CHAPTER V.
"An all-round development of the human personality necessarily includes the spread of education, which is an important aspect of the Community Development programme. The objectives and content of education under the programme cannot, and do not, however, follow the conventional pattern; but have to be related directly to the peculiar needs of a people slowly raising themselves up from poverty and ignorance. A comprehensive scheme of education is being implemented under the programme to provide continuing education at all levels."

'Kurukshetra'

Ministry of Community Development and Co-operation, Govt. of India, p.176.
CHAPTER V.

SOCIAL EDUCATION AND WELFARE OF WOMEN AND CHILDREN

Social Education has in modern times become an important instrument for bringing a change over in the attitude and mental environment of the rural and urban people. In the past also, the device of social education, such as Bhajans, Dramas, songs, and other certain items of recreation were regarded as a means of continuation of our old culture and traditions. In a democratic society, it is well-nigh impossible for the Government to force by legal enactment all these necessary requirements of village uplift and increase in standard of living such as application of rigid rules for compulsory education of the adults, and children of a certain age etc. And in this sense, the method of persuading the public through the source of social education seems to yield quick results, taking into consideration the present democratic set up. Now-a-days, a number of voluntary organizations are functioning in the rural and urban areas which organise and promote such activities as adult education, organisation of Bhajan Mandals Dramas, Ramayan Mandals and Mahila Samities etc. under the Community Development Programme. In the words of
Shri K.M. Pannikar, "In fact social education today has become an instrument of change and this is where the problem differs from what it was in the past. The institution for social education which our ancestors created and worked with notable success were meant for a static society, for the preservation and continuation of our culture. The social education today has to serve a changing society, a society which is building up a new civilisation, which is discarding much of the old and transforming what is left. It has to popularise ideas which are new and which may appear strange; it has to teach new values, familiarise people with new social relationships, introduce to them new concepts of our new civilisation."

It provides facilities for mental development and thus enables everyone to adjust their ideas and change them according to their own desires, attitude, and educate themselves, through the more adoptable and economical means. Social education thus brings new techniques in operation in the village folk, brings into action, the Government decisions through the audio-visual equipment like cinema, filmstrips, information centres, and brings a new approach to educate the illiterate and rural folk. The purpose of social education is to inculcate in the average Indian the feelings of real citizenship, and to bring to notice of the ordinary rural public, the democratic rights, and their responsibilities, and to make them aware of the ever-
-growing progress of the Five Year Plans. In brief the social education programme brings correct understanding of the Community Development and other Five Year Plans programmes to the public, and persuades them to participate in the rural development and the new task of nation-building. Without Social education, all the major schemes, and the real attitudes of the public cannot be infused and the principles of these programmes cannot be executed in action in their real sense. At the Block level, the social education programmes include a thorough study of the psychology of the rural folk, availability of different facilities to the villagers, and teach them the basic principles of education, through the use papers, charts, books, magazines, etc. which may bring them in touch with day to day changes. The Ministry of Information and Broadcasting also lays down certain specific schemes of moral persuasion and publicity and propaganda and helps in the successful implementation of the Social Education programme.

The Social education programmes thus create new outlook on the part of the villagers and bring among them the reaction and environment.

Under the Community Development programme the social education organiser, provided to the Block is responsible for the social education activities of the Block area. The duties of the social education organiser may be summarised in the words of Mr. Rajeshwar Dayal,
as follows:

(1) "To arrange educational programmes aimed at removal of illiteracy, promotion of health education and education in citizenship, and as far as possible to carry out these programmes through demonstration and actual life experience and to organise literacy programmes literacy classes and post-literacy work. He arranges for training of village school teachers and examination in literacy and citizenship subjects as and when prescribed.

(2) To arrange programme of participation by the rural population in the development programmes under the Community Projects and under the Five Year Plan, such as agriculture, village industries, sanitation, health and general village improvement.

(3) To organise follow-up activities with a view to prevent relapse into illiteracy and ignorance, such as writing of wall paper, editing local news bulletin, setting up rural circulating libraries, etc.

To distribute educational material such as charts, news-letters, wall newspapers, pamphlets, etc. through an organised library service or otherwise where no such service exists.

