

ADULT EDUCATION FOR WOMEN



INDIAN ADULT EDUCATION ASSOCIATION

**ADULT EDUCATION
FOR
WOMEN**

**ADULT EDUCATION OF WOMEN
IN THE
CHANGING PATTERN OF SOCIETY**

**REPORT OF THE NATIONAL SEMINAR
NEW DELHI, OCTOBER 27-30, 1968**

**INDIAN ADULT EDUCATION ASSOCIATION
17-B, Indraprastha Marg,
NEW DELHI**

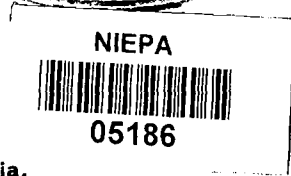
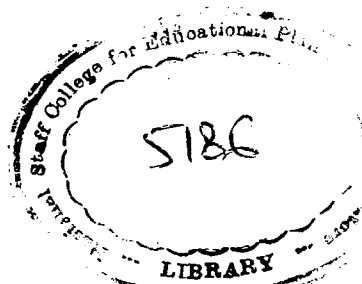
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P R E F A C E

The 1971 census has presented a very disappointing picture of literacy education in this country. In a period of ten years we have crawled from 24.03% to 29.35%. Though we have fared better in women's education during the last decade (from 12.95% in 1961 to 18.45% in 1971) compared to over-all literacy percentage, literacy rate among women is still very low in this country. Special efforts are therefore needed to rectify this situation.

The Indian Adult Education Association with financial assistance from UNESCO organised a National Seminar on Adult Education of Women in the changing pattern of society in New Delhi in October, 1968. The Association was very fortunate in having Dr. (Smt.) Durgabai Deshmukh as the Director of the Seminar. She provided a leadership rarely available in the country these days. The presence of Dr. Mohan Sinha Mehta, President of the Association, throughout the Seminar provided the necessary guidance and inspiration.

The standard of discussion in the Seminar was very high. The group-reports were very well drafted. This helped in the framing of suitable recommendations and conclusions of the Seminar.

The report of the Seminar is being presented to adult educators and intellectuals in the country in the hope that it will be able to mobilise enlightened public opinion for a concerted and coordinate attack against illiteracy of women and help create a machinery to educate the women-folk of the country.

We are very thankful to UNESCO for providing financial assistance for the Seminar and the Ministry of Education and Social Welfare for a grant for the publication of this report.

Shafiq Memorial
17-B, Indraprastha Marg,
New Delhi.
June 4, 1973.

S. C. DUTTA
Hony. General Secretary
Indian Adult Education
Association

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INTRODUCTION

The National Seminar on "Adult Education of Women in the Changing Pattern of Society" began its four-day session in New Delhi on October 27, 1968 under the Directorship of Dr. (Mrs.) Durgabai Deshmukh, Hony. Director, Council for Social Development, New Delhi.

The Seminar was convened by the Indian Adult Education Association, New Delhi with the financial assistance of the UNESCO.

Inauguration

Dr. (Mrs.) Welthy H. Fisher, founder of the Literacy House, Lucknow and recipient of 1968 Nehru Literacy Award instituted by the Indian Adult Education Association, inaugurated the Seminar. She said that the average young adult woman in India still lives in a pattern of society which has scarcely felt the tremor of technological changes in the world. She said "labour saving devices and technological discoveries for the better life have been largely accepted in the cities of the world but the rural areas in India have remained without these changes."

Dr. Fisher drew a meticulous sketch of 90 percent female population of the country—those deprived of the facilities of reading or writing the language they spoke—and pleaded for understanding the innumerable problems daily encountered by them. She stressed on imparting adult education to enable them to gain self-reliance. Without literacy this would not be successful, she said.

Dr. Fisher said that if adult education was to have its impact in India it had to be linked with economic development. Adult Education among women had to be intensified so that

there might be better communication between the masses and the educated.

Dr. Fisher said that the village woman was ready to be educated. We have to give what she wants and not what we think she wants, she added. She expressed the hope that India would offer an exciting new pattern of urbanisation to the world with new values balanced by old and enduring ones.

Mrs. Fisher said that the women had a creative role to play in developing the citizens of tomorrow. Education must touch her socially and intellectually. She has to be taught by sensitive women so that she will have a well-fed, well educated family. She must be told how important it is to rear a small family, Mrs. Fisher added.

Concluding Dr. Fisher said that woman must be helped to develop her village life while she develops herself.

Earlier, Dr. M. S. Mehta, former Vice-Chancellor of University of Rajasthan and President of the Indian Adult Education Association, said that women's education was lagging far behind and it was important for the general development of the country that special efforts should be made for its improvement.

Dr. (Mrs.) Durgabai Deshmukh, Director of the Seminar expressed the hope that the Seminar would produce a concrete programme of action. Mass illiteracy was an internal enemy, she said. Adult Literacy of women had to be considered from a national point of view for an Indian woman had an important role to play in the development of the country.

She enumerated the efforts being made for an intensive drive against illiteracy by teachers and students during the Gandhi Centenary year. She hoped that Rs. 10 million provided for the development of the National Service Scheme

among students for their participation in combating illiteracy will find proper utilisation.

Discussion

The Seminar studied the level of literacy to be achieved for women to enable them to play their role in the changing pattern of society. It examined the obstacles in organising literacy programme for women and the ways to overcome them. It made recommendations about the content of literacy education for women and the organisations best suited for the purpose.

The seminar was attended by over 65 delegates from 15 States and Union Territories. Mr. K. Millinkovic, UNESCO Expert in Adult Education attended the Seminar on behalf of the UNESCO.

Group Leaders

The delegates were divided into four groups, each with a Chairman and a Rapporteur. The group Chairmen were ; Dr. (Miss) Sarojini Varshney, Acting Dean (Education), Banaras Hindu University; Mrs. C. K. Dandiya, Director (Extension), University of Rajasthan; Dr. (Mrs.) Helen Butt, Literacy Consultant, Nilokheri and Mrs. Sarada Sarva, Principal, Arts & Science College, Vidyanagar, Hyderabad.

The group Rapporteurs were : Mrs. Sunanda Maitra, Bengal Social Service League, Calcutta; Miss Santosh Chopra, Principal, Govt. Mobile Janta College for Women, New Delhi, Mrs. Sucey Koshy, Home Economist, Indian Agriculture Research Institute, New Delhi and Mrs. M.K. Mukerjee, Assistant Director of Education (ANP), Govt. of Rajasthan, Jaipur.

A number of experienced veterans of adult education like Dr. (Mrs.) Phulrenu Guha, Union Minister of State for Social Welfare; Dr. Sushila Nayar, M.P., former Union

Health Minister; Miss Shanta Vashist, M.P.; Mrs. Ila Pal Choudhary, M.P. and Mrs. Raksha Saran, former President, All India Women's Conference also addressed the delegates on various problems that were under discussion.

The delegates stayed together at the headquarters of the Bharat Scouts and Guides and their business meetings were held at the headquarters of the Indian Adult Education Association. The Seminar had a programme of sight-seeing on October 27 and 29.

The delegates were also given a reception by the President of the Republic of India, Dr. Zakir Husain and another by the Mayor of Delhi.

Valedictory Function

The closing function of the Seminar on October 30, was addressed by Dr. (Miss) Sarojini Mahishi, Deputy Minister attached to the Prime Minister. She said that adult illiteracy in the changing pattern of society was a big blot on its face and every effort should be made to wipe it out.

Dr. Mahishi, said "sooner we get rid of illiteracy the better will it be for the whole country to march ahead. Literacy alongwith its other components is a very effective mean for the intelligent participation of a man or a woman in the democratic institution and also in shaping the destiny of their own country in the long run."

RESOLUTIONS

1. The Seminar is gratified to note that the Central Advisory Board of Education at its 34th Session held at New Delhi on the 11th and 12th October, 1968 (vide resolution No. 26) has requested the State Ministers of Education to utilise the Gandhi Centenary year for launching an intensive drive for removal of illiteracy.

The Seminar calls upon the Association and all its affiliated organisations and other voluntary organisations to plan programmes for implementing the resolution. It urges the Central and State Governments to allot projects to voluntary organisations for implementing the resolution of the Central Advisory Board of Education.

2. The National Seminar has noted with great satisfaction that an integrated programme for functional literacy for farmers has been launched jointly by the Ministries of Food and Agriculture, Education and Information and Broadcasting. This programme has so far been taken up in selected areas in ten States only.

The object of the programme is to help the farmers to understand and use modern and scientific methods of farming for increasing agricultural production. Skills needed in reading and writing are expected to be imparted as a part of the functional literacy classes.

While the programme is of immense benefit in relating literacy to economic development, and as such, has immense potentialities, the Association draws the attention of the Central and State Governments to the very limited coverage so far contemplated, and even for this very small area of operation, to the need for the education of the farmers' women which is simultaneously so essential for the proper realization of the great purpose.

The Seminar, therefore, urges upon the Central and State Ministries to extend the programme in order to utilise the service and experience of well established voluntary organisations in the country and in particular the Indian Adult Education Association by allotting about ten projects to it for implementation in cooperation with its affiliated institutions.

3. The Seminar urges the Central Board of Workers' Education to provide for the education of a large number of women employed in Small Scale and Cottage Industries. The Board has so far reached only men workers which is not enough. The Seminar urges the Central Board of Workers' Education to call upon the industrial managements to consider the programme of education of the women workers as a part of the employers duty towards their workers and make use of the services of voluntary organisations existing for the purpose in their respective areas and industrial establishments.

4. The Union Ministry of Education has, in accordance with the recommendations of the Education Commission, approved of the National Service Corps programme for University students. This National Seminar views with satisfaction that eradication of illiteracy forms an important part of the N.S.C. programme.

The Seminar urges upon the Union Education Ministry and the University Grants Commission to utilise the services of well-established Adult Education Organisations for the implementation of this programme and requests the Indian Adult Education Association to function as the Coordinating Organisation for the purpose.

RECOMMENDATIONS

1. Functional Literacy should be the goal of all our literacy programmes and it should not only impart ability to read and write, but promote skills and competencies to enable the learner to solve personal problems of every day life. Functional literacy programmes for women should invariably include courses like, home management, child care, family planning, craft training, health and sanitation, nutrition and citizenship education etc.

2. The Seminar finds that lack of motivation, indifferent attitude of the family towards education, dearth of trained teachers for adult education, lack of suitable literature for literacy and follow-up and lack of economic incentive are the main obstacles in organising literacy programmes for women. The Seminar recommends that these obstacles, specially lack of economic incentive should be given proper consideration before launching any project of adult literacy.

3. The Seminar recommends that the contents of the literacy programme should be based on the roles expected of women in a society. Distinction between the roles of rural and urban women must be made in chalking out functional literacy programmes for them.

4. The Seminar feels that adult education work for women in the changing pattern of society cannot be entrusted to one type of organisation. The efforts of both official and non-official organisations are to be coordinated to avoid overlapping. Voluntary organisations should be entrusted with the responsibility of running various projects, approved and sponsored by the Government at the Centre and in the States under their various schemes.

5. The Seminar recommends that the year 1968-69 which is being celebrated in the Country as Gandhi Centenary year should also be adapted as the Eradication of Illiteracy Year. The Indian Adult Education Association should take the lead in this matter in providing guidelines for the purpose.

CONCLUSIONS

(1) The Seminar was of the opinion that literacy programmes for women should be divided into two parts :—

- (i) initial literacy courses,
- (ii) functional literacy courses.

The *initial literacy programme* should aim at teaching women to read, write and do simple arithmetic. The duration of the course should vary according to the environment and need of a particular area.

It was also felt that before starting the literacy programme, adult women should be motivated to this need. This could be done through lectures, demonstrations and audio-visual aids.

The initial literacy programme should be followed up by a programme of functional literacy which should enable the learner to solve her personal problems and become an active and useful member of the society.

The *functional literacy programme* should however differ for rural and urban women. For rural women it should be agriculture - oriented while for urban women it should lay stress on cottage industries. The purpose should be that literacy skill results in financial benefit for the learners.

Besides this, both rural and urban women should be given training in home management, child care, family planning and health and sanitation, etc.

The Seminar concluded that the main obstacles in organising literacy programmes for women are lack of trained teachers and social, economic and environmental factors. Among the causes for the dropouts, it was agreed that unsuitability of the time and place, - the irrelevancy of the content and method of literacy for women and lack of economic

incentive are that main reasons. It was thus suggested that women should be motivated—preferably economically if the drop out rate is to be checked out. Besides this, the teachers for adult literacy should be trained and classes made more attractive with audio-visual aids. The time and place should be selected according to the convenience of the learners.

The Seminar agreed that while deciding *contents of literacy* education of women, the social functions which a woman has to perform must be taken care of. The contents should be such as to enable her to make adjustment in the changing social system and lead a better and purposeful life. Besides the teaching of 3 R's, the literacy courses should include :—

- (a) Health, Nutrition and family planning,
- (b) Citizenship education,
- (c) Craft training,
- (d) Recreation,
- (e) Cottage industry training for augmenting the income of the family.

In planning the literacy courses, the distinction between roles of urban and rural women must be made. For rural women the courses must be agriculture-based.

The Seminar found that many organisations, official, autonomous, and voluntary are working in the field but their work overlaps at many places. An agency to plan and ordinate their work at various levels is a need of the hour.

The Seminar agreed that an Autonomous Board for Adult Education like the Central Social Welfare Board should be set up. This Board should help in coordinating the activities of various agencies working in this field and also provide necessary funds to the well-established voluntary organisations for the implementation of their programmes.

