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EVIDENCE LED BEFORE THE EDUCATION COMMISSION

EDUCATION OF WOMEN



सत्यमेव जयते

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SUPPLEMENTARY VOLUME IVH

ANALYSIS OF EVIDENCE
ON THE EDUCATION OF GIRLS AND WOMEN
LED BEFORE
THE EDUCATION COMMISSION

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I. Measures for Expanding Girls' Education

1. Policy and Planning:

(i) Girls' education should receive the highest priority in planning in view of the important role of girls as mothers of tomorrow and the first educators of children - the future citizens of the country.

(ii) Universal education upto the age of 14 should be compulsory for girls. Another suggestion points out that the question of compulsory age for girls (i.e. 14 years) is meaningless, because 90% of girls in rural areas are found to have passed the primary final examination only at the age of 14. Hence considerations of age should be replaced by considerations of standards of education to be attained. The programme of universal education for girls should be operated through persuasion as well as punitive measures. The Attendance Officer may enquire into each non-attendance or withdrawal case and make suitable arrangements in the matter.

(iii) An opposite view, is that, in a country with primitive farming and under-developed economy, no amount of effort will bring about universal primary education for girls - perhaps not even for boys. We should not make a fetish of targets. Emphasis should be to reduce the wastage involved in girls' education at present than merely providing for free compulsory Primary education.

(iv) A suggestion made is that, except in rural areas, girls need not get any special privilege in education, as this will create a feeling of inferiority in girls. The education of girls may be free upto that stage where the boys education is also free. Beyond that, if any special help is to be given, it should be in the form of loans to deserving girl students.

(v) The economic problems, which force parents in rural areas to keep their daughters away even from free schools (owing to their economic utility as extra labour and also owing to the fear of incurring some recurring expenses on education) must be solved before raising the level of education.

(vi) Planning for expansion of schooling facilities should be based on the requirements as reflected in the Census figures, the general shyness of girls as well as the parents' reluctance to send

their girls to boys' schools, the distance between the home and the school etc. It should not be based on political considerations, i.e. opening schools not according to the needs of areas but because of considerations such as of securing more votes.

(vii) Private enterprise may be encouraged to start more and more girls' schools to provide relief to the Exchequer.

(viii) Education for girls should lay stress on (1) Primary education instead of secondary education; and (2) Rural areas instead of urban areas. A certain percentage of funds earmarked for girls' education should be set aside for "Primary education in rural areas".

(ix) If stress is laid on Adult education for women (i.e. educating the mothers of girls) it will automatically result in expansion of girls' education.

(x) In view of the different nature and need of girls as also their sphere of work, the same educational system as for boys, will not be useful to them. There may be a separate system of education to suit their special needs.

(xi) All teachers at the Primary stage should be women, as they are naturally gifted to train children of tender age. The target of the IV Five-Year Plan should be to secure 60% of women teachers at the Primary stage.

2. Securing Public Cooperation

(i) Efforts should be made to educate public opinion in order to convince people about the importance of girls' education through intensive propaganda by means of radio, films, literature, etc.

(ii) Parents should be persuaded not compelled to send their wards to schools.

(iii) Villagers' participation should be secured in obtaining school buildings or land for schools or assistance in other forms (say, labour), in starting primary schools or up-grading them.

3. Financial Incentives for increasing enrolment

(i) Education of girls should be totally free.

(ii) The parents' income ceiling for free-ships should be higher for girls than for boys. If boys get freeship for an annual income of the guardian upto Rs. 1200, the limit for girls should be Rs. 1800 or 2400.

(iii) Attendance scholarships may be offered to girls students as incentives to enrolment.

(iv) Other financial benefits according to various suggestions, should include one or more of the following:

- (a) Free Text-books;
- (b) Free Exercise-books and other writing material;
- (c) Free transport to and from school and home.
- (d) Free uniforms.
- (e) Free meals.

(v) Necessary facilities for earning while learning may be provided to enable girls to meet the rising cost of education and to provide incentives to parents to send their daughters to schools. Such facilities could be provided in collaboration with local farms, factories and other business establishments who may be asked to send their raw material to schools for such jobs as spinning, basket-making, thread rolling, sewing or mending garments etc., etc.

4. Hostel Facilities:

(i) Free residential accommodation in Hostels should be provided to deserving and meritorious girl students. Hostels attached to girls' schools in District and Taluka towns should provide for free maintenance of girls coming from places where there are no secondary schools.

