy was positively related with information consumption and propensity to social change.

Category III:-

Researches in the foundational discipline of adult
literacy, that is, sociology, rural sociology, cultural anthropology, political processes, and economics are available in India in considerable number. There are about 300 studies on Indian villages alone.

Situation before 1947 was also bad. Two studies that can be traced to the years before 1947 are: (1) Mr. A.B. Mande's study 'Scheme of mass education, 1925, and McCleve's study, 'New schools for young India,' 1930. These studies have suggested integrated approach to adult literacy problems emphasising use of meaningful content related to the improvements in their life.

The annual report 1964-65 of N.C.E.R.T. reports the completion of five literacy-related studies by the department of Adult education (1) A study of per capita cost of literacy in India, (2) A critical study of the Gram Shikshan Mohim, (Mass approach to literacy) in Maharashtra state, and (3) Working with adults - a collection of 12 case studies, (4) A study of factors influencing the growth of literacy in Delhi, (5) A study of the growth of literacy in India as revealed by the consensus reports.

Dr. P.N. Singh and associates Dr. T.R. Singh and Dr. G.C. Tiwari, according to the work plan for 1965-66 have completed the following projects:-

(1) Development of a literacy achievement motivation scale, (2) A study into the Dimensions of literacy use in rural India.
Planning, Research and Action Institute, Government of U.P., Lucknow has also made a study that fall in the same category 'A study of certain aspects of social education programme in the community projects of U.P., Lucknow 1958.

The Indian Journal of Adult education published a list of dissertations. The researches are made on the subject of adult literacy or on subjects directly related to literacy problems.

The present study deals mainly with the programmes of social education conducted under different aspects of rural development and their degree of achievement. It assesses and shows how it plays a greater part in the work of developing the rural areas of Madhya Pradesh. In this sense the study differs from other research projects or studies described above under different categories. It also supplements or fills a big gap left or over-looked by other researchers.

PROBLEMS ARISING OUT OF THIS RESEARCH THAT NEED FURTHER STUDY.

The output of research in social education in the rural areas is meagre while the problems are many. Some of these problems, arising out of the present study, relate to methods of teaching and communication, motivation of rural adults, changing of attitude and behaviour of rural
adults. The study has indicated some topics that can be undertaken for further detailed study. They are:

(1) Study of factors which contribute to the success of adult literacy in rural areas.

(2) Evaluation of methods of literacy teaching linked with rural development.

(3) Reading habits and interests of neo-literate villagers.

(4) Study of the sources of information other than printed matter for illiterate adults in the rural areas.