GROUP REPORTS

GROUP I

Chairman : Dr. Miss. Sarojini Varshney

Rapporteur : Mrs. Sunanda Maitra

GROUP II

Chairman : Mrs. C. K. Dandiya

Rapporteur : Miss Santosh Chópra

GROUP III

Chairman : Dr. (Mrs.) Helen Butt

Rapporteur : Mrs. Sucey Koshy

GROUP IV

Chairman : Mrs. Sarada Sarva

Rapporteur : Mrs. M. K. Mukherjee



Group Discussing the Subject of the Seminar

ITEM — A

“WHAT LEVEL OF LITERACY IS TO BE ACHIEVED FOR WOMEN TO ENABLE THEM TO PLAY THEIR ROLE IN THE CHANGING PATTERN OF SOCIETY”

GROUP — I

The present age is an advanced age of technological development which demands change in every direction. To keep in step with this changing society, education is the only answer. The acute necessity for adult education has been widely recognised by the world today for all round socio-economic development. All development schemes are incomplete if they have no reference to the female population of the area. The woman is incharge of the home, and it is she who will have to make the initial change.

The group decided two levels of literacy for women :—

- (i) initial and (ii) functional.

The duration of both should be six months.

Initial literacy course should

aim to teach women to read, write and do simple arithmetic. The *duration* should be 2 to 3 months.

- Contents :**
- (1) Reading with understanding simple words with a speed of 15 to 25 words per minute and vocabulary of 300-400 words.
 - (2) Writing her name, address and simple sentences through dictation.
 - (3) Writing legibly by copying, writing simple letters and application.
 - (4) Learning to count up to 100—simple additions and subtractions.

Functional literacy course.

Aim : This programme should aim at deepening skills and knowledge gained by women in the initial stage and to train them in using literacy gained for solving personal problems and enriching personal life.

Duration : 3 to 4 months.

Contents : Reading with greater speed and vocabulary of 500 and more words. Reading simple books and maintaining a level of comprehension which would enable them to translate easily written instructions into practice.

Writing would have developed now into correspondence work such as writing a letter, filling in of M.O. form, preparing family budget, keeping accounts, etc.

Arithmetic : Recognition of numbers upto 3 digits. Addition, subtraction, multiplication and division. Decimal coinage and metric weight system.

Agriculture : This part of the course should be specially meant for rural women. They would learn about (1) better methods of sowing; (2) use of fertilizers; (3) compost pits (4) kitchen garden; (5) preservation of seeds and protection of grains; etc.

Craft : and some kind of cottage industries had also to be taught like : Poultry farming, bee keeping, dairy farming, sewing, fruit and vegetable preservation, etc.

Home management, child care, health and sanitation, nutrition, maternity, civic sense should all form part of the adult literacy training. It was decided that all women should receive this elementary training which would be of class III standard. But some women would have to be chosen and given a higher level of literacy to enable them to serve leadership functions. These women would have to be of class VIII standard. It goes without saying that women in urban areas would need a higher level than the rural areas, because the

needs and opportunities for reading were always greater in the city.

GROUP — II

It was accepted by all members that a certain level of literacy was to be achieved by every woman in the initial stage though the contents of the course of literacy might differ for urban and rural groups according to their environment and needs.

It was a general feeling among the members of the group that before starting the actual literacy work *i.e.* teaching of three R's, a grounding to educate the mind of the adult woman was necessary so that she accepted the learning of three R's as her personal need. This training of mind could be done through lectures, demonstrations, radio-forums, television programmes and other audio-visual aids.

The level of literacy could only be determined after seeing through the duties and responsibilities a woman has to fulfil in her home as well as outside in the changing pattern of society.

Duties of the women in the modern society are increasing and becoming more complex and multifarious.

1. She has to be a responsible mother and a successful housewife and look after her children.
2. She has to manage her home according to her income and resources.
3. She is member of a society and has to discharge her civic responsibilities efficiently.
4. She has sometimes to supplement her income also.

Keeping in view the above duties which an average woman has to discharge in rural as well as urban homes, a general programme of education which can equip her to discharge her duties efficiently should be planned for her. This programme of general education should impart the following knowledge and skills :—

1. It should impart knowledge of skills of reading, writing and simple arithmetic and develop in women an ability to solve with confidence their problems in daily life.
2. It should make them conscious of civic amenities and develop in them an urge for better living.
3. It should impart knowledge of domestic science and home management so that they can look after their homes in a better way and also learn to live thriftily within their means.
4. They should be imparted knowledge of health and hygiene, mother-craft, home nursing and first-aid.
5. They should be given some sort of training in craft-work like tailoring, needle work, embroidery, soap-making, chalk making, dyeing and drawing etc., for making learning more lively and meaningful for them.
6. They should be given training in citizenship so that they become useful members of society and understand the processes of democracy and participate in the politics purposefully and also discharge their civic duties in an efficient manner.

Considering the above points, the level of literacy to be achieved by a neo-literate cannot be restricted to any school stage, but it should be such that after achieving it a woman is able to manage her own affairs at home and outside independently and with confidence and becomes an active and useful member of the society.

Secondly her level of achievement at the initial literacy stage should be enough not to lapse her back into illiteracy.

The initial literacy programme should be followed up and made functional and brought to a level that a woman can read a simple piece of literature with comprehension and can express her ideas on current topics in simple language.

G R O U P — III

Level of Literacy

The group considered guidelines to determine what the level should be.

The group recognised that the problems were based on two distinctly different criteria.

- (1) Mechanical proficiency including the speed in reading, length of sentences and paragraphs and ability to handle consonants contents.
- (2) Level related to function.

The group preferred the second criterion but recognised the relationship between these two criteria, but agreed that the functional criteria would determine the mechanical level needed, therefore, the functional criteria was discussed first.

In functional she should be able to

- (a) read simple signs, notices and instructions etc.
- (b) convey her ideas in writing
- (c) consider it natural to make use of these skills in her every-day life.

In the mechanical proficiency—

- (a) Some members of the group felt that the mechanical proficiency in literacy should be comparable to the reading level expected of 4th or 5th class student in a regular school.
- (b) The person should be able to handle **all** the script symbols conventionally used in printed materials.
- (c) She should be able to read and write with comprehension and relate those to her own experience.

G R O U P — IV

The group divided the literacy programme into 3 phases or stages or programmes.

I Stage—Basic or initial literacy programme

This group accepted the level suggested by Smt. Trivedi but was of the opinion that the duration of the course must be 6 months instead of 3 or 4 months.

The group felt that it was desirable to make this course compulsory to all women between the age groups of 14 and 45 if we want to achieve the desired and effective results at the earliest.

II Stage (Programme No. 2)

A basic course of functional literacy applicable to all women whether rural or urban consisting of courses of Home Management, Child Care, Citizenship Training and Craft. The duration should not be less than 9 months.

As regards rural women, functional literacy must be oriented towards agriculture and other allied practices and agro-based rural or cottage industries.

The group added to the contents suggested by Mrs. Trivedi, "knowledge of the working of the cooperatives in villages."

As regards the level of literacy, the group agreed with the level prescribed by Mrs. Trivedi. In agro-based industries and cottage industries, part-time courses might be run for women (rural or urban) provided other conditions like availability of raw materials, technical personnel and market were fulfilled.

III Stage—Continuing Education.

The group felt that education is a continuing process, therefore, in the 3rd phase, general education must continuously be imparted to all women. All members evinced interest in the practical approach to achieve the set level of literacy for all women.

ITEM - B

**“WHAT ARE THE OBSTACLES IN ORGANISING
LITERACY PROGRAMMES FOR WOMEN ?
WHAT ARE THE CAUSES FOR DROP-
OUTS ? HOW TO OVERCOME
THEM ?**

GROUP - I

Obstacles in organising literacy programmes are vast in this country—among which :—

- (1) Lack of motivation,
- (2) Old traditions and customs,
- (3) Little leisure,
- (4) Attitude of the family,
- (5) Dearth of teachers and lack of proper teaching methods,
- (6) Lack of follow-up literature,
- (7) Lack of idealism in the higher quarter—were some of the points raised by the group.

The causes for drop-outs were also discussed and the following points were stressed :—

- (1) The time and place is not always suitable,
- (2) The lesson or the method might be uninteresting,
- (3) Ill health and domestic troubles cause drop-outs also.

Some solutions were discussed and the following points arrived at :—

- (1) The social-educator has to gain the confidence of the women folk.
- (2) Some motivation must always be there—preferably economic.

- (3) Time factor should be at the learner's convenience.
- (4) Teachers to be trained locally.
- (5) Classes made attractive with A. V. aids.

GROUP - II

The adult literacy programme among women is being conducted on organised lines in India for the past two decades and the workers in the actual field of work have been experiencing numerous difficulties in attracting women to the adult literacy classes. They have also experienced that sometimes, in the beginning, women show sufficient enthusiasm, but afterwards their interest gets slackened and they stop coming to the classes. The reasons for the drop-outs are many and varied.

The group felt that initial admission to the literacy class and then sustaining of interest among the students has been a most difficult job for the adult education worker and they attributed this to the following reasons :—

1. Psychological,
2. Environmental
3. Social,
4. Economic,
5. Administrative,
6. Methods and reading material.

Psychological

An adult woman has a philosophy of life and appreciates her own way of life which she has acquired from her forefathers. Therefore, she becomes reluctant to adopt new things. She has an ego also and is shy of showing her ignorance to others. She occupies an important place in the family being mother or sister or an elder person and would not like to do things which is the job of the children alone. They also think that due to advancement in age their learning capacity is lessened. These are some of the psychological reasons why women hesitate to come to the adult classes.

2. Environmental

They do not have an educational atmosphere in their families, homes or neighbourhoods. Therefore, they are not conscious or aware of their educational needs.

3. Social

(a) They have certain social taboos and would not like to leave their homes. They have to perform certain social duties which take up much of their spare time like looking after their family, children and household loves. Their responsibility as a member of a social group is much more than children. They have to devote much of their time in social functions and performances of customs and rites.

(b) They do not like mixing with other castes of women. They have superstitions also.

4. Economic

Some of them are engaged in some profitable labour and are in no way prepared to sacrifice their material gains and spend time in learning 3 R's, which do not seem to them of any material advantage.

5. Administrative

There are certain administrative problems which also add to the shortening of attendance in the women literacy classes.

- (i) Lack of teachers (specially trained for adult education),
- (ii) The low paid staff,
- (iii) Lack of teaching material available to the workers,
- (iv) Lack of proper supervision of the work done by the workers. Too much stress is given to obtain statistical results. Therefore, sometimes the workers are tempted to supply concocted figures.
- (v) Difficulties in obtaining suitable place for conducting women classes.
- (vi) The programme of literacy teaching followed by the

workers is stereo-type, not well planned and connected with the life problems of the learners.

- (vii) Too much stress is laid on the learning of 3 R's. The other teachings which are more useful to women like domestic science, agriculture, gardening, sewing, tailoring, needle work, darning and mending of clothes, training in citizenship, health and hygiene, family planning and family education are quite unknown to our workers.

Causes for drop-outs

1. Family responsibilities of every women are increasing in the modern set-up and she is getting over occupied with her financial and family problems, therefore, spare time at her disposal is getting lesser day by day.

2. The men folk in the family show least or no interest in the improvement of their women folks. This lack of co-operation and encouragement is another factor leading to drop-outs. If their achievements are recognised by their husbands they will be encouraged to carry on their learning.

3. Lack of interest on the part of the teacher is also a reason for drop-outs because if the teacher herself is not fully interested in what she is doing, she cannot expect her class to hold on.

4. Lack of proper motivation for learning. The women are not interested in learning the dry and uninteresting processes of three R's. They like to do something more absorbing and interesting and also satisfying.

5. The personality of the teacher is another factor which plays an important part in keeping a grip on her class.

6. The adults when they come to learn wish to derive some material benefit out of learning and when the contents of the learning programme fail to give them training for material gains, they feel discouraged.

7. Health and maternity is another reason for drop-outs among women.

If efforts are made to relate the programme of adult education to the daily life of the learner and she is offered certain type of craft which can help her in solving her problem of earning and adding to the family income there will be greater enthusiasm for the ladies to attend literacy classes and they will have proper motivation to continue their education and drop-outs will be less.

GROUP - III

The group envisaged the problems as centering around three major areas :—

- (1) The Learner
- (2) The Teacher
- (3) Contents & Techniques.

1. The Learner

The social environment is not very conducive to women's literacy programmes. Therefore, we must be content to start on a small scale. The initial groups will later serve as models and motivation in extension of the activity.

Regular attendance on a basis of possibly three days a week is preferable to unstructured classes.

Classes should be held at a time of the day convenient to the women and also at a suitable time during the year to ensure attendance. The location of the class should be convenient and acceptable.

Where feasible, separate classes should be held separately for younger and older women.

The group also recognised the need for continuation courses for those who want to take advantage of them. At the same time, it felt that our main consideration should be for those millions of women to whom literacy would mean improving their present role-performance.

2. The Teacher

Scarcity of willing and qualified teachers is one of the major problems to be tackled.

Special efforts should be made to develop local potential for this purpose.

Specific training for literacy teaching is necessary.

If the teacher is not a local person, suitable arrangement for her accommodation in the village, need be made.

Care should be taken to provide a reasonable amount of safety to the teacher.

Adequate technical supervision, guidance and encouragement are essential.

3. Contents and Techniques

The greatest safeguard against drop-outs is good teaching. It involves the contents as well as the techniques used in the field.

The group felt that the content should be relevant to the immediate needs and interests of the women.

The techniques used should conform to the principles of adult learning.

The teaching should be so conducted that the student is constantly aware of her progress.

The above concrete suggestions may serve to remove some of the obstacles in launching a programme.