(ii) Free hostel facilities should be provided to girls in district towns.

(iii) Residential schools for girls or separate Hostels at Taluka Towns may be started.

(iv) Hostels for girls may be started in each Block.

5. Home Study Facilities:

(i) Arrangements for part-time teaching to small groups of girls in Mohallas or villages with an insufficient number of school-going girls, may be provided by the appointment of part-time teachers.

(ii) Facilities for part-time or correspondence courses should be provided.

(iii) Girls may be allowed to study at home and appear for public examinations at all levels of education without any restriction. The opposite view is against their appearing as private candidates, as this encourages the running of cheap institutions for girl candidates.

6. Special Treatment for Admissions to Schools:

(i) About 40% seats in mixed schools should be reserved for girls.

(ii) Provision should be made for liberal exemptions from rules for over-age women to join secondary schools.

7. Adjustment of School timings/vacations to suit convenience of girls and parents:

(i) School timings should be adjusted to work timings in the village.

(ii) As girls are of help to parents during the busy seasons in villages, school hours and holidays should be regulated after taking into consideration harvest time, rainy season, seasonal occupations etc.

(iii) As girls in more than 80% homes have perforce to do household work and cannot be spared conveniently for attendance at schools full-time, their schools may meet in three shifts of three hours each with two batches of teachers - one batch doing two shifts and the second batch doing one shift for schools and the other for night shift for running literacy classes for adult women.

8. the Role of Centre in expanding girls' education

(i) A few Central secondary schools - with residential facilities for girls as well as teachers - for providing quality education for serving as 'model' to others, may be started.

(ii) The Role of the National Council of Women's Education and its State Units should be made more effective.

(iii) There should be at least one fullfledged residential girls' institution from K.G. to M.A. in every State. This should be a Central Project.

II. Special Assistance for Girls' Institutions

1. Assistance in the form of grant-in-aid

- (i) The Centre should provide special grants to the States for the expansion of girls' education.
- (ii) Preferential treatment may be accorded to girls institutions in the matter of grant-in-aid for recurring and non-recurring expenditure in order to bring girls' education to the same level as that of boys.
- (iii) A rough and ready method of giving special grant-in-aid would be to calculate the grants, as at present, and then add 25% extra for educational institutions for girls. This extra amount should be at the disposal of the management for being used for furtherance of girls education in any way they like, without the grants for succeeding years being reduced on this account.

For mixed schools, the grants may be calculated as usual and 25% added on the basis of the proportionate number of girls on the rolls. Thus a school with 50% girls on the rolls will get 12½% extra grant.

This percentage may be reduced as and when, girls' education catches up with boys' education.
- (iv) Hundred percent deficit grants should be given to girls' schools. The example of Andhra Pradesh Government in providing cent percent grant to private institutions, including the girls' schools, may be followed.
- (v) Special grant may be given to girls institutions for introducing subjects suitable for girls. The grants for Home Science and Science teaching should be particularly generous.
- (vi) The grant-in-aid rules for girls' institutes may be liberalised to allow for part-time jobs for women teachers as admissible expenditure for grants.
- (vii) Girls schools may be assisted through easy availability of loans at low rates of interest, building-material etc. for raising buildings.

- (viii) Special assistance to girls' institutions should include lump-sum grants for equipment, libraries, laboratories, uniform; staff-quarters, transportation, books and medical aid, mid-day meals.
- (ix) Full grant may be provided for the establishment and maintenance of girls' hostels. Hostel accommodation should also be provided to teachers.

2. Assistance regarding fees and other charges

- (i) Aided institutions for girls may be allowed to collect fees from the students, if they wish, and the amount so collected may not be deducted from the grant-in-aid, as is done at present.
- (ii) Girls' education should be free upto secondary stage (or upto all levels, according to another suggestion) with full compensation, due to loss of fees, provided through grant-in-aid.

3. Assistance in the form of special facilities:

- (i) Special assistance to help in the expansion of girls' education may include:
 - (a) maintenance scholarships for girls at all stages;
 - (b) free hostel facilities for girls; and increased residential accommodation for women teachers either rent-free or on nominal rent;
 - (c) correspondence courses, evening courses, short summer courses etc. for those who cannot attend regular institutions;
 - (d) transportation at free or nominal cost;
 - (e) free supply of books and material for uniforms, mid-day meals etc. etc. to all girl students;
 - (f) organisation of special courses suitable for the vocational needs of women.
- (ii) There should be at least one separate college for women up to degree level at all district headquarters and this should provide facilities in all subjects.