To organise cultural and recreational activities such as folk dances, dramas, kathas, kirtans, bhajans, exhibitions and melas.
(4) To utilise all opportunities of popular assemblies such as fairs, and festivals, for propagating right ideas of citizenship and work, through lectures, demonstrations etc.

To organise social type of physical welfare activities like games, sports, akharas, etc. These activities help in creating a friendly atmosphere and team spirit in the population.

(5) To organise youth welfare, women's welfare and child welfare activities.

To organise youth, women, and children in groups and clubs and to provide useful projects in which youths and women organisations could participate in furtherance of the programmes of Community Projects and the Five Year Plan.

To stimulate local leadership and to utilise it where it exists to develop leadership and to train village people for leadership.

(6) To be incharge of the mobile unit for arranging cinema shows to promote the use of audio-visual media through films, film-strips, lantern slides, projection material, posters, gramophone records, exhibitions etc.

(7) To arrange for proper utilisation of the radio sets by organising radio listening groups.

To co-relate social education with primary and basic education and to associate in their spread and
"Educating the village Children."

improvement of standards. To extend services of the school to the community and, thus link up primary and basic education with social education.

(8) To organise community centres and gradually to develop them as focal centres of social services and other amenities for the community.

(9) To help in co-ordinating activities of other departments and sections with the activities of social education.

(10) To organise voluntary agencies in the rural areas of different levels for carrying out social education activities on self-help basis.

(11) To maintain necessary records and registers as directed from time to time.

(12) To submit reports on the progress of social education, to direct, supervise and control the work of gram-sewaks in the field of social education.

(13) To carry out such other work as is entrusted to him from time to time."

The social education organisers are thus experts in the field of Social Education and impart all possible

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* Rajeshwar Dayal: Community Development Programmes in India, Kitab Mahal, Allahabad, 1960, pp. 87-88.
help in the field of adult education, social education, and a number of other activities as already enumerated above. The Social Education organiser is recruited from the State Education Department. He is to work under the direct supervision of the District Inspector of Schools and thus he is the connecting link between the Block Development Officer and the District Inspector of Schools.

It was seen in Rehli Block that the duties of the Social Education organiser are not well-prescribed in the Block and even though considerable literature is available in regard to his functions some people expressed contradictory remarks regarding the duties of the Social Education organiser. In general the social education organiser is considered to look after all the duties which come mostly under co-operation, social education and the activities in regard to changing the outlook of the general people. It was seen that this practice promoted the growth of irresponsibility among the other officers or other extension officers. For example the organisation of village leaders training camp and the organisation of seminars, exhibitions was considered to be the main task of the Social Education organiser and it was seen that the social education organiser only devoted much of his attention in organising such activities. But it is better if all the Extension Officers divide their separate fields of study, their field of work and co-operate with each other to think the
programme of the Community Development as their own programme and nothing would go to Social Education Organiser alone if he is to work for all the activities of the block. In most of the cases the block development officer handed over the charge of a number of government memoranda and reports to the Social Education Organiser. He is unable to devote his time to the activities of the block on practical field and much of his valuable time is devoted to the clerical ins and outs. This should be rectified.

The Report of Committee appointed to evaluate the Community Development Programme also dealt with some of candid recommendations in this regard. The report reads, "Co-ordination between S.E.O. and the other Extension Officers in field work has also not been established yet. The function of an S.E.O. is to prepare people for willing participation in Community work or for any new method. The reason why he is not able to play up to this role appears to be besides the ignorance and lack of mutual understanding among the officers, a deficiency in his own personality. Usually an urbanised graduate is recruited without adequate rural back-ground and his approach towards the programme is more in the nature of showy and sketchy activities and mechanical achievements of physical targets, than in the nature of building up of real community life by infusing knowledge and awareness among people by sincere work and intensive contacts with them. The method of work adopted
An ideal village school.
by most of S.E. Os. can be described as touch and go.*

For making improvement in this sphere, it is very necessary that a detailed programme for the better distribution of duties of the Social Education Organiser should be chalked out and must be adhered to properly. The present training programme needs an active reorientation so as the new graduates recruited to the Social Education Department staff may get a good deal of training in regard to their role and participation of the village programme. The Report, as discussed above has further recommended that, "It appears necessary to reorientate the present approach of Social Education Organisers and shift the emphasis from mechanical fulfilment of targets. He should be made to devote more time in villages where he may practice various extension methods to prepare villages for a better living whether individually or collectively. He should also devote himself more on organisational work. He should hold village leaders training camps more seriously than he usually does at present .......... With his training and equipment an average Social Education Organiser is said to be unable to inspire respect and confidence among villagers which is only possible by sincerity, steadiness in endeavour and clear understanding of the message he is expected to deliver."**

* N.D. Joshi Committee Report, pp.43-44.