In continuing the activity further, the major problem is lack of opportunity.

More libraries, more follow-up courses and a continued supply of reading material should be assured.

It is in essence a question of creating a climate of acceptance towards neo-literates in the community.

GROUP - IV

The group felt that lack of motivation both for the teacher

and the taught (adult women here) is one of the main causes for the drop-outs. This should be taken serious note of. Something must be done in this regard. The group felt, the sooner it is done, the better.

The group was of the opinion that inadequate supervisory personnel comes in the way of effective implementation of a well-chalked out programme of adult literacy. All programmes become futile if not properly implemented and later supervised constantly and timely.

The group suggested very good and practicable remedial measures after taking into due consideration the limitations, on the implementation of the literacy programme for adult women such as monetary, physical and human resources.

The group strongly expressed the view that security (financial, social and service conditions) must be provided to the teacher who undertakes this strenuous task of imparting education. This is a very important condition that should be fulfilled without any further delay, if we are really sincere in making this campaign a success. Without this, however, much we may strive, we may not be able to go a long way.

Not only the teacher, the taught (adult women) must also be emphatically and economically motivated. As far as possible, our literacy programme must be craft-oriented so that the women who take to this either serve something or earn extra if market conditions are made available.

As aptly pointed in the working paper, this group regrets to note that "our leaders have many other things to worry about than the mere uplift of women."

"Words are easy like the wind", but faithful and devoted workers are difficult to be found. Anyhow, the group hoped that something would be done constitutionally (either written or unwritten) to remedy this obstacle.

The group recorded an optimistic note that with the acceptance of important recommendations made by Mrs. Deshmukh in the Central Advisory Board of Education, such as the introduction of N.E.S. with financial backing of the Government, that enthusiastic voluntary organizations will definitely and immediately avail such opportunity and see that all the best is done in this respect.

ITEM C

“WHAT SHOULD BE THE CONTENT OF LITERACY EDUCATION FOR WOMEN? AND WHAT MORE PROGRAMMES SHOULD BE INCLUDED IN ADULT EDUCATION”

GROUP - I

The group felt that before launching the programme of literacy, it is necessary to have an effective programme for providing motivation and incentive.

The group agreed with the working paper in deciding that the literacy education for women would have to be closely tied up with their social functions and mostly pivoted at home. Alongwith Reading, Writting and Arithmetic, the house and home arts should form a part of the content of Literacy Education. Care of children, nutrition, health and hygiene, first aid, simple remedies and family planning were all decided to be a part of the literacy programme.

Special stress was laid on economic skills which would enrich the family income.

Recreation like, folk songs, film shows, demonstrations with A.V. Aids were also considered.

Woman's education would always be closely related to local conditions and rural education will of course be somewhat different to urban education. In rural areas literacy would be linked up with agricultural programmes where as in the city it would be consumer's education.

The group discussed the second stage of functional literacy and decided that the basic skills of the initial literacy programme would be strengthened. The use of literacy and news-

papers could be introduced. Social and economic problems understood and removed.

The group also agreed with the working paper in that some women would have to be picked up for further education so as to prepare them for local leadership.

GROUP - II

The group felt that the contents of literacy education should be such that can prepare women to discharge their varied duties as well as prepare them for facing new challenges in the society. So the contents of literacy education have to be closely related to the functions women are expected to perform. Literacy education therefore, should not only aim to provide them techniques of essential skills of reading, writing and arithmetic but should also give them sufficient knowledge and prepare them for adjustment to the changing social system and leading a better and purposeful life. Literacy education has to be related to the life and social functions of women if it is to have real meaning for them.

Contents of literacy should be such, which will aim at providing further and continuing education for those women who desire to acquire more knowledge.

Contents of literacy education should also help develop in women an urge and desire for knowledge.

To determine the contents of the literacy course for women following points should be kept in view :—

- (1) The contents should lead towards bringing about a desirable social change in women.
- (2) The contents should contribute to the betterment of their social, economic, political and moral life.
- (3) The contents should help increase their work ability and teach them better use of leisure through creative recreation.

Keeping in view the above factors the following courses of study should be prescribed for literacy education :—

- (1) Knowledge of four simple rules of arithmetic to the extent to which it is supplied in their daily life. Keeping household accounts, keeping bank accounts and calculation of simple interest. Knowledge of weights and measures.
- (2) Reading with comprehension of simple passages, writing of letters to relatives and also for simple business purposes.
- (3) Home-management and interior decoration.
- (4) Pre-natal and post-natal care, mother craft, causes of infantile deaths, main ailments of children and their preliminary treatment.
- (5) Parts of human body and their functions—first-aid and home nursing.
- (6) Elementary principles of health and hygiene, common diseases and popular indigenous cures.
- (7) Uses of having a planned family—size of the family according to income and health of the parents.
- (8) Teaching of craft for remunerative work and also for individual saving of money like, tailoring of garments of children and adults, mending and darning of clothes, dyeing and drycleaning, soap making, polish making, ink making, knitting and kitchen gardening.
- (9) Budget making, elementary nutrition, balanced, cheap and wholesome diet, diet for the sick especially for women in pre-natal state.
- (10) Training in citizenship and knowledge of rights and duties. Knowledge of the processes and workings of democracy and public participation in the government and exercise of the right to vote.
- (11) Activities for recreation and culture, e.g., community singing, simple poetry recital, folk songs, folk dances, celebration of traditional festivals and melas, craft-exhibitions, visit to important local historical places and visit to Sansad Bhawan.

The contents of literacy course will have to be related closely to local conditions of the village, urban or semi-urban areas. Contents will have to be remoulded to suit the needs and capacities of women in a particular group.

The other activities which should be added to the existing adult education programme are :—

- (1) Adult education activities for under-privileged classes of women.
- (2) Hobbies centres for women.
- (3) Clubs for reorientation of fairs and festivals.
- (4) Dramatic groups for urban women.
- (5) Extension lectures for women.
- (6) Educational activities for the handicapped adult women.

GROUP - III

The group considered the two aspects separately—
'A'—What should be the content's of literacy education ?

The following questions were considered :—

How much should we have and

What should the focus be ?

The group agreed that the—

The focus should be on literacy—reading and writing. It should sustain the interest of the learners. The subject matter should be of interest to the women and challenging to them.

A caution also was made that new information should not be so much as to hinder the learning of literacy.

Along with acquiring skill in reading and writing, simple arithmetic is essential.

The subject matter of the literacy text book(s) should serve as an introduction to the core subjects which are to be taught in continuation courses.

The materials should be presented in various literacy forms such as prose, poetry, dialogue, proverbs, etc.

'B'—The core subjects should be adapted to the community where the learning takes place.

The subjects common to rural and urban areas are :—

Health, Nutrition and Family Planning

Cooperatives

Social Studies and Human Relationship

Citizenship Responsibilities and Privileges of Women and Recreation.

In addition, subjects for rural areas should include :—

Agriculture, food storage, food preservation, animal husbandry, home craft and cottage industries.

For urban areas, subjects like orientation to urban living

Consumer education

Industrial relations

Opportunities and training for gainful employment.

GROUP - IV

The group was of the opinion that the contents or the syllabus must be selective and elective and not based on mere idealism. It should be realistic and within the scope of the adult women with all the attendant limitations.

The group agreed with the contents of the basic paper and also with the paper presented by Smt. S. Trivedi for initial literacy phase. As regards contents of the second phase, some members expressed that the syllabus to be covered in the functional literacy programme is wide and elaborate. Therefore, doubts were expressed whether it is practicable or not. The contents as suggested in the working paper and by others who presented the discussion papers are too exhaustive to be covered within 9 months duration. It appears that we are expecting too much from the adult women who are already over burdened by so many other inescapable responsibilities of their own.

It was unanimously agreed that the contents of the Literacy Programme should be chalked out on the basis of the role expectations of women. Distinction also must be made

between rural and urban women and women with leadership potentialities. Special courses must be introduced for the latter. Further our group added to the contents of Leadership Course, the knowledge, of group and adult psychology, group behaviour and action, and should also be trained in writing reports. As for the rural leadership course, contents should be such as to arouse political consciousness in them and trade spirit. Knowledge about the working of Panchayats and Cooperatives may also be imparted. All this, though written in black and white must be imparted orally as far as possible without leaving the writing part of it altogether. The ultimate object of functional literacy is after all to equip her and make her self-sufficient and self-reliant.

Some of the members appreciated the benefits of condensed course and expressed that it should be given top most priority in rural areas covering women between the age-group of 14 to 40. This is the only solution for the dearth of lady teachers in the villages. It was brought to the notice of the group that this course where it is implemented, is successfully and purposefully changing the very life of the students and they are taught how to live in a Community and adjust with it. Of course from the institutional literature point of view, the contents of the course must be expanded in such a way as to create social responsibility among the teachers and the taught.

All members felt that some type of examinations, written or oral, objective or essay type must be conducted regularly which will cover all the contents agreed upon. Those who come out successfully must be given certificates which should be recognised as equivalent to something by the Government. This is the only way of inducing the adult women to take to functional literacy and later on to prove herself worthy. Certificates are the incentives which boost the morale of those who possess them. Then only the public also recognises the value of the literate women and the services that she can render.

ITEM - D

“WHICH ORGANISATIONS ARE BEST SUITED FOR THE PURPOSE ?”

GROUP - I

The group discussed the question of organisation suited for the programme of Women's Education under two headings—Government and Voluntary

There are many Government aided projects through Social Welfare Boards, Panchayat Samities, Cooperatives, Mahila Mandals, Block Development, etc. There are hundreds of schools for children and adults in the villages, at least on paper, but still there is no progress. All efforts on the part of the Government is half-hearted.

As adult education has got to be handled by a number of ministries as it involves Education, Agriculture, Industry, Community Development, Health, etc., no one Ministry could solely be responsible for it. It is perhaps desirable to form an autonomous body for adult Education, as we have a separate body for Social Welfare like the Central Social Welfare Board. It could then have its own funds, and own responsibilities.

On the other hand Voluntary Organisations do not lack enthusiasm or willingness. But we have to guard against too much enthusiasm and little knowledge. The teachers of the voluntary organisations have to be technically trained. School teachers conducting adult Literacy classes tend to teach in the old fashioned traditional way of teaching children. Proper methods will have to be learnt and proper readers, charts, primers and follow-up books provided.

There are a lot of voluntary organisation to-day, but many more are wanted. In these progressive days we want

women to come forward and take over their education. The cities are teeming with women who have time in their hands in the middle class and the well-to-do. It is up to them to form an organisation and devote some part of their time to educate their less fortunate sisters. The group felt that there should not be any line of demarcation between the Government and Voluntary Organisations. The Government agencies could help with funds and the Voluntary Organisations could contribute skilled and willing workers and the work of literacy could go forward at a quicker pace.

GROUP - II

The group discussed the various agencies official and non-official, working in the field of adult education and especially those, exclusively engaged in women welfare work. They felt that these organisations are working in isolation with each other and therefore, lack coordination of their programmes. In absence of proper coordination of different agencies the assessment of the work done by them is not only difficult but is completely impractical.

The group suggested the following types of agencies which in their opinion are most suited to take up women literacy work :—

- (1) Official,
- (2) Autonomous Bodies,
- (3) Voluntary Organisations.

Official agencies are the governmental bodies, especially constituted to undertake the work of adult literacy and women welfare like :—

- (1) State Education Department,
- (2) State Social Welfare Department,
- (3) Schools and School teachers,
- (4) Community Development Department,
- (5) Local bodies like Municipal Corporation.

Autonomous bodies will include :—

- (1) Universities,
- (2) Institutions for higher learning and Research,
- (3) Central Social Welfare Board,
- (4) State Social Welfare Board,
- (5) Cooperative Societies,
- (6) Voluntary Panchayats.

Voluntary Organisations are :—

- (1) Indian Adult Education Association,
- (2) Women Welfare Council,
- (3) Indian Council of Social Welfare,
- (4) Association for Moral and Social Hygiene in India,
- (5) Mahila Samities,
- (6) Local women groups like women's clubs,
- (7) Bharat Sevak Samaj,
- (8) Nari Raksha Samiti.

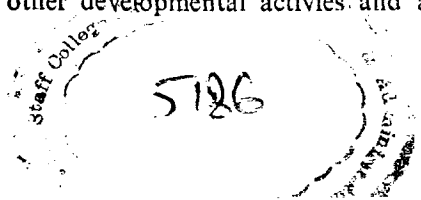
Role of the official as well as non-official agencies should be properly defined in order to overcome lapses and duplication of programmes.

The group was also of the opinion that an autonomous board in the name of Central Board of Adult Education should be set up which will look after the coordination of the different agencies and also work as a body for giving directions to the individual bodies working in the actual field. Opinion of the group was strongly in favour of adopting the year 1968-69 as Women's Literacy Year under the auspicious of the Babu Centenary Celebrations and the Indian Adult Education Association should take lead in this matter in providing guidelines for the purpose.

GROUP - III

The group felt that the work for women's education involves a variety of tasks :—

1. The actual teaching.
2. Organisation, Administration and Coordination with other developmental activities and agencies.



3. Preparation of Materials, Research and Evaluation.
4. Training and guidance.

It was suggested that these various tasks can be entrusted to different organisations specially suited to carry them out.

1. The Actual Teaching

(a) We should not look primarily to the school-teachers. However, the local bodies responsible for school and college education should include Adult Education within the range of their responsibility.

(b) Voluntary organisations like Mahila Mandals, Girl Guides and such others must be mobilized for this work.

(c) Labour organisations, Employers, Prisons and Hospitals, After-Care Homes, National Council for Women's Education are also to be entrusted with this.