4. Administration of Girls Institutions

- (i) A special officer of the rank of Director or Deputy Director of Education should be incharge of girls' education in order to give impetus to the expansion of girls' education.
- (ii) There should be special sections in the State Education Departments exclusively meant for girls' institutions at all levels. These sections should ascertain and meet the needs of these institutions.
- (iii) Larger provision should be made for programmes for girls' education; and funds provided for special schemes for girls should not be diverted to other purposes.

III. Co-education

1. General Comments and suggestions on the system of Co-education:

In favour of co-education

- (i) Co-education should be encouraged at all levels in order to expand girls' education.
- (ii) Co-education should be adopted for all levels, as men and women have to live together and work together. Co-education will make both sexes familiar with each other.
- (iii) Co-education should be adopted to reform Indian society to come out of the mental rut in social customs like dowry. Because of this evil, many homes have been ruined, several girls have committed suicide or eloped with men to save the parents and home from ruination. If the State, through co-education at all stages, under strict rules of moral conduct, can help in marriage by free love, it will solve this problem to some extent.
- (iv) If more and more women teachers are appointed in mixed institutions, it would encourage parents and guardians to send their daughters to such institutions. According to one suggestion the staff should be mixed in 50:50 ratio.
- (v) Model co-educational institutions may be opened to remove the imaginary as well as real apprehensions and objections of all those against this system.
- (vi) Co-education should be welcomed, if special subjects are provided to meet the special need and aptitude of girls in mixed institutions.
- (vii) Co-education and separate schools may co-exist to provide choice to parents to choose whatever system they prefer for their children.
- (viii) Co-educational institutions may be permitted due to shortage of resources, teachers etc. (i.e. on economic grounds) with some safeguards, e.g. separate floors for boys and girls classes with separate entrances and exits but with common facilities like library, auditorium, laboratory, playgrounds to be shared by both. There should be women staff for girls' sections - especially the Head, the P.T. Teacher and the Biology Teacher.

Against Co-education

- (i) Co-education is a major hindrance in the expansion of girls' education, as a large majority of our rural population, not having accepted this idea, do not send their girls to mixed institutions.

It is also not accepted by certain States (like Rajasthan) and communities where the Pardah system is in vogue.

(ii) The practical and physical needs of both boys and girls are different and hence adequate provision can be made for them very conveniently only in separate institutions.

(iii) The Indian society, with the exception of small minorities of Christians and Parsees, has not accepted co-education; and even, in mixed institutions, the boys and girls keep aloof, so that the disadvantages of co-education predominate and the theoretical advantages are lost. There can be no all-round development of girls in the present state of our mixed institutions. The West is already reaping the fruits of co-education in the form of disruption of family life. Why imitate the West then? Co-education is against our social and cultural values. In olden days, boys were sent to Ashrams for education in order to keep aloof from the other sex.

(iv) Excepting the primary stage where boys and girls are not ^{sex}conscious, co-education acts as a great source of distraction, affecting efficiency. It also creates certain undesirable and ticklish administrative problems.

(v) There may be objections to separate institutions on financial grounds, but the State cannot afford to defeat the very purpose of education simply on financial grounds.

(vi) Co-education leads to promiscuous sex-laxity, heart pangs, home destructions and suicidal tendencies which cut at the root of the society.

2. Co-education at the Primary Stage:

(i) Co-education may be allowed at the Primary stage for several reasons: e.g.

(a) It would be uneconomic to have a very large number of separate girls schools at this stage;

(b) It is not detrimental to the development of girls' education;

(c) Parents also want to keep their sons and daughters, at this age, in the same school;

(d) Girls and boys, at this stage, are not sex conscious.

(ii) Mixed staff in Primary schools should be avoided as far as possible. Primary schools should be staffed mostly by women teachers.

(iii) It would be better if married couples could be appointed as teachers in the same Primary school, if possible.

3. Co-education at the Secondary Stage

(i) Girls, in the age-group 12-17, pass through periods of pre-adolescence and adolescence. At this stage, they need care and guidance of a special character. There should be separate secondary schools for girls to give them the company of their own sex during this period of puberty. Their growth during this period will be hampered in boys schools, as girls mature more rapidly during this period than boys of this age.

(ii) The girls in the mixed schools are merely looked upon as a source of additional revenue, and allowed to join boys' schools so long as they make up the deficiency of numbers in classes. Hardly anything is done by the schools to look after their mental or physical needs; and the general atmosphere is not made conducive to the free and all-round development of girls.