** Report of the N.D. Joshi Committee on Community Development in M.P. 1960, Govt. of M.P., Bhopal, p.44.
For looking after the work of ladies and children, a Lady Social Education Organiser is provided in every Block by the Government of Madhya Pradesh, who works under direct supervision of the Inspectress of Schools of the Division. She is also assisted by the Gram-Sewika provided for every Block. She organises adult literacy classes for women and children, starts various centres in which village ladies are given proper guidance and training for improving and developing their minds in general. The Lady Social Education Organiser also organises the sewing, knitting and emoroidery centres, where the village women get training in these arts and crafts. Moreover, the Lady Social Education Organiser also provide a place to the village ladies where they may discuss their ordinary problems concerned with children care, daily house-hold purposes which are called as Mahila Mandals and Vanita Vishwa. The work of Lady Social Education Organiser is thus to impart a three fold function in the field of women, children and care of the babies in regard to their pre-natal and anti-natal care. She is a philosopher and guide for the ladies and children in the rural areas.

But in Rehli Block much has not been done by the Lady Social Education Organiser. A suggestion in this respect is that when the Lady Social Education Organiser is posted to the Block, she should be asked to visit all the villages with some prominent person of that area. She should be introduced with every literate or that type of
women who are having some influence in the village so that when she gets some difficult problem to face, she may get the help of such local authorities to solve it through. Moreover, the head-quarter of the Lady Social Education Organiser should be fixed in villages so that villager may utilise the social education and other allied services such as pre-natal and anti-natal care of the children and mothers, easily. Moreover, the Lady Social Education Organiser should try to follow the direct of the village people. And if possible she should be given proper training to learn it so that she may express in the local language. It will help her much to convince the villagers better than in her usual urban language. Co-ordinated work programme along with the tour programmes and village development plans of the block should be chalked out in this respect and much help can be enlisted with Social Welfare Boards and such other type of institutions. The problem of shortage of lady workers in rural areas must be more seriously tackled with by the higher authorities. The Programme of Gram-Lakshmis, started recently needs further development and proper execution by the block authorities.

The National Conference on Community Development at Mysore City held in 1959 submitted a number of recommendations in this regard. Some of the more important recommendations made by the Conference, are detailed here. The Conference was of the opinion that:-
(i) Educating women regarding mother and child-care and encouraging them to avail themselves of the services offered, such as by the Primary Health Centre and Family Planning Centre should be one of the most important programmes and activities which may be taken up by the Lady Social Education Organiser of the Block. The other activities should be:

(ii) Helping to spread the knowledge of health and sanitation, including the use of latrines, and inducing village families to observe the laws of health and hygiene and to adopt measures and practices for cure and prevention of communicable diseases.

(iii) Organization of Balwadis in order to—

(a) educate and train children of pre-school age in health habits and good social practices;

(b) enable mothers to be free to join Mahila Mandals and participate in its programmes and activities;

(c) enable older girls, who are not able to go to school because they are in charge of their younger brothers and sisters while their parents are at work, to attend school.

(iv) Organising some economic programme for saving and for supplementing family income or both, such as simple tailoring or making of mats or baskets, spinning and weaving etc.

(v) Encouraging adult literacy.

(vi) Educating women in habits of thrift and saving and avoiding extravagance and loans for ceremonial occasions; encouraging small savings schemes or any other system of savings.
(vii) Encouraging improvement of homes by kitchen gardens improved methods of cooking, labour saving devices and avoiding waste of food.