(d) Community Development Department, Social Welfare Department, Kasturba Trust, Khadi Boards and the like should also take interest in providing personnel for the field.

2. Orientation, Administration and Coordination

Some organizational work will have to be carried out by the agencies providing the teachers. But there must be machinery at various levels to plan and coordinate the work.

There must be a single body at the national level to handle this.

3. Preparation of Materials, Research and Evaluation

This work should be entrusted to professionally competent personnel. This would imply Universities, State Institutes of Education, NCERT, and other organisations that can provide the expertise.

4. Training and Guidance

Recognizing the importance of specific training for literacy work, the group felt that agencies operating in the field should increase their competence in this respect.

They should be helped in this by State Institutes of Teachers Training, Schools for Social Work Training have

to extend the scope of their present activity to include this training.

The Indian Adult Education Association should provide leadership in this field.

GROUP - IV

Our group at the outset made it clear that any organizational approach for imparting adult literacy should be flexible and coordinated with other organisations interested in it. It was also felt that various departments like Community Development, Social Welfare, Education, Medical and Health, Agriculture, Animal Husbandry, Industry and Cooperative may have wings which would particularly handle the Adult Literacy Programmes. Another suggestion put forth by the members was that the policy decisions taken either by the Government of India or by State Government, should be informed to the various voluntary organisations working in this field, through the All India Voluntary Organisations like Indian Adult Education Association or All India Women's Conference. This would facilitate various voluntary Associations and agencies to take advantage of the facilities available to them.

The group also recommended the coordination of private organisations with Governmental agencies.

It was suggested that a Coordination Committee must be formed both at the Centre and State levels as far as the implementation of the programmes is connected with Adult Literacy.

Our group agreed with the organizational set up suggested in the working paper. The Adult Literacy Centre must become the centre of attraction wherein the attention of the entire village is focussed for bringing about development of the village. Help of the agencies like Trade Unions, Religious or Cultural associations (rural or urban) and educational institutions like Women's Colleges and Girl's Schools can also be sought in implementing the contents set for the functional literacy programme.

Non-political voluntary organization consisting of academicians or intellectuals devoted to the uplift of women must be evolved. The objective for such organization must be to infuse idealism and conscience into our political leadership in so far as the condition of women is concerned and to mobilise mass effort and enthusiasm for the betterment of women.

WORKING PAPER

The present era is an era of scientific and technological developments which demand corresponding changes and developments in social behaviour and social responsibility. Everywhere in some degree, life is becoming urbanised. By roads, railways, ships, air transport, by radio, television, by the printed word and by the cinema, the remotest areas, where life had scarcely changed its rhythm for centuries, are now being brought within the sphere of influence of the city.

Whenever a society discovers in itself new needs, demanding from its members new attitudes of minds, new knowledge, new behaviour, it must re-educate and further educate its men and women with as much care and skill as it gives to teaching its children. Education is meant to afford opportunities for development of personality and the ability for effective participation in social life. Education is more than schooling. It needs to be adapted to the personal needs of the learners and the social role they have to play in later life.

We have to focus a good deal of attention on women as an individual, a wife, a mother and a citizen, on her creative abilities, her mechanical aptitude and her administrative capacities or lack of all these.

Women have always experimented in many fields. One of the most marked effects of technological advance is to open a wide range of activities both to men and women. Many social roles have become interchangeable between women and men. We want women to have the widest possible scope for their personal development and social activity, but we do not want them to impoverish human life by copying men to the detriment of their womanly qualities. We want them to take their full part in life as women and the colleagues of their men folk.

The new woman has to learn to live in a larger world, she is called upon to stretch her mind, to encompass experiences outside her predecessors normal scope. The modern means of communication and transport have made all of us as near neighbours and everybody knows how important it is for near neighbours to be good neighbours. Education is the only answer to all our newly created requirements, whether social or economic, whether of attitudes or behaviour or skills. Education is the back-bone of all progress and adjustments. It has to receive the first priority for all men, women and children and no country can dream of prosperity unless education for all is accepted as an essential equipment to be provided.

It is encouraging that our Deputy Prime Minister made a public announcement only a couple of days ago that he was prepared to give a high priority to women's education. Educating a woman means educating a family & as such, the need of educating the women is of prior social importance.

The position in the country as revealed in the 1961 census is highly disappointing. The percentage of literacy in India has grown very sluggishly from 7 in 1901 to 24 in 1961. In the age group of 15-44, which constitutes the working force, out of a population of 188 millions, the number of illiterates was 133 millions. In the rural areas the percentage of illiterates to the total population was 78 (66 for men and 90 for women). In the urban areas the respective figures were 47 (43 for men and 60 for women). The growth of literacy rate has lagged far behind the rate of population growth and thus the picture today will be even worse. It will thus be seen that a large majority of women both in the rural as well as urban areas is illiterate and unless wide-spread educational programmes are taken up specially for women, progress will evade us.

The National Seminar on 'Adult Education of Women in the Changing Pattern of Society' has been sponsored by the Indian Adult Education Association in collaboration with UNESCO to discuss the problem under the following four aspects :—

A. What level of literacy is to be achieved for women

to enable them to play their role in the changing pattern of society.

- B. What are the obstacles in organising literacy programmes for women? What are the causes for drop outs? How to overcome them?
- C. What should be the contents of literacy education for women? And what more programmes should be included in adult education?
- D. Which organisations are best suited for the purpose?

The points for consideration are briefly described here for guidance of the participants.

A. Level

1. The level of literacy will depend on the responsibility which the changing social conditions have imposed on them. These responsibilities will vary according to class and occupational structure of the women population.

2. We may distinguish the following main groups of women in accordance with their class and occupational structure.

Rural Women	Agriculture section
Rural Women	Non-agriculture section
Rural Women	Landless Labour
Urban Women	Labour class
Urban Women	Middle class
Urban Women	Well-to-do

Of these sections, illiteracy is a problem confined mostly to the first four groups and we shall deal here only with these. The changing conditions we have to take into account are :—

- (a) The growing urbanisation,
- (b) The breaking down of age old custom under the impact of industrialization.
- (c) The pressure of population on land and resources leading to an acute struggle for existence.
- (d) The increasing relevance of new knowledge to the work of women.

As a result of these changing conditions, there have grown certain social pressures necessitating growth of both formal and informal education of women. These pressures may be mentioned as follows :—

- (a) The demand or at least the wish of youth that their spouses should be educated.
- (b) The need of harnessing resources for making a living.
- (c) The need for regulating the family size.
- (d) The need for greater participation of women in economic activities.
- (e) The need for indigenous leadership among women for broadening their social, political and cultural horizons, and for channelising the interest of women in these fields.

Most of these pressures are relevant to the role of women as housewives, the paramount role of women in the social groups we are now considering.

All these demands on the women can be met only by their increased education and training. Most of this education and training should be the concern of formal educational institutions. Apart from that, there is a need of continued education of women in these groups through various devices.

The literacy programme in the group of women, we are considering will have to be of functional literacy closely tied to their life tasks. We will deal with this aspect of the problem more fully later.

A large part of this education will have to be imparted through audiovisual instructions. However, in all the groups, A.V. instruction will have to be strengthened and supplemented by literacy education. The minimum of necessary literacy will be different for different groups and for different purposes.

In the present temper of educational effort in the country, literacy effort will have to be selective and justified in economic terms. Literacy will have to be considered, as a resource among other resources and the cost of utilising the resource balanced with the return from it. This state of affairs is repulsive to a

sound social philosophy, but in the present condition in the country even the selective approach is in jeopardy and the literacy worker has no option but to adapt himself to the unavoidable circumstances.

In the light of the above, we envisage a two-fold level of literacy for rural women : (i) basic elementary literacy for all women and (ii) a higher standard for those who show leadership potentialities.

The basic literacy course will seek to impart the following skills :

- A mastery of the phonetic mechanism of the written language.
- A sight vocabulary of about 500 words important in their life work.
- A level of comprehension which will enable them to translate easily written instructions into practice.
- Enjoyment of simply written literature.
- A reading speed of at least 40 to 50 words a minute.

In every village it should be possible for a few women to achieve a higher level of literacy to enable them to serve leadership functions. These women would need more than the common run and would try to bring in other women to share in the fruits of their reading. It is desirable that these women should achieve a literacy level of an average person passing VIII class of formal schooling.

For women in urban areas (in the group we are considering here) a higher level than the basic level in the rural areas would be necessary. The needs and opportunities for reading are greater in the urban areas and consequently the urban women would need a greater fluency in reading. For them a more varied sight vocabulary of about 1000 words would be necessary and they should be able to utilise written instruction of a higher level of difficulty than the basic level recommended for rural women. We may place their literacy level at about Vth standard of the elementary school.

The seminar would work out more exact standards for various levels.

B. (i) Obstacles

1. Inferior social status of women, with the result that sometimes they cannot, even, if they wish to utilise their spare time for their own education.

The experience of other countries shows that the emancipation of women from social shackles is a slow process even with a progressive government. In rural areas, the problem is particularly recalcitrant.

2. Dearth of women teachers to organise literacy classes. This is more particularly a problem of remote rural areas, where there are no teachers residing in the villages. Villages without women teachers would contain almost 50 to 60 percent of rural women. Opening of schools in such places will not alone solve the problem. The problem of residence facilities for women teachers will defy our plans and success is hardly possible if the problem of providing residential facilities is not simultaneously considered and solved.

The only firm remedy against this is expansion of school education among girls in rural areas.

3. Dearth of leadership among women in the population groups in question. The growth of leadership will depend on : (i) the expansion of education among the women, (ii) economic improvement of the population sectors to which they belong, and (iii) the improvement of their home conditions.

Lack of idealism in the political leadership of the country. Neither the Government in the States or at the Centre, nor any political party in the country has evinced any commitment to the uplift of the weaker sections of our population. Due to the idealism of our Constitution makers the uplift of the backward classes was built into the Constitution. Even then the backward classes remain, comparatively speaking, where they were before. The uplift of women has no sanction in the Constitution and our leaders have many other things to worry

about than the mere uplift of women.

B. (ii) Causes of Drop-outs and Their Remedy

We are not reaping the full fruits of all over inputs in the education of adult women because of the enormous wastage in adult classes. The wastage is due to the following reasons :—

(a) The motivation to achieve literacy among women coming to adult classes is weak. This is due to two reasons. In the first place, there is no strong community backing to support the morale of women in the literacy classes. Only time and strenuous propoganda and especially the commitment of political and social leadership in the country can remedy this state of affairs. Secondly, the lessons in literacy classes by and large fail to enlist the interest of the women students. This is a problem for the educator technician who builds up the instructional material.

(b) Women have greater social handicaps in the way of maintaining regular attendance in the literacy class than their men folk. This is particularly due to their inferior social position. This has been dealt with under B (i) 1.

(c) As mentioned earlier, a large percentage of rural women population resides in villages where there are no schools for girls or no women teachers. What is more, in bigger villages where there are women teachers a woman may have to walk quite a distance to the school. She can do that in the first flush of her enthusiasm for literacy, but in time the distance must cool this enthusiasm. This can also be helped by running a number of classes in bigger villages. This brings us back to the question of larger number of women teachers forthcoming for taking adult classes for women.

(d) We have still not learnt that it is not necessary to hold daily classes for adults, let alone for women. An adult has more compelling duties to fulfil—especially, a woman's work in the home will always stand in the way of her regular attendance and some concession must be made to this circumstance. The classes should be held for not more than 3 or at the most 4 days a week.

(e) It has been found that literacy attendance improves with participation of students in the administration and organisation of literacy classes and also with their increased participation in community affairs. Such activities are there at a very low level in women's classes. They should be built in the curriculum of the class. This is a question both for curriculum organisation and better teacher training,

C. Content of Literacy Education for Women

The literacy education for women will have to be closely tied down to their social functions and mostly pivoted at home. The main elements of this education will be :—

1. Management and beautification of the home.
2. Upbringing of children. Main ailments of children and their first treatment at home. Education of children and especially the girls.
3. Elementary nutrition. Cheap, wholesome, balanced diets from food available in the locality. Diets for the sick and for women on particular occasion.
4. Elementary principles of health and hygiene, common diseases and popular inexpensive remedies. Nursing the sick, first aid, and use of home medicine box.
5. Family Planning.
6. Economic skills which will help augment the family income. These will have to be taught to suit available avenues of remunerative work. Particular attention will have to be given to economic activities—like sewing, knitting, embroidery, honey-bee-raising which can be easily combined with women's work at home.
7. Suitable recreation for women.

Women's education will have to be related closely to local conditions. For example, in the urban areas a good deal of time would be devoted to consumers' education. Again, home-making will have to be taught in a manner so as to make allowance for work outside the home for augmenting family income.

Some women will have to be picked up for further education so as to prepare them for local leadership. Their education will comprise :—

1. Condition of women (particularly in the lower income group and the needed reforms).
2. Available opportunities for improving women's condition.
3. How to organise women's groups.
4. How to plan and conduct meetings of women's groups.
5. Skills of group discussion and group action.
6. Writing reports, writing memoranda on behalf of women's groups.

The literacy material and the training of literacy teachers will have to be undertaken to do justice to the complete spectrum of women's education as mentioned here.

D. Organisation suited for the Programme of Women's Education

The organisation will comprise the following elements :—

1. Local women's groups, preferably organised by the teachers. Sometime, however, they may be organised by a social worker, or a local leader, or a worker belonging to a cooperative society. An elasticity of approach is recommended.