(iii) Co-education should be avoided at the Secondary stage to let the girls preserve their own identity in their special subjects. Adequate provision to meet their special needs can be made only in separate schools.

(iv) Although it may be argued in favour of co-education that our schools, among other things, must also teach boys and girls to live together, yet, in the present set-up of tight compartments of castes, creeds, religions, customs, diet, dress and languages, should not be worthwhile to vote for co-education at the secondary stage.

(v) One suggestion puts co-education as a must at this stage i.e. the stage of adolescence, together with instruction on sex as part of curricula, in order to make boys and girls to be more clear in their thinking about life.

(vi) Separate schools for girls will incidentally mean more employment opportunities for women.

(vii) The actual experience of co-education in Secondary schools in Russia has shown that it does not lead to efficiency, and accordingly, that country has started to make separate provision for education for boys and girls. There is a definite wastage of time and energy in undesirable attractions on the part of boys and girls towards each other in mixed schools.

(viii) If provision of separate schools for girls is not economically feasible, common schools - with boys and girls separated and kept aloof - may be arranged by having 4-5 periods of classes each in the forenoons and afternoons separately for boys and girls with separate staff, but with a single unit of administration.

(ix) The staff appointed in these schools should also be mixed. There may be separate sections for girls with the Headmasters and some lady teachers - especially for physical training, Biology, etc. - in charge of these sections. Besides, the staff appointed should be of very high moral character. An opposite view discourages the appointment of mixed staff for fear of undesirable consequences.

(x) In mixed schools, where classes are held together at the same time, seating arrangements should be separate and close watch must be maintained.

(xi) In mixed schools, the physical activities of girls and boys should vary; girls should be given activities to help them in home life; boys may be trained more for open life. The academic courses may also differ according to the activities chosen when the bifurcated studies begin.

4. Co-education at the College stage

(i) It is common experience of co-educational colleges that the presence of young ladies constitutes perhaps the greatest single civilizing factor in collegiate life. It is better too that the two sexes are brought together in a normal and healthy atmosphere, providing them sufficient opportunities for social intercourse to enable them to mingle elsewhere without undue self-consciousness, awkwardness, embarrassment or the danger of being completely swept off their feet. In providing such opportunities, the colleges will be repairing a deficiency caused by the absence of free mingling of sexes in homes and social circles.

(ii) Co-education may be allowed at the college level, because at this stage, boys and girls are mature enough to understand their own responsibilities. The opposite suggestion is that it may be allowed only at the post-graduate level and not at the college level as the students at this stage are not yet mature enough.

(iii) In mixed colleges, the girls develop an inferiority complex due to several factors, e.g. being in minority they have no voice; their interests

are seldom considered, they cannot freely participate in extra-curricular activities; they cannot have choice of subjects, as the subjects of interest to them are seldom offered; they are kept under strict supervision due to fear of harassment by boys, etc.

(iv) Care should be taken to have adequate number of lady lecturers in mixed colleges.

(v) If proper and separate arrangements for hostels and play-grounds can be made, colleges may admit boys and girls for common classroom instruction.

(vi) Separate institutions for girls at the college stage although desirable, would be very costly. Hence more attention should be paid to the special needs of girls at this stage in mixed colleges.

(vii) Where the number of girls is large, it would be better to have separate colleges for girls.

(viii) Co-education should be the rule at the post-graduate level and for professional careers. Co-education should begin during the first five years of child's schooling up to the age of 11, and then resumed only at the university stage at the age of 20 or so. At this stage, boys and girls are matured and understand their own responsibilities.

(ix) According to one suggestion, co-education should be forbidden at the university stage. According to another suggestion, women's colleges should co-exist to give freedom of choice to those who do not wish to join mixed colleges.

(x) Although co-education may be accepted at the university level, there should be special institutions for girls catering special courses for them.

(xi) In the profession of Engineering or Medical Sciences, it is not possible to set up special colleges for women.