(viii) Encouraging some of their progressive members to take up the responsibility of giving regular assistance as 'Gram-Laksmis' or associate women workers known by any other name to Gram Sewikas.*

Sup-Committees may also be formed for dividing the work among the women workers and for implementing the above scheme more precisely. In these sub-committees enthusiastic women delegates from the villages may be entrusted with certain responsibilities and thus the whole programme of social education may be in a well co-ordinated manner tackled with. The Mahila Mandals may also help in forming such bodies. The progress achieved in these field is shown in the following pages.

Welfare of women and children:

The Community Development Programme includes in itself the welfare programme of women and children and thus an all-round drive is launched with the help of Gram-Sewika and Lady Social Education Organiser for the upliftment of the standard of living of this section of the rural populace.

* National Conference on Community Development at Mysore City: Main Recommendations and conclusions: 1959, Ministry of Community Development and Co-operation: New Delhi, pp.31-32.
On the successful implementation of the development programme of ladies and children, depends the successful implementation of most of the development plans in the programme. Village women play an important role in the daily routine of a farmer. In olden times, this section of Indian population remained to be shy, and unambitious, and this tended the failure of certain development schemes, sponsored by the Government. The Indian traditional bottlenecks did not prefer women education in the past and this checked the growth of intelligent women participating in the nation building tasks. Women if given proper education and are responsible enough to their duties can shoulder a lot of difficulties in our rural families and teach the children what they ought to be. Now-a-days, women in India, no longer live in grand isolation of the past, as they can no longer now remain in the same old position. The inferiority status and feeling which was prevalent in this section of our population is day by day being rooted out and they now come forward for rendering their best help in the nation-building programme. They help in the primary education programme and act as teachers in the primary school, village nurses and facilitate the activities performed by the Lady Social Education Organisers, the Gram-Sewikas, and health visitors, etc.

Broadly speaking the village programmes for women's welfare include the following:—

(1) To bring about an overall improvement in the standard of living, their mental environment and
other activities like earning, expenditure and saving for lean days.

(2) Educating women for the welfare of children and making them aware of the present changes in traditions teaching them their responsibility in the free democratic society, and bringing in them the attributes of local leadership.

(3) Giving them proper instructions in regard to village hygiene and rural sanitation.

(4) The elimination of their shy nature and teaching them to adopt labour-saving methods, which can bring leisure in rural life and create a feeling among them for more constructive rural work.

(5) Education in auxiliary farm practices, towards complementing improved farm methods introduced by the Village Level Workers so that women can also help in seeing the programme successful.

(6) Education in home extension techniques, and demonstration methods.

(7) Education in the techniques of the stimulation of group activities amongst rural women, like the setting up of the farm women's and home makers' clubs, nursery schools, creches, etc.

(8) Education in imparting service training to village women voluntarily associating themselves with development programmes, so as to bring out potential leadership and to absorb them as extension
workers themselves in their own home surroundings.

(9) Programmes including family planning centres which may guide and advise the mothers for pre-natal and anti-natal care of the children.

(10) Establishment of child welfare centres to advise them in regard to healthy growth of the baby.

(11) Establishment of creches for the babies of working women and nursery schools and playgrounds for children.

(12) Co-operative organisations of women to promote rural handicrafts.

(13) Intensive development plans for social education associated with a vigorous literacy drive.

(14) Organisation of women's activities on sound practical lines so as to secure their participation in all the spheres of rural life.

For the successful implementation of the above goals, Gram-sewikas and Lady Social Education Organiser are given adequate training to see the Government policies executed. Various institutions like Mahila Mandals, Mahila Samitis, Balwadis and nurseries are established in Rehli Block during the Second Five Year Plan. The progress made in this respect in the Rehli Block is shown in the following table:
Establishment of Women's and Children's welfare institutions during the Second Five Year Plan in Rehli Block.

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Target for the Second Plan</th>
<th>Progress &amp; achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mahila Samitis started</td>
<td>370</td>
<td>324</td>
</tr>
<tr>
<td>Membership in such Samitis</td>
<td>4760</td>
<td>4016</td>
</tr>
<tr>
<td>Women's camp held</td>
<td>35</td>
<td>25</td>
</tr>
<tr>
<td>Participation</td>
<td>1550</td>
<td>873</td>
</tr>
<tr>
<td>Balwadis/Nurseries started</td>
<td>231</td>
<td>104</td>
</tr>
<tr>
<td>Children attending</td>
<td>3594</td>
<td>1286</td>
</tr>
</tbody>
</table>

The work in regard to establishment of children's institutions has not been satisfactory in this block. Experiences gained in this respect may well be quoted for the successful implementation of these plans.