2. The teacher in his/her occupational setting. By occupational setting we mean that he or she commands the authority and the teaching facilities that would accrue to him/her as employed or linked to a teaching or training institution. The teacher, for example, should not be a free lance or ad-hoc teacher, but one employed by a school system. Similarly, about other teacher-substitutes. While employed by one institution the teacher will have meaningful links with Government departments of health, agriculture and industry, etc., which are interested in a particular aspect of education.

3. An organisation, preferably, a cooperative society, whose function it would be to train women for cottage industries and to provide facilities to members to enable them to take

up remunerative work of the type they sponsor.

4. An organisation for training teachers and local women leaders.

5. An organisation to prepare and distribute instructional materials—films, filmstrips, charts, primers, readers, etc. In most cases it would be the Education Department as it operates at local level. But here again elasticity of approach is recommended. May be in one place a cooperative society in another place, the employer, may be able to take up this function better than the Education Department.

In a country where women are not so socially handicapped as in the population groups we are considering here, the Five-Arm organisation as mentioned above should be adequate. However, in India something more is needed and hence we need.

6. An organisation whose concern it is to improve the social conditions of our women. This could take an official form; it could be voluntary organisation—it could be both. A non-political voluntary organisation may consist of women as well as of men—devoted to the uplift of women as is the “need of our country, both to infuse idealism and some conscience into our political leadership in so far as the condition of women is concerned and to mobilise mass effort and enthusiasm for the uplift of the women.

7. The official organisation may take various forms. In rural areas, e.g. (i) the Panchayat Samitis may have committee looking after women welfare and progress or (ii) cooperative society may have women’s wings with a general mandate. In urban areas various alternatives are theoretically feasible. Urban Community Development/Social Education Departments, Education Departments and Social Welfare Departments may have wings for women, or there may even be a women’s welfare department.

INAUGURAL ADDRESS

by

Dr. (Mrs.) Welthy H. Fisher

It gives me great encouragement and joy to be here among women from many parts of the country to share our views on how to join forces in the 'adult education of women in the changing pattern of the society'. Let us think a moment about that title.

This typical young adult woman we hope to reach is in the child-bearing age of 15 to 40. Her pattern of society has scarcely felt the tremor of change. True, labour saving devices and technological discoveries for the better life have been largely accepted in the cities of the world, but the rural areas have remained without these changes, especially in India. To obtain the benefits of technology, the rural people have had to trudge into the cities, abandoning their basic foundation of community.

But what has happened in the cities? Even with all the benefits there is frustration turning into violence because these benefits are not equally distributed. Coming as I have so recently from the west, I know only too well the serious problems that are arising in vast crowded urban areas. Is it a copy of the old style urbanization that we are after for our young village woman? Or is it a really new pattern centering around the growth of towns where the community relationship with neighbouring villages can flourish at the same time as technology brings improvements to the environment? If so, I believe that India will offer an existing new pattern of 'urbanization' to the world, with the new values balanced by the old enduring ones.

What I hope we may do in these few days is to take a solemn estimate of the woman that we are here to plan for the illiterate adult woman citizen. I believe we can find some plan that we may devise and universally attack the problems which are holding back the new pattern of society from these women.

Let us posit her, perhaps on this platform, and look at her to see who she is.

Who is this woman who represents 90% of the female population, who cannot read a word of the language she speaks, nor can she write a word of it, nor can she figure with numbers on paper to plan for the needs of her family.

Let us look at our friend, this fellow citizen who sits before us today. What is the first step to help her create a new pattern so that she might develop her village life while she herself develops? She will see the new pattern of society in her transformed village and group of villages creating a town of mutual respect and trust.

Her Heart

First, she is a person of deep emotions. She is a woman of heart. Her motivation is for her family. She is a woman, let us say, of 22 years of age. She performs the same functions in the same old back-breaking way that her mother, her grandmother, her mother-in-law and all her aunts have done in generations before her, following the same unending pattern of life. What does she really want today? I believe her emotional desires come first. She is a true woman. She craves the best for her family. How will she know the best? If she cannot read and write and decide for herself, she must accept what others tell her is best, or follow the dictates of her heart. In this democracy she must be free to do more than that, but at the moment she is afraid to experiment because she does not know enough of what it may mean.

Her Family's Health

This woman is concerned about her children who run rampant in the village. She doesn't know how to protect them from disease. She is still worshipping the smallpox god hoping by some faith or other she may keep her children from that dread disease. The book and the puppet show will open a window for her on the treatment and prevention of disease.

Health for her family is one of her immediate and dire

concerns. She wants to know how to get the magic needle of inoculation and where to find the doctor who will inoculate her children, provided she has overcome her superstition. She wants to feed her children so they will be strong and healthy—the two things they are eating are coarse wheat and dahl. She cooks on the verandah, sitting before her little contraption called a stove. She uses cow dung—her only fuel. The smoke from the cow dung fills her eyes, fills the eyes of the child she is perhaps nursing at her breast. Another child is tugging away at her sari on her shoulder. She is a victim of the past—a past as everlasting as a tetanus germ.

Still do we really know this woman in the village, how she thinks and how she feels? She yearns for better food for her family, better nutrition, better vegetables. But how can she get them? She doesn't know where to go nor how to proceed. She needs basic sanitation and she needs to be helped in the ways of creating a healthy environment for her family.

Our first point then is her heart's beating out her anxious fears for her family in its need. Secondly, she wants good health for the old people, the middle aged and especially for her little children. She can learn if taught by sensitive women that in order to have a healthy, well-fed, well-educated family she needs to rear a small family.

Her Hands—Empty as Skilled ?

The third hope is, as Gandhiji used to say, Basic education. You and I have discovered that basic education has many meanings to many people. To Gandhiji, basic education was spinning and weaving—to create self-reliance. He believed that education could be gained from spinning, which if done to perfection would provide a wide economic base for villages and villagers. He used to tell us : “You can teach the 3 R's through spinning cotton. Put down the words ‘good cotton’, ‘bad cotton’, etc. Put down the differences—‘good land’, ‘poor land’. Why is this cotton bad? Why doesn't the good cotton grow on poor land?” Gandhi told us we could pay for a teacher to train the young people in the village to read and write from the money earned selling the strong, firm thread. How can we take the next step after the spinning wheel? “The work of our

hands". Gandhiji was right. There must be an economic development along with educational development. In his day it was the spinning wheel that offered the most hope. Today other basic skills take priority, but they come from basic skills through trained hands.

We started with the heart of this woman who sits before us. One day her heart is thrilled with joy, one day with sorrow, one day with anger or fear -- her heart runs the full gamut of emotions. These emotions will be refined as she develops, and they will strengthen herself, her family and perhaps her community. As her family's health and food improve, she will begin to think more and more about the meaning of these changes, and more so as she develops skills in her hands, the skills that Gandhi knew must be the adjunct of books, and Vinobaji after him.

Social education has been tried throughout the country. It has had the most magnificent ideals, but without literacy, social education could not build its ideals into the minds and hearts of the people.

The Head Dictates

Our fourth point must be the training of the mind. We have talked about the dictates of her heart, the health of her family and her hands aching for skills, whether it is soap-making or the sewing machine.

Now we come to her head--the development of her mind that is questioning all these changes, asking why and how. Functional literacy is basic education. Functional literacy is social education. Functional literacy is health education, it is learning skills, it is the emotional development of women to reach out beyond their own families and work for a better community life and on out to the national life of the people.

We women know that children get their outlook on life from us, without a word being spoken. We know that religion is learned early—it is not taught—it is caught by the children observing their mothers. Thus they learn attitudes toward other people, toward the community, toward food habits. Between the age of 3 and 5 we all learn more than at any other

period in our lives. And so this young woman on our platform has a truly creative role to play in developing the citizens of tomorrow--tomorrow which begins today.

How are we going to begin to reach this woman in the village, and start the process of change? You know education can be made lively and interesting as well as instructive. During the last ten years we have tried educational puppetry, giving a new twist to an old Indian art form. The puppet has no caste, he has no named religion, he is neutral and therefore talks to all people, jokes with all and impresses upon all the need for new choices. The puppet has courage to talk about controlling the size of their families, about the kind of vegetables that give more proteins, about many matters that lead them into weaving a new life pattern. The puppet is television come alive!

Puppets, which we understand originated in ancient India, make a perfect drama for people. Dramas are supposed to be coming to us via satellite TV, but I confess I would hesitate to see TV as it comes to us in the western world, with violence and greed so dominant, that children so young they can scarcely walk are demanding a toy gun to play with. We hope this kind of drama will never come into the life of the Indian village, that the creative possibilities of the television will not be overshadowed in the eagerness to display its technical wonders.

I may tell you that we are working on an idea that could bring an amazingly simple little machine into every village—a machine that can use the techniques of puppetry for social education. Literacy, I repeat is basic education. Literacy is social education. Literacy is developing human beings who will themselves change society for the better. And who but woman can change society more humanly, more effectively and more helpfully for future generations? It is for us, the womanhood of the world, to take our place as creators of the new world society, for as Vinobaji said, "Education is character building."

Woman thus will develop the capacity for faith in

herself, because faith in her own particular and vital capacity will change her outlook and in time will change society.

Literacy becomes the foundation pillar of growth. Society will not change until individuals change. You may have all the technical appliances about you, but if the human being has not changed, the technical things will only be used for unhappy ends and not for the development of children and the improvement of community life.

I believe very deeply that in this room today, as we look at this woman who sits before us to whom we are devoting our seminar, that we have the making of a group who will develop a programme of action for literacy in this India—the largest democracy in the world. Each of you here must be a leader in the field, and as a leader your light will go out into the far reaches of your larger communities.

Let us put our hearts, our health, our hands and our heads to work now. The Social Worker's Day is here, and she with the teacher of empathy can together help their fellow woman citizen to create a new and better way of life. I believe that this widespread changing pattern will come from women and men who care. The world seems divided between those who care for the other, and those who do not. There is really nothing new. It has all been said before, and I believe we know what must be done. It was once said rather beautifully by Edwin Markham :—

“We are all blind until we see
That in the human plan
Nothing is worth the making
That doesn't make the man.

Why build these cities glorious ?
If man unbuilt goes.
In vain we build the work,
Unless the builder also grows.”

Shall we give new purpose to the human plan for our sister ?

LEVEL OF LITERACY FOR WOMEN

Mrs. Sheela Trivedi

The Magnitude :

It is universally acknowledged that unless the women of a country are educated there is little hope for social transformation. The acute necessity for Adult Education has been widely recognised by the world today for all round socio-economic development. The history of the literacy movement in India during the last 20 years shows that literacy has risen at the rate of 0.7% per annum. The overall average in literacy has gone up from 15% in 1947 to 16.6% in 1951, 23.7% in 1961.

In this paper an effort has been made to develop a course of study for illiterate women (Rural and Urban) attending adult literacy classes. In developing the course of study effort has been made to link literacy with development priorities and wide variety of changes which are constantly occurring to-day.

Objectives of the course

1. To teach basic skills in reading, writing and simple arithmetic to women so as to enable them to use these skills in day to day life.
2. To enable the women to achieve the standard of literacy equivalent to class III of regular schooling and linking it with continuing education through follow-up programmes.
3. To help the illiterate women in acquiring information that can be used to improve living standards of the family, training as better housewives, increased productivity and a greater participation in civic life.

Duration of the Course : Six months

The concept of literacy has been broken down into two phases, the first phase consisting of 'Initial literacy' and the second consisting of 'Functional literacy'.

PROGRAMME I

Initial literacy course

Aim—To teach women to read, write and do simple arithmetic.

Duration—2 to 3 months.

Contents

- Literacy - its uses in daily life.
- Teaching skills in recognising the letters, their sounds, syllables, and words.
- Combination of letters to make new words, and words to make new sentences.
- Reading with short sentences of simple words with a speed of 15 to 20 words per minute.
- Writing her name, address and simple sentences through dictation.
- Writing legibly by copying.
- Learning counting of numbers upto 100, simple additions and subtractions.

PROGRAMME II

Functional Literacy Course

Aim—This programme aims at deepening skills and knowledge gained by women in the initial stage and to train them in using literacy gained for solving personal problems and enriching personal life.

Duration - 3 to 4 months (Six months in all).

1. Reading

This unit should aim at teaching reading skills with understanding among women. The following level of reading skills should be acquired by women declared functional literate :

- Recognition of sounds, letters, vowels, conjuncts, easy words and simple short sentences.
- Reading of simple literature with understanding.
- Developing a reading speed with understanding.
 - 50-60 words per minute, 18 point bold print.
 - 40-50 words per minute, 16 point bold print.
 - 30-40 words per minute, 12 point bold print.
 - 30-35 words per minute, in newspaper print.
 - 25-35 words per minute, in legible hand written matter.

II. Writing

This unit should aim at teaching skills in writing. The woman learn constructions of letters, combination of letters and expression of simple idea through writing. To achieve the required level of writing the process of reading and writing will go on simultaneously from the beginning of the literacy class.

- Copying short sentences in legible hand writing from Primer and Readers read with a speed of 7 to 10 words per minute.
- Developing a writing skill with understanding of at least 5=7 words per minute.
- Developing writing skills required for simple correspondence work such as writing a letter, filling in of M. O. form, preparation of family budget, keeping of accounts, etc.

III. Arithmetic

This unit imparts simple skills in numericals. The woman learn numbers, simple additions, subtractions and simple arithmetic formulae applicable in daily life. Teaching of arithmetic will be introduced when the students have been fully acquainted with numbers up to 3 digits. Example from daily life situation are to be given to explain the basic concepts.

- Recognition of numbers in Hindi upto 3 digits (999).
- Teaching of tables in Hindi upto 10.
- Teaching simple additions, subtraction, multiplication and division with one digit.
- Teaching simple arithmetic formulae applicable in

daily life such as; measurement, price, weight and cost, etc.