IV. Universities for Women

1. Separate universities for women

- (i) There should be women's universities, or universities with separate "Faculties for Women's Education" having diversified courses, taking into consideration (a) the natural instincts and inclinations of women in general, (b) social and political needs of the country as well as the fields where their role can be useful in the best interests of family, society and national development, (c) man-power requirements of the country and (d) technical aptitudes of women in general.
- (ii) Special universities for women are desirable in order to impart good education and training to women consonant with their constitution, temperament and special functions as house-wives, mothers and members of society.
- (iii) Subjects offered at the Special Women's Universities should be such as should help women to be better house-makers, wives, sisters, mothers. However, girls with special talents may be admitted to other suitable courses at common universities.
- (iv) There is need for a large number of exclusive training colleges for girls in order to secure B.Ed. and M.Ed. degrees.
- (v) Separate universities would provide encouragement and spread higher education among women. It will encourage many parents to send their daughters to universities.
- (vi) One special Women's University should be opened in each State. According to another suggestion, there may be 4 in the whole country (i.e. one for each region).
- (vii) Women's Colleges and institutions should be affiliated to women's universities after the latter have been set-up.
- (viii) The experiment may be made by starting some universities for women which should provide free tuition and free hostel facilities for girls.

2. Arguments against separate Universities for Women

- (i) No separate universities are required for women for they are neither a separate caste, nor a separate race. Segregation can only result in poor quality. It would be socially suicidal to spell out women's education separately.
- (ii) The experience of separate universities does not warrant the opening of such institutions in future.
- (iii) Co-education having been accepted at the university level, there is hardly any need for separate universities for women. Women's colleges and institutions of higher education for women may be increased, but these may be affiliated to the universities.
- (iv) Subjects of special interest and utility for girls can be provided for in the Common Universities e.g. Home Science, Fine Arts, Music.
- (v) Before going in for separate women's universities, we must first meet the requirement of elementary and secondary education for girls and redress the legitimate grievances of elementary and secondary school teachers.
- (vi) Separate universities for women are not desirable in the present acute shortage of funds and capable teachers. Besides, the present statistics about the number of girls going in for university education do not warrant starting of separate universities for them.
- (vii) Already we are not getting the expected dividend from the higher education of girls as about 80% of highly educated girls (teachers, doctors and others) confine themselves to their homes.

V. Curricula for Girls' Education

1. Should the curricula be the same or different for boys and girls?

(i) One view is that there need not be any difference between the education of boys and girls. There can be no division of subjects into masculine and feminine on the basis of sex. A wide variety of elective subjects might, however, be provided in home science and fine arts to suit the special aptitudes for women.

(ii) An opposite view is that there is a fundamental difference in the objectives of the education for girls and boys. The education of girls should be suited to their needs in actual life which means for a very large majority of them getting married and looking after the family and home. At the cost of sound and peaceful home-life, women must not be dragged into the same struggle for livelihood that men have to plunge themselves in. This implies a different school-course for girls, and as an inevitable consequence, a different school-leaving examination. This should include functional and integrated knowledge which may enable them to become useful at home and better citizens of the country.

(iii) Although curricula for a large majority of girls should be different from those of boys, there should be provision and freedom for those who are intelligent and ambitious enough to follow courses prescribed for men students.

(iv) Another suggestion is that there should be two types of schools - the special type where education suited to the needs of girls may be provided; and the general type where the same education as for boys may be provided.

2. Curriculum for girls at the Primary Stage

(i) At the primary stage, there need not be any fundamental difference in education because the basic needs are the same for both boys and girls, except that for girls, special emphasis could be given to activities in which girls are more interested than boys. It is only gradually that girls should be initiated into arts which are characteristically feminine e.g. needle work, dancing, painting etc.

(ii) As in the case of boys, there may be free and compulsory education for girls till the age of 14; and thereafter a majority of them may be diverted to Polytechnics.

(iii) In the villages, the girls, during the first 5 to 7 years of their schooling should learn some productive vocation plus reading, writing and the most elementary mathematics as many of them may not remain in school for a longer period.

(iv) Domestic Science should be taught to girls both at the Primary and the Secondary stages.

(v) At the primary stage, one of the subjects such as music, drawing, agriculture, gardening and needle work should be made compulsory under craft. According to another suggestion, the curricula should include nature-work, history, geography, dancing, singing, drama and projects involving team-work.

(vi) The reason why girls fight shy of mathematics at the Secondary stage is the neglect of this subject at the Primary Stage.

3. Curricula for girls at the Secondary Stage

(i) The core subjects for girls and boys in secondary schools may be the same; but there should be provision for a large number of electives for girls amongst which such subjects as Home Science, Fine Arts, (Music, Painting and drawing to develop aesthetic taste and historionic talents), child care and hygiene should be included.

(ii) Child psychology and sensory training may be introduced in the courses of study in classes IX and above, to prepare girls to become efficient mothers and the first educators of children.