**Adult Education and School Education:**

The Community Development Programme also includes in itself the task of educating the adults in villages. This facility is provided with the help of literacy teachers where available or the village school teacher is asked to take night classes. This work is supervised by the Social Education Organiser of the block. Adults are provided with necessary stationery materials and also with the requisite coaching work in night hours. They are examined afterwards
by the Social Education Organizer. The Adult Literacy centres are also started in the blocks in order to meet the demand of remote villages. These centres are run either by the Block Development authorities or by the Education Department. The progress made in this field in the Rehli Block is shown in the following table:

**Progress of Adult Education in Rehli Block.**

<table>
<thead>
<tr>
<th>Scheme</th>
<th>Unit</th>
<th>Target for Second Plan</th>
<th>Progress made in IInd Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy centres started</td>
<td>No.</td>
<td>522</td>
<td>323</td>
</tr>
<tr>
<td>Adult persons made literate</td>
<td></td>
<td>14640</td>
<td>6551</td>
</tr>
</tbody>
</table>

Thus it is clear that the progress in this field is not satisfactory.

Village schools are also run by the Education Department for the spread of literacy among children and the growing generation of the nation. Most of the primary schools have been converted into basic schools during the Second Five Year Plan in this block. In certain cases the organisation and regular maintenance of these schools has been taken over by the Panchayat Samitis. These bodies get regular funds from the Education Department or from the respective heads of the Departments. It was seen in the Rehli Block that the enrolment at the schools was poor and the cases of absent students were more as compared to other
blocks. For better enrolment results of school children the following suggestions as made by a conference on Community Development are worth study:

(1) Systematic records of school-going age children in the village be maintained by the Panchayat with the help of the school teacher;

(2) Regular visits to the homes of the children attending the schools specially of those who are irregular in attendance be made by the school teacher;

(3) The Social Education Organiser should collaborate with the school teacher and the Inspector of schools in getting non-school-going children to school.

(4) The members of the Mahila Samiti be encouraged to carry out a campaign in the village for more enrolment and regular attendance.

(5) The Panchayats be encouraged to exert their influence over the villagers to send their children, especially girls, regularly to school.

(6) In addition, it was agreed that instead of the Panchayat Samiti, the Block Development Committee be given powers to adjust school timings to suit local conditions and seasonal ups and downs, and that the Panchayats be vested with the responsibility of supervising the school and maintaining it in good condition; that prizes be awarded to the village community for the best enrolment of students and attendance.
(7) A mid-day meal fund be created out of contributions from the Community for the supply of mid-day meals to children irrespective of their economic status.

The other suggestions which may be considered in this respect are:—

(1) The schools should be maintained on the common agreements made with the panchayat bodies, pupils and teachers and the guardians of the students so that any of these bodies may not take any objection in its daily routine and may suit all according to their own conditions.

(2) The examination system prevalent in the schools at present should be improved a bit for better assessment of the work being done in these schools. Half-yearly and quarterly examinations should be taken in addition to the annual examinations and their marks may be added to the total for passing the annual examinations.

(3) Pupils should be entrusted with most of the routine type of duties so that a feeling of self-service and village leadership may take firm roots in their hearts from the beginning.

(4) For the successful implementation of the programme of village school education it is very necessary that the students are provided with the basic necessities of education and other stationery for use.
Organisations such as libraries, youth organizations and youth clubs, community centres and information centres are established in the Block under the programme of Community Development. But the maintenance of these libraries is not being seen properly by the school teachers who are in charge of these libraries. They may be given additional remuneration for this work. Books provided to these libraries should be replaced each year and there should be no membership fee for these libraries.