- Workable knowledge about decimal coinage system, metric weight system, metric measurement system, and simple calculation formulae used in them.

IV. Agriculture and its allied practices (for Rural Women only) :

This unit of the course is specially meant for rural women. The changing role of women in increasing agricultural production will be emphasised in simple terms improved agricultural practices with which they are directly connected.

- A brief knowledge about modern techniques of agriculture being used for increased productivity ; such as better methods of sowing and transplantation, high yielding varieties, use of fertilizers and plant protection measures, etc.
- Filling of compost pits.
- Layout of a kitchen garden and knowledge about growing of vegetables for home consumption. (for both rural and urban women).
- Selection and preservation of seeds ; protection of grains from rats and other storage insect and pests.
- Care of cattle, common ailment among cattles and their cure, feeding and management of milch cattles.
- Hygienic way of milking and preparation of milk products such as dahi, ghee, heating of milk, etc.

V. Agro and other small scale industries :

This unit aims at imparting knowledge about agro and other small scale industries to women which can be taken up by them as a subsidiary occupation and leisure time activities to raise the economic standard of the family. Basic principles involved in these industries are to be explained orally or with help of flash cards and flannelgraphs. Practical demonstrations and visits are to be arranged to develop in them confidence to do the job.

Suggested list of agro and other small scale industries :—

1. Poultry-keeping
2. Bee-keeping
3. Soap-making
4. Rope-making
5. Dairy
6. Envelope and paper bags making
7. Sewing and knitting of clothes and ready made garments.
8. Chalk making
9. Masala grading and packing
10. Amber charkha
11. Fruit preservation
12. Facilities available for starting these industries will be explained to them.

VI. Home Management :

This unit aims at imparting instructions in house keeping and home management to enable them to discharge their duties as better housewives. Knowledge about topics of home management will be imparted through group discussions and practical demonstrations.

—Improved methods of running a home, such as by arranging utensils and other materials especially in the kitchen so as to ensure cleanliness, saving of time and energy in handling them.

—Use of labour saving devices in house-hold practices such as smokeless chullahs, gas ovens, stove, ball-bearing chakki, pressure cooker, iron and other electrical appliances.

—Utilisation of waste materials for home decoration and other purposes such as making decorative pieces out of the torn and old clothes.

—Washing and up keep of clothes.

—Preparation of family budget and keeping of accounts.

VII. Health Sanitation and Nutrition

This unit aims at acquainting the women with basic

principles of healthful living. Knowledge on these topics will be imparted through group discussions, observational visits and demonstrations.

1. Health and Sanitation

- Personal and environmental hygiene, disposal of waste water, preparation of soakage pits, disposal of rubbish and human excreta, improved patterns of rural latrines, their sources of supply and comparative cost.
- Essentials of a Model House—need for light and air ; importance of windows and ventilators.
- Safe drinking water supply, prevention of water borne diseases.
- Knowledge about symptoms, prevention and cure of common diseases such as Malaria, Small Pox, Typhoid and other diseases.

2. Food and Nutrition

- Food and vegetable preservation. Preparation of squash, achar, juice and drying of surplus vegetables and fruits during each seasons for the future.
- How to select better diet from local available food ? How to choose the right kind of diet for the children, the sick, the expectant and nursing mothers — broad principles.

3. Maternity and child-care

- Fundamentals of pre-natal and post-natal care ; how to feed and give bath to baby.
- Family Planning. Why and how ?
- Elementary knowledge of first aid and home nursing
- Care of ticks and eye sore.

VIII. Local Institutions and organisations

This unit aims at to acquaint the students with the working of the few important local institutions and organisations. It will impart knowledge about constitution, election procedure and activities under-taken by these organisations.

- Gaon Sabha and Gram Panchayat, their jurisdiction, election procedure, composition and activities (for rural women).
- Corporation and Municipal Boards, their jurisdiction, election procedure, composition and activities (for urban women).
 - Women's Cooperative Society.
 - Mahila Mandal ; its organisation and activities.
 - Yuvati Mandal.

IX. Citizenship Training and Ethics

This unit intends to develop among students qualities of a good citizen and a greater participation in civic life. It will help them to become a more useful citizen and assist them in understanding the new world in which they live today in a much better way. Simple principles of citizenship training and ethics will be explained in simple terms.

- Know your district, state and country
- Knowledge about friendly neighbours and enemies.
- Indian democracy. How it functions through peoples representatives at different levels. Kshetra Samiti, Legislative Assembly, House of Parliament, Judiciary, etc.
- Importance of vote and how to cast.
- National flag and National anthem.
- Important political parties of the country.
- Rights and duties.
- Knowledge about postal system.
- Travelling by train, bus and other fast conveyance.
- Five year plans.
- Short biography of great men of the country and the world.
- Development of sound human relationship - the right of living and working together ; making life happier through cultural and recreational programmes.
- Short description of religious leaders and religious books.
- Social behaviour norms.

The methodology of the course of study will include :

- (a) Teaching skills in reading, writing and arithmetic to women through selected adult literacy method.
- (b) Imparting knowledge on topics of functional literacy through guided reading and follow-up materials.
- (c) Organising group discussions and practical demonstrations on topics of interest to women.

Literacy itself cannot be the final aim but is a step towards continuing education. Apart from proper literacy programmes concentration on non-formal education for different categories of women is to be given.

LEVEL OF LITERACY FOR WOMEN

by

Mrs. B. Bhatnagar

1. Literacy and level of literacy :

Literacy is not the mere ability to read, write and do some arithmetic but it is the use of this ability for some of the most vital tasks of one's life. Literacy, therefore, is means to an end and not an end by itself. The concept of functional literacy has a great appeal as it is directly related to one's work-productivity and over-all development. In a course of functional literacy the very process of learning to read, write and do arithmetic is used as an opportunity for acquiring the relevant knowledge, skills, attitude and values relating to one's vocational improvement, economic betterment and social and personal enrichment.

A working definition of functional literacy for women is the skill to read with comprehension a substantial part (eighty per cent or more) of the literature in her language on subjects a woman wishes to study and acquisition of the skill of writing to express her ideas about the subject in simple language. It should also enable her to deal with her problems relating to arithmetic.

Level of Literacy

It is difficult to make generalisations in respect of the levels of literacy as it will vary according to the role performance and role expectation of woman from family to family. However, a basic course of functional literacy with adequate flexibility for different groups should be essential for all women. Facilities for those who want to specialise in any field should also be available.

2. The role of women in our society

Role requirement of women may be different in each family and society. However, broadly we may classify the problem and situations which most women face in their day to day life into five major categories :—

- (a) Family responsibility ;
- (b) Human relationship ;
- (c) Economic efficiency ;
- (d) Civic responsibility ; and
- (e) Self realisation.

Numbers of variable factors, however, will effect the role expectation of women. Some of these factors are social status, pattern and size of the family, economic conditions and the jobs expected to be performed by women in and outside the home.

Havighurst in his book 'Society and Education' has pointed out that the life space of a person needs to be considered while thinking of role performance and education of a person. The important elements of an individual's life space, which need to be considered in this context are :

(a) **The physical space** : The physical setting of each individual may be different and may vary from class to class or even from family to family. This has important bearing on the role performance of a person. The programme of education, therefore, should be drawn keeping in mind the environment of the learner.

(b) **The people in the space** : The interaction with the people in one's life space will require a particular type of education. Women are required to provide certain services for the members of family and other groups where they live and work. It is important for them to acquire adequate knowledge through literacy as well as other means to cater to the needs for which other people look to them.

(c) **The objects in the space** : The education of woman, to be practical, must be related to the objects in her life space. The progress in science and technology has brought about lot of changes in the process, and equipment which is used by us in everyday life. It is very essential to learn about

these new practices and devices. The programme of education should cater to this need also.

For considering the role of women in our society we can focus on the subject from several other angles. Some of the other approaches can be :

(i) **Institutional approach** : Women may be seen as members of some institutions. Their role in that institution may be considered in this context. After marriage women are called upon make up certain responsibilities, e.g., that of a wife, mother or a manager of the home. Role of women may be defined keeping in view the requirement of the institution of which they may be the members and the educational programme may be planned accordingly.

(ii) **The structural functional approach** : The frame work in which women have to work and live is very important from the point of view of their role assignment. The important point for consideration in this respect will be whether the family is rural, urban or suburban, whether it is nuclear or joint, whether it is orthodox or modern, and whether it is democratic or autocratic. The function of women will vary somewhat in each type of set up. Her role in the social circle, specially among friends, neighbours and relatives, may also impose certain responsibilities on her.

(iii) **The international or situational approach** : This approach recognizes that all human beings are actors and reactors. The response or the adjustment pattern of women from the standpoint of their environment is important interactions and situations may be taken as indicators of their role.

(iv) **The developmental approach** : The stages in the family life cycle and the corresponding role of women is studied to distinguish the major developmental tasks faced by individual members in the family and by the family as a system give the clue to the major tasks and the role expectation of the members of the family.

3. Type and level of literacy which may be made available to women

The type and level of literacy will much depend on the role performance and the role aspirations of women. ' would

alike to suggest the following for consideration :

- (a) A basic course of functional literacy which will include the skills of reading, writing and arithmetic, simple but latest knowledge and respect to home management, human relationship, nutrition, health and child care. The syllabus of such a course should contain material of practical interest and active application. It will need to be modified according to the groups to whom it will be taught.
- (b) Course of liberal education which may be covered in three or four stages.
- (c) Advanced courses in the subjects mentioned in (a) above.
- (d) Vocational or professional courses at different levels.

It is suggested that number (a) should be compulsory for all women between the age of 14 to 45 years, and (b), (c) and (d) may be optional but easily available. These may be organised as part time courses so that women can conveniently take advantage of such courses.

At the present stage when majority of women are illiterate the basic course in functional literacy may be taken as the immediate target. Simultaneously provision for other courses may also be made and as more and more women pass through the basic functional literacy course the clientele of the other courses might also increase.

PROBLEMS IN ORGANISING WOMEN'S LITERACY PROGRAMME AND OF DROP-OUTS

by

Dr. (Mrs.) Sumati Mulay

Illiteracy is a chronic problem of our country which is a major hurdle in the national march towards progress. The role of literacy in the national development is beyond dispute now. It has been proved by several researches that literacy is directly associated with the acceptance of new ideas. This is a kind of circle in itself. Literacy is needed to accelerate the change, while literacy itself is a programme in planned change.

For the last few years, literacy programme for women had been receiving particular attention. Several agencies and organisations are concentrating their efforts to help women-section to achieve the literacy. In spite of this the percentage of literate women is much lower than the men — what is the reason ?

The society, with the means of its culture and norms controls the attitude, aspiration and action of men, more so of women. Once this hypothesis is accepted, it may lead us to identify those factors which serve us as barriers to the organisation of literacy programme of women. These factors are cultural and social, which are some of the impediments in organising women's literacy programmes.

Cultural factors coming as obstacles

Certain impediments germ out of the 'Culture' itself. The total culture of a society builds up the psychology and mental make up of the individual. An individual rejects a new idea or practices not because it is uneconomic or unsuitable for his or her upliftment but because it is not in conformity with the culture to which he or she belongs.

(a) Lack of motivation

In India, women are not motivated to learn at all ; this is specially true in rural situation. It is mainly because the rural women often see very little or no role for reading and writing in their daily lives. Neither do they perceive any relative advantage by becoming literate.

(b) Pride and dignity

An innate dignity in personal bearing and pride characterize the women folk. Many technically well designed literacy programmes are not successful because culturally defined form of pride which expresses these strong feeling about role have not been recognized. Schooling usually is associated with childhood. The role of a student is all right for youngsters but is inappropriate to the adult state. Since only children are supposed to attend the schools, the adult women feel it below their dignity to go to the literacy classes with slates and pencils.

(c) Traditionalism

In most of the societies in India, conservatism appear to be culturally sanctioned. More often than not, it forms a part of the 'ethos' of their culture. This is specially true about women. They have great regard for their ancestors. This regard and respect for ancestors often get undue importance so much so that they believe that whatever their ancestors used to do is the best way to do a thing.

(d) Fatalism

In addition to traditionalism women are more governed by fatalism. "Whatever is written in the destiny will come in reality. Literacy can not help to improve the condition of life, poverty is verdict of the destiny. With this kind of fatalistic attitude women refrain from doing any new thing and hence are not eager to go to a literacy class.

(e) Norms of modesty

Every society has got some cultural norms which are regarded as the expected standard of the behaviour. What

constitutes modesty is instilled in the members of all societies by their cultures. These ideas are culturally defined and differ greatly from one community to another. Proper behaviour is one group may be shockingly improper in a second. In certain communities 'Purdah' system for women is in vogue. They are supposed to remain in the house, to do the household work and not go out. Moreover, in any of the villages women are not available to conduct the literacy classes, hence women do not attend literacy classes.

Social factors coming as obstacles

Just like cultural factors, there are certain factors pertaining to a society which can be regarded as barrier to the promotion of womens literacy programme, such as family and caste factors and vested interest.

In a family where many a times men are not literate and women absolutely illiterate going to a literacy class by women affects the relationship pattern of the family. An example here can be given of a family in one of the Delhi villages. Here the younger daughters-in-law were sent to the literacy class. After a while the family members especially the elderly women felt that these women started feeling their superiority over other women in the family, cared less for such works like washing the pots and pans or caring the animals. Their behaviour, in short, was regarded as rude. Finally the women had to stop from going to the class.

In a rigid caste society which is prevalent in India, higher caste women do not go to the literacy class because they have to sit with the low class women.

Similarly to keep up with the traditional pattern of the society where low caste women are to do only manual labour, the latter are not encouraged to become literate.