(iii) Home Science and Fine Arts and Elementary nursing should form part of the curricula of all girls schools; a few city schools may also have secretarial courses.

(iv) If girls' education is to be family-oriented, all girls in the schools should have some education in subjects like food, nutrition, nursing, mother-craft, cooking, tailoring and laundry.

(v) Beginning with the three R's at the Primary Stage, Home Science, Horti-Culture - sufficient for kitchen and home garden - animal husbandry, and Sanskrit should be covered upto the secondary stage. Sanskrit should be compulsory. If well-versed in Sanskritic lore contained in the Upanishads, Gita, Ramayana, Mahabharata, an Indian woman will ensure a healthy moral future in society.

(vi) Apart from training girls to become good housewives, they must also be trained to become intelligent citizens. For this purpose their curricula should also include subjects like English, Logic, Geography, Modern History and Current Events; Civics and Indian Administration; Scientific inventions and their impact with emphasis on the practical side of these subjects. According to another suggestion, emphasis should be laid on history, geography, mathematics and the correct use of language. According to still another suggestion education at this stage should include classics and adventure stories.

(vii) The introduction of Home Science and Fine Arts in girls' schools is not so popular with girls, as these subjects do not enable girls to get admission to many universities and advanced courses in view of the absence of such courses in many colleges. Therefore, at the Secondary Stage such courses should be followed which should also have an opening for learning at the higher stages either in colleges or special Polytechnics. These should also have openings for jobs for girls. Otherwise it may lead to intellectual discrimination against women.

(viii) There should be guidance activities by qualified teachers to prepare girls for puberty changes and sex hygiene. Sex-instruction at this stage will reduce many evils born out of ignorance.

(ix) On the pattern of Compulsory NCC and Scout training for boys, we may introduce compulsory Home Science/Home Economics/Nursing/Girl Guiding/A.C.C. training for girls according to the age of the girls.

(x) Military training is not suitable for girls at the school stage.

(xi) At the secondary stage, girls may be taught short-hand and type-writing, telephone-operating, radio and sound engineering, tailoring, music and dance, home science, handicrafts, book-binding, accountancy and banking.

(xii) Tailoring and Handicrafts Departments should be attached to all girls' schools where work relating to making of dresses for students, uniforms for military and other Government Departments personnel and also making of Handicraft items for export, may be carried out.

4. Suggestions regarding Polytechnics for Girls

(i) There should be diversification at the age of 12. Those who do not show proficiency in the academic subjects should be switched on to craft institutions where home science may be taught to prepare girls to become competent house-wives as well as to enable them to use their craft knowledge for earning a livelihood or subsidising family income, if need be.

(ii) There should be one diversification at the age of 14 and the other at 17, for diploma and degree courses respectively.

(iii) Publicity and propaganda may be organised to popularise diversion of girls to polytechnics.

(iv) Polytechnics for girls should have courses having job orientation e.g. home science, cooking, tailoring, home nursing, secretarial work, short-hand, type-writing, tracing

and draftsmanship, music, drawing and painting, commercial art, catering, business management, accountancy, mechanical operation of light and delicate machines, poultry farming etc. Apart from making them good housewives, such courses will also help them to earn a living or subsidise family income, if required to do so.

(v) Diploma Courses may be started for women in areas like: Dietetics, Institution Management, Interior Decoration, Community Development, Architecture.

5. Curricula for girls at the College Stage

(i) At the age of 16, girls should be diverted to such professions as Nursing or Teaching. Only bright girls should be allowed to go in for University education.

(ii) At present, the curriculum is the same for both boys and girls at the College level. It is desirable to introduce courses in Home Science, Nursing, Library Science, Music and Fine Arts at the first and second degree levels to suit the aptitudes and needs of women.

(iii) At the College level, Biology, Sociology, Economics and Family Planning should form subjects of study for women apart from medicine and surgery, maternity and child welfare.

(iv) Like the universities of Baroda and Gujarat, all universities should have degree courses in Mothercraft.

(v) "Preparation for marriage" courses may be provided in colleges.

(vi) There is a need for practical training institutions for women with University diploma courses in tailoring and catering.