The Community Centres opened in the Block are also not working properly. Really speaking these community centres provide a place for people to meet and discuss general things and provide a place for organising certain cultural and recreational activities. Certain indoor games are also played there and film shows may be held for people's recreation. Moreover they serve as small news-library and other activities such as debates, dramas, and other certain meetings may be organised at these places. Other programmes, fairs and festivals may also be held in these community centres. In order that these centres may get a tempo of real working, it is very necessary that the following suggestions may be adhered to:

"The success of these centres will depend upon the block staff and the informational staff operating these centres, establishing and maintaining close and effective relations. The block staff can provide the centres with
much of the current live and interesting material on a wide range of development programmes in the block which will if properly presented and kept current, be of genuine educational benefit to the people. Furthermore, the block staff should encourage village people to form the habit of visiting the centre.

In the final analysis the success of the centre will be dependent upon it in serving the peoples expanding interest and making village people early feel that the centre is for them and their continued use. So that all villages establish contact and the habit of visiting and relying on these centres for information. It would be useful if all the Sarpanchas were scheduled to visit the centre at least twice a year and in groups of about 20. When the Sarpanchas return to their villages, they should be encouraged to discuss what they saw and learned with the other villagers in a panchayat-sponsored meeting."

Youth clubs are also established in the blocks which serve somewhat dual purpose as the information and community centres. The establishment of youth clubs involves the preparation of public in villages for certain co-ordinated and well-planned activities and in this way form certain groups of the youth in rural areas for making

* A Guide to Community Development; Ministry of Information and Broadcasting; Govt. of India; New Delhi, pp.63-64.
them ready to participate in certain programmes. Gram Raksha Dals are also established in the same way. The only objection in forming these groups in blocks is that finally in the end there are friction in these groups on the basis caste and favouritism which check the progress of these bodies in village. This feeling should be eliminated for ensuring orderly development of these institutions. Moreover, the objectives and aims of these bodies need to be enhanced so that they may be helpful in the real village development of the village spirit among the rural folk to come forward and help in the economic development plans. We have to build our new India through the democratic lines and in the words of Shri Dr. Douglas Emsminger, "the Common man has thus been called to shoulder greater responsibility than he has ever before known. He is expected to act as a politically conscious individual, aware of his rights as well as his obligations. To act as an intelligent citizen he must know the condition of the country, its problems and the ways in which such problems could be dealt with and are being tackled. He must know the resources the country has at her command and the role that the ordinary man and woman can and must play in national development. The basic idea of the Community Development programme is not so much the building of roads canals, tanks, houses and things of nature, although they are important, but is the building of the human being which is the prime objective."

The progress made in the field of social education organization in Rehli Block is shown in the following table:

**Progress of social education institution in Rehli Block during Second Five Year Plan.*

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Unit</th>
<th>Target for the Second Plan</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading rooms and Libraries</td>
<td>No.</td>
<td>214</td>
<td>241</td>
</tr>
<tr>
<td>Cultural film shows</td>
<td>&quot;</td>
<td>3180</td>
<td>2214</td>
</tr>
<tr>
<td>Youth Clubs started</td>
<td>&quot;</td>
<td>876</td>
<td>580</td>
</tr>
<tr>
<td>Membership</td>
<td>&quot;</td>
<td>10305</td>
<td>8235</td>
</tr>
<tr>
<td>Farmers' Unions started</td>
<td>&quot;</td>
<td>132</td>
<td>75</td>
</tr>
<tr>
<td>Membership</td>
<td>&quot;</td>
<td>1800</td>
<td>2733</td>
</tr>
</tbody>
</table>

Organization of Village Leaders Training Programme has also been one of the main activities of the Social Education.

The progress of the Rehli Block in the respect of Social Education activities has rather been very slow. During the Second Plan most of the targets earmarked at the beginning could not be fully achieved except in certain cases. The work done in the sphere of opening of village libraries and reading rooms has been quite satisfactory. It is evident from the above table that the target has been over fulfilled by 27 reading rooms and libraries. Secondly, the progress