Many a times the vested interests of the privileged class of the society threaten the literacy programme. The elites of the society feel that if the lower class women become literate and educated they will not do the manual work hence the upper class opposes educational programmes meant for lower caste.

Conflict and factionalism in a community is a great obstacle in organising literacy programme for women. If the

literacy class is located in one section, the women belonging to the other faction will not attend the class.

Dearth of women teachers

In general there is a scarcity of women to conduct the literacy classes. This is especially true in the rural areas where there are no girls schools. When the men conduct the literacy class, women do not join it.

Time problem

Usually the women who are illiterate are too busy with their home work, farm work or factory work. They are too tired in the evening to join the literacy classes. The afternoon classes disturb their daily work.

These are some of the special features of the obstacles in the organisations of literacy programmes for women.

Moreover the experience shows that not only that women hesitate to come to literacy class, but the attendance fall off as soon as the class has started. Why so ?

Causes of drop-outs from literacy classes

Some of the causes of drop-outs are unsuitability of time and place of literacy classes, uninteresting reading material, bad teacher, poor method of teaching and delay in supply of equipment and material.

Some natural handicaps of women

Women have greater physical handicaps in the way of maintaining regular attendance due to their marriage, pregnancy delivery and a small baby to take care of.

This analysis of the problems coming in the way of women's literacy programmes stimulate us to think further. So what then ? Is there any solution ?

Some of the suggestions can be given here. The most important tip for a worker is that she has to gain the confidence of the women folk before she starts her class. She has to do house to house visits, establish rapport and then convince women about the new idea of literacy. In this respect, some efforts should be made to promote the leadership among the

women. If there is no leader as such as it is in the men's world, in every community there is a woman or even women, who are regarded as 'wise' and are influential. Many a time these women are respected even by the men, who come to her for advice. Identifying this potential women leader, the literacy organizer should introduce her project through this proper channel.

To motivate the women to come to literacy class literacy project should be linked up with teaching of simple and useful crafts, beautifying of homes, tailoring, needlework and embroidery. Such steps may help a great deal in attracting women to the literacy classes. Inclusion of lessons and demonstration in cooking, food preservation, child care etc. and cultural and recreational programmes like *Bhøjans*, *Kirtans* devotional and religious songs in the contents of the literacy classes for women is also helpful in motivating the women to learn, to read and write.

The timing and places for holding the literacy classes for women should be fixed according to the convenience of the students. Home classes have been tried with success in certain area. These classes are mainly for adult women who under the prevalent social customs find it difficult to go out of their homes for attending the literacy classes held in public places.

Women teachers either on voluntary or on paid basis are engaged to go to selected homes where women residing near by could be gathered for acquiring literacy. The class organization should also provide for sociometric affinities. The class should be divided into sub-group of friendly and mutually-liking women.

The dearth of women teachers can be solved by increasing the numbers of girls school, which is the main source of obtaining part time women teachers for literacy class.

Making special efforts to attract the educated women in the locality for voluntary social service will go a long way in solving the problem.

Uninteresting teaching is a big factor in driving adults away from the class. The remedy lies in making the class session as pleasant as they can be profitable from the point of

view of learning to read and write. In the first place, the adult must not only understand but willingly accept what she is learning and also the methods by which she is learning, what she is being taught.

Secondly each day's work may start with discussion of current news, or topics which are of interest to women. The teacher should also try to individualise the instructions, that is to say, the teacher should match her teaching with the individual woman's intellect and interest.

Moreover, the organiser or the teacher should make an attempt to understand the motives which impel the women to come to literacy classes, then strengthen good motives through discussions and to clarify their ideas about literacy and education. The understanding of every woman's motive in coming to the class will also help the teacher in linking the lessons to specific interest of the women. This will also give an idea what kind of material should be included while preparing book of neo-literate for women.

A care is necessarily to be taken that all the class room material and equipment required for a literacy class must be made available in advance. Otherwise the delay in supplies, or inadequacy of the material will leave a permanent negative impact on the minds of the women and community.

CONTENT OF THE LITERACY COURSE FOR FUNCTIONAL EDUCATION OF WOMEN

by

Dr. (Mrs.) Helen Butt

Relating Literacy to Functional Education

The current emphasis, in undertaking to impart "functional literacy", recognises the need for relating literacy to life and, more particularly, to vocation, but it does not go to the heart of the problem. Furthermore, it is fraught with pedagogical pitfalls. If we are to make any real progress in this field, it will be necessary to think a little more deeply into the logical—and, therefore practical—relationship between literacy and functional education.

First of all, it can be stated without fear of much contradiction that functional education is our goal, and that literacy, if included at all, is means to an end rather than an end in itself.

However, if literacy is to serve its purpose as a means of education, it will have to prove itself. It will have to be of a certain quality and calibre. It will have to fit the learner for further learning, and it will have to relate to that further learning. In this sense, it comes first, since it is a prior condition to further learning. To insure that it will fulfil the demands made upon it, we must consider how it should be brought about.

Purpose of the Literacy Course

Fascinating as it may be to envisage literacy as clearing the field of all hindrances and opening up a world of enlightenment, we must realise that literacy is not that world, but only the threshold to it. Literacy is required—and will be continually reinforced by further education based on the written word, but this is not to say that all such education is literacy education.

There is a good deal of merit in establishing a realistic delimitation of the domain of literacy *per se*. Any definition of literacy should, therefore, be couched in terms of proficiency in the skills of reading and writing rather than of other subjects. The exact degree of proficiency cannot be determined dogmatically, since it is a function of the purpose to which literacy is to be put. The UNESCO definition recognizes these truths, for, in effect, it declares that the literate person has a useable knowledge of literacy.

What, then, should be the purpose of the literacy course for women? If functional education is the goal of literacy, the inculcation of subject matter cannot be said to be the goal of the literacy course, except in a very peripheral way. For one thing, a working knowledge of reading and writing can, and should, be imparted within a reasonably short time, limit, say six months, while functional education, even of an elementary nature, has a scope so vast that we cannot hope to do more than scratch the surface in that length of time. If we try to touch upon all subjects needed even by a specific category of learners, such as, for example, village women, very little concrete can be taught about each one. If, on the other hand, we limit ourselves to one subject, perhaps elementary nutrition, we introduce a dual focus of attention (on the part of the textbook author and the teacher as well as the learner). The result is bound to jeopardize the success of one or the other of these two subjects.

If it can be argued that "language" includes a great deal more than mere literacy, demanding, as it does, attention to style and taste, grammar and composition, it can be pointed out with a equal cogency that the time allotted to making adults literate is so little that every moment becomes precious and must be used to teach *literacy* rather than applied nutrition or family planning.

Content of the Literacy Course

We must beware, then of making the literacy course subservient to the aims of specific subject-matter teaching. Its content is literacy. At the same time, we have a right to

expect that a literacy course will do something besides acquaint the participants with the shapes of letters and give them a sight recognition of a few hundred words. Having explored the relation of literacy to functional education, we come, here, to the relation literacy course to the functional education process.

In the first place, since letters must be introduced only a very few at a time, and enough text must be presented to facilitate mastery, the early lessons in a primer will, of necessity, be severely limited in scope. Furthermore, letters needed for the most commonly used words will have to be given precedence, and these may not be those contained in certain technical terms required or desired for the teaching of some particular subject matter. Moreover, the early lessons must be limited as to the total length of text, so that very little can be conveyed in them, thus further limiting their use as vehicle for subject matter teaching. If, on the other hand, the literacy lesson is used only to give a few "key words" on which a teacher then elaborates through other media, the focus of attention is diverted, and the literacy component of the session diminishes in importance. Worse yet, the impression is created that literacy is only a sort of game, while "real information" has to be acquired through other media.

Far from suggesting that the texts should be devoid of educational content, we would here insist that they must be given special attention in the context of the influence of the text on the learning process. In this respect, some important criteria for textual content are the following :

(1) Texts should be varied as well as interesting. A variety of text not only affords relief from boredom ; it facilitates the introduction of pronouns, verb forms, etc., used for the different persons, numbers and tenses, and it develops alertness by promoting reading for various purposes such as getting the "point", remembering the gist, or considering the pros and cons of an argument as well as reading for sheer enjoyment.

(2) Texts should relate to the life of the learner and help her to identify herself with the situations depicted. Of course, any subject which we would wish to teach her will have some

relevance for the learner, and much can be done through the style of presentation to enhance this relevance. Still, if our first consideration is the involvement of the learner, we must be free from the restrictions of a predetermined body of information especially when it is considered that the mechanics of the literacy course must also come in for their full amount of consideration.

(3) Texts should contain a preponderance of material already familiar to the learner. This is necessary if the learner is to devote his undivided attention to learning the mechanics of literacy. This does not mean, as it is sometimes construed to, that literacy primers should contain only or mostly poems and stories already known and half memorized by the learner. Actually, this is unsound pedagogical procedure. Rather, it means that the content should be of a familiar type, so that the learner will not encounter conceptual difficulties along with the mechanical difficulties, or be required to assimilate too much new material in order to follow the text. This criterion is perhaps the greatest argument of all against putting the initial literacy course into the straight-jacket of a subject-matter course, since, by definition, a subject matter course has as its chief object the introduction of new facts and new concepts.

What the Literacy Course can Contribute to Functional Education.

What, then, can the literacy course contribute to the functional education of women other than the aforementioned recognition of letters and a few words? What, in other words can we put into the literacy course that can be transferred to the broader arena of their lifetime learning?

First of all, let us be sure that the literacy imparted is actually literacy in the sense of being a working knowledge of reading and writing. One may recognise all of the letters of the alphabet and have sight recognition of five hundred words - or more - and still not have a *working* knowledge of reading and writing. A literacy course leading to functional literacy will give the learner a grasp of the mechanics of literacy rather than a superficial acquaintance with a few words and symbols. It will teach her how to attack words which she has not

encountered in previous reading. This will fit her to proceed to the use of text-books which, though modest in their demands on the vocabulary of the reader, will not be confined to the vocabulary of the primer.

Equally importantly, a functional literacy course will teach reading with *comprehension*. and *retention*. From the first lesson, the learner will be guided to take note of the content of the text. It will also teach reading with *reflection*. The learner will be encouraged to consider the content of the text, to agree or disagree, to draw conclusions and to appreciate the relevance of the text to her own situation.

Using a variety of forms, such as the anecdote, dialogue, first person presentation and essay, a skillful primer constructor can weave into his texts, without jeopardizing their prime purpose, an introduction to many of the fields which are to be dealt with in greater depth and detail later. Particularly, he can lead the reader from identifying with the known to grappling with the unknown. A primer intended especially for women can easily and profitably contain material depicting the present style of life of women and, with this starting point, show, again and again, what improvements can be introduced into the familiar situations through knowledge of nutrition, child care, family planning, etc. In this way he can both arouse interest in development and impart assurance that, through literacy and further study, women can actually learn things which will count in their lives.

If the literacy primer is constructed in this way, and if the literacy class is conducted in such a way as to develop competence and self assurance, it will have fulfilled its purpose of bringing out women over the threshold into the world of functional education. It will then be the task of our educators to use well this strong foundation - to utilize both the literacy and the positive attitude toward learning which our women will have acquired - to impart further and more specialized subject matter competence in the many specific areas needed for the advancement of women in our society.

ORGANISATIONS SUITABLE FOR ADULT EDUCATION OF WOMEN

Dr. (Miss) Sushila Mehta

The problems of organisation and co-ordination are the most difficult in the field of adult education. Often the regular institutes, training colleges and such other organisations are not suited to the need of women. The correspondence courses can be of great value to women after a certain level of literacy is reached. Part-time courses and condensed courses also would serve useful purpose if time and place are suitable for women. Under the circumstances there are only two or three types of organizations which may be suited to the needs of women.

Autonomous Organisations—(Social Welfare Board)

Autonomous organizations like the welfare boards having branches in districts and villages have a big role to play in organization of women's adult literacy programmes. As the welfare boards already have large number of voluntary organizations like Mahila Mandals, etc. in many towns and villages they have a face to face contact. At the present they concentrate more on crafts and welfare activities. If they can also relate crafts to literacy this will serve double purpose. The women will learn how to read and write and at the same time they will become more exact and efficient in their crafts.

Khadi & Village Industries Board

As Khadi and Village Industries Board has organized a large number of training centres in many towns and villages and a large number of their clients are women, they can also take up a big programme of adult literacy for women. In

spinning and weaving counting is necessary and knowledge of reading and writing can greatly help thousands of spinners and weavers whom they are catering. Being large organization they can also prepare special primers and readers keeping in view the needs of their classes. They also have a worker who is in charge of the centre. He or she can also usefully devote sometime to teaching when spinners and weavers come to their centres.

Mahila Mandals

There are large number of Mahila Mandals all over India either under the welfare board or run by some other agencies or private bodies. They have a varied programme of crafts, arts, recreation and cultural activities. If they can regularly devote sometime for literacy this would be useful and appreciated by all those who had no chance to go to schools.

Girls' Schools

Girls schools in rural areas can service if they open adult literacy classes for women for short duration.

Industries

Some big industries like the textile industries where large number of women are employed can render useful service if they can open literacy classes. The mill owners can jointly sponsor scheme for preparation of special primers and literature geared to needs of their classes. The plantations also employ a large number of women and they also have welfare programmes. If they can also include literacy for women this will have to be related to their work in the plantations. Similarly mines and food industries also employ large number of women and they can also contribute to adult literacy programmes.

MESSAGES

President, Dr. Zakir Husain

I am glad to know that the Indian Adult Education Association is shortly organising a Women's Seminar on 'Adult Education for women in the changing pattern of society.