VI. WOMEN TEACHERS - THEIR TRAINING
AND EMPLOYMENT

1. Suggestions for increasing employment of
Women Teachers:

- (i) All girls' institutions should be staffed entirely by women. At least 50% of all teaching posts in boys' primary and middle schools, and a similar proportion in co-educational high schools and colleges may be set apart for women. Some sort of a ratio, based on the number of girl students on roll of a co-educational institution, should be fixed for appointment of women teachers.
- (ii) Girls with the right type of aptitude for teaching work may be persuaded to take to this profession.
- (iii) Even middle-pass women may be appointed as teachers in order to increase the number of women teachers.
- (iv) A certain number of posts in all schools should be reserved for women.
- (v) General interest in the teaching profession for women should be aroused. The general prejudice among men against working wives should be removed.
- (vi) Minimum qualifications prescribed may be relaxed for some time. Age rules may be relaxed for women for appointment as teachers at primary and pre-primary stage.
- (vii) Some suitable scheme to bring out the many educated women remaining idle at various stages - secondary, collegiate etc. - to work as teachers in their spare time - might be drawn up. A house to house drive may be made to bring out educated women for the cause of education.
- (viii) Free transport facilities may be provided to educated urban women (remaining idle otherwise) to serve in nearby villages.

2. Special Facilities to attract women Teachers:

- (i) There should be arrangements for creches with nurses or mothers trained in child care, for whole-time married women teachers; proper rent-free housing facilities near to schools; free medical aid; educational facilities for their

children; benefits like maternity leave, liberal provision for earning retirement pension and Provident Fund and Insurance, facilities for improving educational qualifications through correspondence courses, etc.

- (ii) Excepting two categories of women, viz. those having a missionary spirit or enough leisure and those compelled by circumstances to earn, women in general, do not prefer to lose their freedom and prestige for unattractive emoluments and conditions of service. Women teachers should be adequately paid to maintain their social standards.
- (iii) To attract women teachers to work in villages, incentives in the form of advance increments may be given.
- (iv) When schools are opened in their own localities, many women teachers would be coming forward to work.
- (v) Hostels for working women may be started in all district and Taluka Headquarters.
- (vi) The number of periods in a week for women teachers may not exceed 30; while the pupil-teacher ratio may be fixed as 1:20.
- (vii) School mothers may be appointed from amongst the girls who pass the primary final examination. These will help in bringing girls students in numbers to schools.

3. Recruitment, Posting, Transfers etc. of women teachers:

- (i) Women teachers from rural areas should be posted near to their home-village and those from cities at a road-head.
- (ii) To meet the initial shortage of women teachers, a few men teachers of good conduct may be recruited to teach in girls schools to the extent women teachers are not available.
- (iii) Wherever possible, efforts should be made to employ husbands and wives at the same place. Husbands should be transferred to the place of work of their wives, provided they are employed in transferable posts.

(iv) Scholarships may be instituted for those reading in class VIII upward on the condition that the recipients shall serve as teachers on definite terms for a period of not less than five years.

(v) Career pamphlets, talks etc. should be given in the final year of the Higher Secondary course to popularise the teaching profession amongst girls. Parents should be invited to such talks.

4. Women Teachers in Rural Areas:

(i) The teachers in rural areas must essentially be social workers with ability to attract girls to schools by persuasive methods.

(ii) Local women, especially widows and abandoned wives may be contacted by Inspecting officers while visiting rural area schools and those willing or selected should be given training at centres away from big towns in order to keep the expenses on training to the minimum as also to keep the trainees familiar with the rural environment.

(iii) As teachers Training Centres are mostly located in big towns, the girls, even from rural areas, who have spent a year or so at towns, do not want to go back to villages. Those selected amongst these trained teachers are mostly from towns who do not fit into the village life. Accordingly, training centres should be started in rural areas.

(iv) As it is difficult for women teachers to live alone in rural areas, suitable accommodation should be provided to them, along with others, gramsevikās etc., so that they will have some safety.

(v) Special rural allowances to women teachers opting to work in inferior and remote areas, and the increased allowances according to distance from the District, should be provided.

(vi) The ethical atmosphere and law and order situation in rural areas should be improved to make women teachers safe amongst the ruffians in villages. Authorities should deal with genuine complaints of women teachers promptly and severely.