* District Statistical Office, Sagar, Progress of Second Plan.
made in the field of enrolling the members for the farmers' unions has also been satisfactory. In all 2753 members could be enrolled as against 1600 fixed for the Second Five Year Plan. The targets for holding of cultural film shows, opening of youth clubs, and enrolling members there-under, and other such activities related to the Social Education Programme have not been fully achieved. The main reason for this is the weakness of the supervising staff and want of proper planning on the part of the Social Education Organiser. Generally the Social Education Organiser is so much busy in disposing of the routine office papers that he gets little time to devote to the actual field and to see whether the targets are being fulfilled in their real sense. The second reason for the slow progress in the sphere may be said to be the "reserved and non-cooperative mentality" of the village people. They work in these ventures only when they are pressed to work. They do not have their own initiatives and have not got the real interest which is very necessary for the proper functioning of these organizations. The Social Education Organiser should make efforts to remove these defects. He should be asked to form sub-committees for various types of activities and the members of the farmers' unions, youth clubs should be addressed by the influential personalities and officers of the district so that they may be persuaded to take part in such activities at their own initiative. The drawback in respect of holding of film shows can be removed if a little care is taken by the District authorities in this regard.
In the camps the enthusiastic persons in the villages are given village leaders training in the ways of living and earning their living. Each camp is held for a week or more and villagers are given proper guidance on all sort of life's activities, new ways of living, new feelings about community participation etc. are enthused in them. Many new ideas are brought to the notice of the villagers and they are given proper teaching in the changing views of better living and better earning. They receive inspiration and their outlook is changed so that the old coat of superstition and castism may be dropped for ever. All the Extension Officers and Block Development Officers along with the District Officers from all the technical departments participate and give extension lectures in this camp. The village leaders are also given an opportunity to deliver lectures on their own problems so that they may be very well solved by the Block staff. Generally village selected for these camps should be a progressive one and the training camp should not be too expensive. The travelling and other allowances given to the village leaders should be paid to them at the spot when they come for attending the camp which shall bring more village leaders to the field. The daily programme of the village leaders training camp should be chalked out in such a way that it may meet the need of all the technical departments. Mostly these programmes should include in itself the practical training in stead of long monotonous lectures. The following suggestions put forth by
Social Education Organiser visiting a village.
Dr. Douglas Ensimminger in his Guide to Community Development (Revised) are worth notice:

1. There must be definite planning well in advance with respect of the time, the material needed and the site of the camp.

2. The expected campers should be prepared well in advance and personally contacted by Gram Seawars, Social Education Organisers and Extension Officers in course of their usual rounds of the villages.

3. Camp routine and discipline should be followed strictly.

4. Keep the campers busy always; even their recreation and rest should be planned.

5. The camp staff should maintain intimate touch with the result that the campers show personal interest in his affairs, his achievements, his failures, his community and his family and farm.

6. In camps no body is anybody's supervisor by mere status or force.

7. Co-ordinate your purpose with the campers' interests and make them interesting by stories, real incidents, photos, posters, demonstrations, songs, etc.

8. Restrict talking. All talk should be extensively supplemented by other means as suggested.

9. Make your camp a real joy for the campers and a lifetime memory for them.
10. Mess is very important in any camp. The campers should co-operate in successfully managing it. The kitchen should be located in some clean place at a safe distance from any source of contamination.

11. Arrange in advance for first-aid equipment including medicines for some ordinary and common physical ailments.

12. Keep the camp-area clean and beautiful. Selection of a beautiful spot may provide a cover of Nature's smile to the whole camp.

13. Divide the campers into groups; have them form their own Government in the form of Panchayat, distribute responsibilities, initiate healthy competition and thus finally make it their own affair. You can know about the success of the camp by determining the extent to which your campers have taken responsibility for the camp.

14. Do not forget to ensure good drinking water; provide trench latrines, compost pits, soak pits and urinals for the campers.*

The following table shows the progress made in this field in the Rehli Block during the Second Five Year Plan period.