Democracy in India cannot succeed unless women play their proper role. Our women, particularly in rural areas, are steeped in ignorance and superstition. Adult education is the only means by which we can make them enlightened citizens. But this stupendous task cannot be undertaken by Governmental or municipal agencies alone. It is for voluntary organisations like the Indian Adult Education Association to mobilise people's effort in this crusade.

I hope the deliberations of the Seminar will be fruitful. I wish your endeavours success.

Vice President, Dr. V. V. Giri

I congratulate your Association on the imaginatively envisaged Seminar devoted towards discussing the problems of such vital significance as 'Adult Education for Women in the changing pattern of society'. With improved status of our women, their claim to educational opportunities has been

receiving greater recognition. Educational advancement of women affects vitally the range and efficiency of all education. The dictum 'one who rocks the cradle, rules the world' is universally true and in the light of the important role played by women in modern society--both as home-builder and in moulding the character of progeny--the education of women will make available to the country a wealth of capacity that is now wasted for lack of opportunities. As an enlightened member of human society, an educated woman will help to elevate the level of home and national life and in fortifying the edifice of socio-economic democracy and enriching the national character. It is therefore heartening to observe that the accent is rightly laid on reckoning adult literacy and adult education programme as an integral part of rural regeneration and women's welfare movement. Under the re-oriented pattern, adult education is no longer confined to adult literacy only but equally embraces a wider arena of enlightened citizenship inculcating civic sense, health consciousness, family planning campaign, environmental sanitation and vocational bias. In this strategy of development, the various media of mass communication should be taken recourse to on a nation-wide scale. The thought-provoking deliberations at the Seminar will, I am sure, help to shed light on all these vital aspects of this problem and give a further fillip to the adult education campaign.

Prime-Minister, Smt. Indira Gandhi

I am glad that your Association is organising a seminar on Adult Education for women under the auspices of UNESCO.

I send my good wishes.

Deputy Prime-Minister, Shri Morarji Desai

It is necessary that such of the adults as have not had the benefit of a formal education on account of some circumstance or the other should be enabled to acquire basic knowledge through literacy if they are to discharge civic responsibilities much better in future than they have done in the past. In this context education of women is far more important because the quality of the society can be influenced better by women than by men.

I am therefore glad that the Indian Adult Education Association is organising a seminar on 'Adult Education for Women in the changing pattern of society' and I trust that those who participate in this Seminar will intensify their efforts to spread literacy so that the necessary climate is created for a social regeneration which alone can sustain our efforts to build up the prosperity and happiness of the people.

On this occasion I send to them my best wishes.

Home Minister, Shri Y.B. Chavan

I am happy to learn that the Indian Adult Education Association, New Delhi is organising a women's Seminar on 'Adult Education for women in the changing pattern of society.' In India, adult, education, both of women and men, occupies a very significant place in our efforts to make our democracy enlightened and progressive. This problem in respect of women is more difficult because of neglect and restriction that our traditional society had placed on Indian women. The magnitude of the problem demands more dedicated efforts for

many more years to come. I trust that the proposed Seminar would focus the attention of the intelligentsia of this country on this particular problem and speed up our progress in the direction of bringing about an educated, progressive and egalitarian society in which our women will have the fullest possible scope to play a positive role.

My good wishes.

Education Minister, Dr. Triguna Sen

I am happy to be able to send the Indian Adult Education Association, my very best wishes for the Seminar that is being held under its auspices between 27th and 30th October. I am glad to note that delegates will come from all over India to attend this Seminar and will address themselves to vital problems in fundamental education. Whatever in this kind touches our women has an impact on our entire society. I wish the Seminar all success.

Transport & Shipping Minister, Dr. V.K.R.V. Rao

I am glad to know that the Indian Adult Education Association is arranging a National Seminar on Adult Education for Women in the last week of October 1968. With the growth of economic activity the pattern of society is changing and it is very necessary to see that no section of our society is left out of the main stream of progress. Women form nearly half of our population. Apart from the direct contribution they can make to economic development they have also an important role to play as house-wives, imbibing the modern concepts of nutrition, sanitation etc. and as mothers who help in the proper shaping of the young mind of

children. Most of our rural women are illiterate and it is most important to impart them a functional education which will assist them to take a more active part in social development and to harmonise traditional values with a modern outlook. I do hope the Seminar will be able to evolve some practical courses of action to this end. I wish its deliberations all success.

UNESCO

It is with pleasure that I send a message to the Seminar on "Adult Education of Women in the changing pattern of society" to be held in New Delhi from 27 to 30 October 1968.

In this world, which is changing everyday, education is not only a means of handing on culture; it also paves the way for a future that is constantly progressing, constantly unknown. Woman, as a full member of society, should be prepared, in the same way as man, to face this future and furthermore, in her capacity of mother, can no longer bring up her children on the strength of the traditional knowledge acquired by one generation from another.

In a survey conducted by UNESCO with regard to the percentage of illiteracy showed that out of 107 countries the female population of three was 100% illiterate, in 25 African countries and seven Asian countries it was over 90%, in eight countries between 80 and 90%, in seven countries between 70 and 80%, in eight countries between 50 and 70%, in 21 countries between 30 and 50% and in only 29 countries was it less than 30% illiterates.

The illiteracy among women is one of the handicaps holding back the development of countries. Therefore, stress must be laid on the social responsibilities of women benefiting from secondary or higher education towards those least educated.

UNESCO believes that special attention should be paid to the problem of making women literate, in view of the high rate of female illiteracy and women's role in the education of the family and in society, and that in the preparation of textbooks and reading materials for newly-literate women account should be taken of such women's needs as a knowledge of hygiene, nutrition, child care, etc. so as to enable them to take a more active part in community as well as family life.

I hope that the deliberations of this Seminar will lead to further practical measures for the education of women in relation to the present-day society.

Dr. D. R. Gadgil, Deputy Chairman, Planning Commission

I was glad to hear of your proposal to organise a Seminar on the national level to discuss Adult Education for Women in the Changing Pattern of Society. The subject is of great current and long term importance. I feel sure that under the guidance of Dr. (Smt.) Durgabai Deshmukh the Seminar will discuss many aspects of the problem and will be able to make concrete recommendations.

I wish the Seminar all success.

Minister of State for Education, Shri Bhagwat Jha Azad

I am pleased to learn that the Indian Adult Education Association is organising a seminar to

discuss 'Adult Education for Women in the changing pattern of society'.

We all know that the changing pattern of Society, which we mean to mould on the basis of the principles laid down in our Constitution, education of women has a key role to play. A nation which allows 91% of its women in rural areas and 65% of its women in urban areas to remain illiterate cannot hope of much progress and prosperity. It is truism to say that the mothers' contribution to the development of the child is of the utmost significance. Women's education is, therefore, not only necessary for liberating them from the darkness of illiteracy but also for radiating education among the coming generation.

I hope that the deliberations of the seminar will give a lead in mobilising public opinion for achieving concrete and significant results in the eradication of illiteracy among women all over the country.

I wish the Seminar all success.

APPENDICES

PROGRAMME

Sunday, October 27, 1968

- 10.30 to 11.30 a.m. **Inaugural Session**
- (a) Invocation Song
 - (b) Welcome Address—Dr. M. S. Mehta.
 - (c) Inaugural Address—Dr. (Mrs.) Welthy H. Fisher.
 - (d) Messages—Secretary.
 - (e) Director's Address—Dr. (Mrs.) Durgabai Deshmukh.
 - (f) Vote of thanks.
- 11.45 a.m to 1.00 p.m. **First Plenary Session**
- President : Dr. M. S. Mehta
- (a) Discussion & Finalization of Working Paper.
 - (b) Formation of groups & committees.
- 1.00 to 2.30 p.m. **Lunch**
- 2.30 to 3.15 p.m. **Second Plenary Session**
- President : Dr. (Mrs) Durgabai Deshmukh.
- Elucidation of Item No. 1 of the Working Paper.
- “What level of literacy is to be achieved for women to enable them to play their role in the changing pattern of society”.
- 3.15 to 5.00 p.m. **Group Discussion on Item No. 1**
- 5.30 to 7.00 p.m. **Local Sight Seeing**

Monday, October 28, 1968

9.30 to 11.00 a.m.

Third Plenary Session

President : Dr. Sushila Nayar, M P.

(a) Consideration of Group Reports on item No. 1.

(b) Elucidation of the Item No. 2 of the Working Paper.

“What are the obstacles in organizing literacy programmes for women ?

What are the causes for drop-outs ?

How to overcome them ?

11.00 a.m. to 12.30 p.m.

Group Discussion on Item No. 2

12.30 to 2.00 p.m.

Lunch

2.00 to 3.00 p.m.

Fourth Plenary Session

President : Dr. (Mrs) Phulrenu Guha, State Minister for Social Welfare, Union Govt. of India.

Elucidation of the Item No. 3 of the Working Paper.

“What should be the contents of literacy education for women ?

And what more programmes should be included in adult education?”

3.00 to 4.00 p.m.

Group Discussion on item No. 3

4.15 to 5.00 p.m.

Visit to National Museum

5.30 to 6.00 p.m.

Meeting the President at Rashtrapati Bhavan.

Tuesday, October 29, 1968

9.30 to 11.00 a.m.

Fifth Plenary Session

President : Smt. Raksha Saran

- (a) Consideration of Group Reports on item No. 2
- (b) Elucidation of Item No. 4 of the Working Paper.

“Which Organisations are best suited for the purpose?”

11.00 a.m. to 12.30 p.m.

Group Discussion on Item No. 4

12.30 to 2.00 p.m.

Lunch

2.00 to 3.00 p.m.

Sixth Plenary Session

President: Mrs. Ila Pal Choudhary M.P.

Discussion of Group Reports on Item No. 3.

3.00 to 5.00 p.m.

Visit to Qutab

5.30 to 7.00 p.m.

Meeting the Mayor of Delhi

8.00 to 8.30 p.m.

Puppet Show.

Wednesday, October 30, 1968

9.30 to 11.00 a.m.

Seventh Plenary Session

President: Kumari Shanta Vashist M.P.

Discussion on Group Reports on Item No. 4

11.00 a.m. to 1.00 p.m.

Finalisation of the Seminar Report.

1.00 to 2.30 p.m.

Lunch

2.30 to 5.00 p.m.

Eighth Plenary Session

President : Dr. (Miss) Sarojini Mahishi, Dy. Minister attached to P.M.

- (a) Adoption of the Recommendations
- (b) Director's Report
- (c) Valedictory Address
- (d) Vote of Thanks.

OFFICE-BEARERS

<i>Director</i>	Dr. (Mrs.) Durgabai Deshmukh
<i>Secretary</i>	Mrs. Bimla Dutta
<i>Administrative Coordinator</i>	Shri N.R. Gupta
<i>Chief Rapporteur</i>	Shri J.L. Sachdeva.

LIST OF PARTICIPANTS

ANDHRA PRADESH

1. **Miss Hawkings, Peggy Barbara**, Church of South India, Cuddapaha.
2. **Mrs. Papaiah, Sulakshana**, Village School Supervisor, National Christian Council, Methodist Mission, Zahirabad.
3. **Mrs. Sarva, Sarada**, Principal, Arts and Science College, Andhra Mahila Sabha, Vidyanaagar, Hyderabad.

BIHAR

4. **Sr. Sigrid, M.**, Principal, St. Teresa Girls H. School, P. O. Bettiah, Champaran.

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11. **Miss Jamuna Bai J.**, Hony. Adviser, Central Social Welfare Board, Parliament Street, New Delhi.
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20. **Mrs. Sandhu, Surjit Kaur**, Deputy Director (Programme Development Division), Central Family Planning Institute, L—17, Green Park, New Delhi.
21. **Miss Sobti, Krishna**, Editor, Adult Literature, Directorate of Education, Old Secretariat, Delhi.
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23. **Miss Bhrucha, Indira**, Adult Education Worker, P. O. Umalla, Broach Distt.
24. **Miss Kiracofe, Kathryn**, Adult Education Worker, P. O. Umalla, Broach Distt.

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25. **Mrs. Butt, Helen**, Literacy Consultant, c/o Extension Education Institute, Nilokheri.
26. **Mrs. Pandit, Prabhat Shobha**, Secretary, Gandhi Centenary Committee, (Haryana), 3-Hastings Road, New Delhi.
27. **Miss Razdan, Shanta**, District Education Officer, Education Department, Govt. of Haryana, Jind.

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28. **Mrs. Agarwal, Krishna**, Chairman, Bhartiya Gramin Mahila Sang, Madhya Pradesh Branch, 314, Jawahar Marg, Indore.
29. **Miss Brandstattev**, Principal, Holy Cross Convent School, Ambikapur, P. O. Surguja Distt.

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31. **Mrs. Jacob, F.**, Director and Secretary, Bhartiya Vidya Pracharni Sabha, Chainsingh Ka Bagh, Indore.
32. **Mrs. Shrikhande, Malati**, Asstt. Director of Public Instruction, Government of Madhya Pradesh, Bhopal.
33. **Mrs. Shrivastava, Sudha Rani**, Principal, Jai Shiva Vidyalaya, Sathia Kuan, Beohar Mahal, Jabalpur.

MADRAS

34. **Miss Menon, Nalini**, Lecturer, Family and Child Welfare Training Centre, Gandhi Nagar, Madurai.
35. **Miss Ramesh, M.S.**, Deputy Secretary (Education), Government of Madras, Madras.

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36. **Mrs. Bhandarkar, K. S.**, Asstt. Social Education Officer, Bombay City Social Education Committee, Samaj Shikshan Mandir, Adarsh Nagar, Bombay.
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