

of the State and its plans and programmes of development and in the many problems of social reconstruction. The wider objectives of social education are to make the people understand the significance of the period of transition and its dangers and to train them to be prepared to combat anti-social activities. Understanding has to be developed among people so that they live happily in peace with their neighbours and unite against elements which tend to disintegrate social life. Education for healthy life, to keep homes and surroundings clean and to make life useful and enjoyable is an essential part of social education. The need to train people to organise the economic and social life on a co-operative basis and to develop in them in a practical way a sense of their responsibilities for social, and national security is also included in the broader concept of social education.

Social education thus aims at improving the life of the individual by educating him in better skills and by creating in him an understanding and knowledge of the technological advances which science has made. It enables him to find full expression for his creative urges through healthy cultural and recreational activities and pursuit of hobbies. In relation to the society in which he lives, social education aims at enabling him to be a useful member by educating him to organise groups to solve the problems which the community is facing. Social education also enables the community to better its social, economic, political and moral life so that the community may fulfil its duties towards the nation. Lastly, social education also aims at developing tolerance and international understanding so that people of the world may live together in peace and harmony.

Knowledge of reading and writing is no doubt of great help. Literacy is, therefore, an essential ingredient of social education. Education in reading and writing should not, however, be treated as a thing apart. The will to become literate is evoked among illiterate adults only if literacy can be made to serve some valuable purpose in the life of the individual and of the people. Education for better life, need not, therefore, be made to wait till full literacy is obtained. Campaigns for education of illiteracy are, therefore, not taken up independently but as a part of comprehensive effort of social education.

Social education has to be related to the life of the people if it is to have a real meaning for them. It has to be education for better life in all its aspects work, rest and recreation.

Social education also aims at providing further and continuing education for those people who desire to acquire more knowledge. It is a life long process since it provides education for all people for all time by creating in them an urge and a desire for more knowledge on various subjects, not only to gain higher skills in vocations but also knowledge for its own sake. Knowledge should reduce differences between different sections of society not only in social and economic spheres but also in intellectual and cultural standards.

The best measure of a nation's strength is the quality of its intellectual resources. Social education is directed towards this end and, therefore, aims at providing opportunities for all classes and for as large a part of population as possible to enjoy benefits of liberal education, to as large an extent as possible. Thus, social education properly understood is a part of adult education, which has a vast field. Those fields of adult education are also of immense importance and deserve proper attention and appropriate action.

Social education is "informal" as against "formal" education and is meant for adult men and women

both as individuals and as members of their communities, for ensuring for them a fuller and more useful and productive life.

The concept of social education can be as follows :

- a) Social education is adult education.
- b) Social education is education for a desirable social change.
- c) Social education is education for betterment of individual, social, economic, political and moral life.
- d) Social education is education which enables a community to assume direction of its own development.
- e) Social education is education for better work, better rest, better use of leisure and better recreation.

Numerous activities - educational and organisational - will be necessary to realise the objectives of social education. A programme of social education is build up of activities selected according to the needs of the people in the particular and as adjusted to their cultural level. The activities will, therefore, differ from place to place and from community to community. Since the concept of social education is, in numerous and as varied as the life of the people. The criterion for determining whether a particular activity is a social education activity or not is whether it is an educational activity which provides learning opportunities for the people and stimulates a spirit of self-improvement and co-operation in them. Such activities can be classified under-certain broad headings keeping in view the objectives of social education. A classification which is not exhaustive but indicative can be as follows :

(a) Activities for Imparting Knowledge - These include a drive against illiteracy and ignorance, organising literacy campaigns and literacy classes, holding vacation camps for social education with the aid of student and teacher volunteers, group discussions on health, sanitation and citizenship problems and numerous follow-up activities intended to prevent relapse into illiteracy and ignorance. These follow-up activities cover a wide range. Production of Literature for neo-literates, editing a wall newspaper and a suitable journal, forming reading and writing clubs, providing rural circulating library sets, reading rooms, community listening sets, use of such audio-visual media as films, filmstrips, magic lantern slides, posters, mobile exhibitions and the like. People are also encouraged to learn better skills, and adopt improved practices in agriculture, cottage industries, home management, housing etc.

(b) Activities for Bringing About Social Change - These include lectures, talks and groups discussions on a variety of subjects like,

- i) Social change that have and are taking place in the world and the desirable social changes India has to bring about for progress.
- ii) Technological changes, development of science, scientific discoveries, changed circumstances as regards caste and family planning.

(c) Activities for Education in Community Organisation - These aim at educating the people in the process of group information so as to give a formal structure to the good activities begun so that they may take firm root and develop with vital force. Helping people to organise youth clubs, women's clubs, children's groups, co-operative village guards, and establishing community centres as the nuclei for various social amenities are among the aims of this broad programme.

(d) Activities for Recreation and Culture - The objective of these activities is to organise the people to provide for themselves healthy recreational and cultural facilities. These include sports, games and gymnasiums for the improvement of physical health, formation of dramatic clubs, community singing groups, and arranging recitals from well-known literary works, debates, poetry, reading etc. Special efforts are to be made to encourage and preserve the traditional forms of recreation such as folk arts, folk dramas, folk dances and folk songs. The reorientation of traditional festivals and fairs and their celebration in an organised manner is to be attempted. Holding exhibitions and encouraging cultural pursuits and hobbies also come under these activities.

(e) Special Activities for the Under-privileged Classes

(f) Special Activities for Tribal People

(g) Activities for Further and Continuing Education.

These are conducted through adult schools, janata college, university adult education departments, public libraries and relate to production of literature for the new reading public, and use of media or mass communication like press, film, radio and television (pp. 323-330).