Progress made in the organization of Village Leaders' training camp in Rehli Block in Saugor District.*

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Unit</th>
<th>Target for the Second Plan</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Gram Sahayaks camps organized</td>
<td>No.</td>
<td>216</td>
<td>109</td>
</tr>
<tr>
<td>Functional leaders trained.</td>
<td>No.</td>
<td>6950</td>
<td>4751</td>
</tr>
</tbody>
</table>

The progress achieved in the field of organization of Functional Gram Sahayaks camps has been rather too slow in the Rehli Block. It presents a very gloomy picture if the achievements are brought in comparison to the targets of the Second Plan. It brings discredit to the Social Education authorities that only 50% of the target earmarked could be achieved during the Five Years. It would have been better if the block authorities had taken their work more seriously. This defect should be remedied during the Third Plan. Adequate provisions should be made in the block programme and the Social Education Organiser should be asked to make best efforts to enthuse rural masses to take active part in such activities of social welfare. A monthly programme for the organization of such camps should be chalked out and list of such programmes should be maintained.

in the Block office so that the maximum number of persons is encouraged to attend the camps, so organised. The District authorities should also take suitable steps to see that the targets not achieved in the five years of the Second Plan are achieved in the ensuing Third Five Year Plan. Efforts should also made to make public realise the practical utility and the importance of village leaders' training camps in the rural life.

The Balwant Rai Mehta Committee on Community Projects and National Extention Service stated in its report on the work of Social Education that the coverage of social education in quantity was very meagre. If one goes further and takes up any one particular activity the coverage is even more scanty. The attendance figures at the various activities are also small. With this percentage of coverage and this level of attendance the various activities can hardly have any great impact on the people or can hardly contribute to the community project effort. It is certainly not a live movement.\* In brief the progress made in this field cannot be said as satisfactory in respect of the Rehli Block also. Nothing has been done more significant. The Social Education Organisers have only done whatever was the compulsion and came under the ordinary course of their daily routine. They should be enthused to consider the programme as their real one. If they shirk their duties and are busy in disposing certain paper statements, then it is very difficult to

\* B.R.Mehta Committee Report: on Community Development Committee on Plan Projects, New Delhi, p.76.
change the village outlook.

There has been certain criteria for seeing that the new village outlook is developed among the Rural-folk. This criteria can be developed only by applying the following texts. They are:

1. "The first evidence of a new village outlook is seen when the village panchyat begins to have and express hopes and expectations for better things, and gives leadership in bringing about change.

2. The second evidence of a growing new village outlook appears when the village people begin thinking about how they as individuals can work together with their leaders and through their panchyat, co-operative and other organizations to achieve, hope for improvements.

3. The third criterion for determining new village outlook is found when village people develop organized village plans to maintain improvements and begin to plan for continued development.

4. The fourth way to evaluate change in village outlook is to observe the process by which new practices become integrated into village culture and the way in which village people show increasing readiness to place their faith in recommendations of science in contrast to the current practices of following traditional methods handed down through the ages.

5. A fifth way to evaluate change in village outlook is by gauging the degree of opposition to a new
practice over a period of time."

It is expected from the Social Education Organizer to develop a sense of new approach and new outlook among the villagers and work with effective team work with other extension workers. Whenever there is any problem in relation to the application of any scheme to the rural folk, the social education organiser should come forward and with a technical cultry to understand and offer positive solutions for its successful implementation. He should have that much skill and that much understanding that he may know the psychology and sociology of the people and develop and motivate active habits among them to adopt and accept new methods, new ways of living in rural areas. The members of the block staff should also assist him in this regard and no body on the staff cadre should think this in his mind that the duty of the Block Social Education Organiser alone is to see towards this goal. The change of village outlook is therefore the first necessity for bringing any change in the environment of the rural folk, their old ways of living, their apathy and old methods of living. The villagers can be made conscious of their responsibility to the nation and they may get a good fillip when their mental and educational faculties are developed.

While evaluating the progress of the Community Development Programme, the Programme Evaluation Organization of the Planning Commission on working of the Community Development Programme in India, has emphasised in their sixth Report, "The literate participants as a group were more progressive than the illiterate in respect of their views on purdah, dowry, caste, restrictions, untouchability and common latrines for the village. On the other hand illiterate participants in all sub-groups were ahead of the literate in their attitude to castration. The former seems to be generally speaking less indisposed to the services of trained midwives. The evidences are not all in favour of the literate persons having more advanced views than the illiterate, on social questions, but they are sufficient to lend support to the inference drawn earlier about the influence of literacy on persons's views and attitudes."*

In brief, the social education programme needs to be developed more and more. A great change in the village outlook is very necessary in order that the present mental status may be improved a lot. The suggestions put forth in this chapter need to be applied to actual practice.

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