5. Married Women Teachers:

- (i) As the main purpose of many a woman teacher seems to be to pass time until they get married, there is neither stability in staff nor professional efficiency. No girl should be allowed to study beyond Higher Secondary stage, if she just desires to marry and become a house-wife exclusively. For joining a higher educational institution, there should be an undertaking to serve the country. Many an educated woman is wasted with no gain to the nation.
- (ii) Married women should be allowed to work as part-time teachers with proportionate service benefits. Two or three of them, working in mutually convenient hours, will do the work of one whole-time teacher. They should be permitted to resume full-time work whenever their home conditions so permit.
- (iii) Part-time married women teachers should be treated at par with full-time women teachers as regards security of tenure, increments and leave benefits etc.
- (iv) Service conditions for married women teachers should enable them to shoulder responsibility for home and family life also.
- (v) Instead of un-married young girls who create several sex-problems in schools, women above the age of 40, may be preferred for teaching jobs - after a school orientation course and may work till 60. They will have a motherly attitude in classes because of their rich experience as mothers and house-wives.

6. Training of Women Teachers:

- (i) There should be a massive programme of training of women teachers for rural areas.
- (ii) All training institutions should be open to women as well as men. Besides, more training institutions for women should be set up.
- (iii) There should be a fairly large training college for girls in every district, and an affiliated training Institute for In-service teachers in every Taluka.

(iv) Seats should be reserved for women in Training Colleges.

(v) Evening Colleges to train women teachers may be started.

(vii) The minimum requirement for entry into Training Colleges for girls should be Higher Secondary School Certificate Examination.

(viii) The minimum amount of stipend for teacher trainees should be raised.

(ix) Fees in Training Institutions should be nominal for girls. It should be free, according to another suggestion; and employment after training, should be ensured. Free training may be made conditional to serving the profession for three years or refund of training costs.

(x) State should provide statutory guarantee for employment with respectable emoluments, automatic raise and respectable retirement benefits to all those women getting themselves trained for and adopting the teaching profession.

(xi) Facilities to married women to get themselves trained should be provided. This will make every home a small single-teacher school.

(xii) Wives of teachers and their femal dependants should be encouraged and selected for training wherever possible.

VII. Employment Opportunities for Women

1. No special measures needed:

- (i) No special measures are needed to increase the employment opportunities for women. In a country where there is already wide-spread un-employment among educated men, the problem will become still more acute if women begin to find employment in all spheres of life.
- (ii) Employment opportunities for women should be restricted in the interest of family peace and happiness. Only restricted fields like teaching at K.G. stage, teaching of girls, nursing of patients in Hospitals, should be opened to them.
- (iii) If equal facilities for education are given to girls to enable them to qualify themselves for employment in all walks of life, there will not be any need for any special measures for increasing job opportunities for women.

2. Measures for increasing Employment opportunities for Women:

- (i) The greater the spread of education among women, the greater the employment opportunities, they will create for themselves.
- (ii) A large provision for vocational education for women will open larger opportunities to them. Councillors and career-masters in schools should prepare pupils for correct choice in vocation.
- (iii) In rural areas, where the employment opportunities for girls are extremely limited, they should be provided training in such fields as dairy or poultry farming, fruit-canning or vegetable preservation, etc. etc. Village cooperatives may be encouraged in these trades where women trained in these skills may be able to utilise their knowledge.
- (iv) More and more women's Polytechnics may be started. Incentives in the form of scholarships, allowances, security of employment after completion of courses, etc. may be provided to attract women to the Polytechnics.

- (v) Special facilities might be provided to women serving in rural areas: Provision of quarters; advance increment or some form of rural allowance; safeguard of life, honour and property against local goondas.
- (vi) Provision of certain necessary facilities to girls taking up employment will bring in more of their number, viz. assurances of safety and security in work; protection of their honour; transport facilities; proper housing facilities; creches for their children, special leave and service conditions.
- (vii) A reasonable number of jobs in all departments (say 10%) should be reserved for women. Cooperation of employers may be secured in persuading them to reserve certain percentage of jobs for women. At least, for certain types of employment, the Government should reserve posts for women.
- (viii) Competitive examinations for certain jobs may be held for women only.
- (ix) A special job-placement service for women something like Women's Employment Exchanges, may be started. Proper contact should be kept with Industry, Business Houses, Government Establishments, Hospitals, Laboratories, Radio Broadcasting Houses, Printing and Journalistic establishments etc. etc. in order to find out suitable jobs for them.

3. Vocations where women may get a preference:

- (i) It is the experience of highly industrialised countries that there are many functions in both commerce and industry where women turn out far superior performances to those of men.
- (ii) There are certain fields of work where women fit in better than men and, in such jobs, they may get preference. Such jobs, according to various suggestions, are listed below:
 - (a) Teaching - particularly at the primary and pre-primary stage, and teaching in girls' institutions.

- (b) Nursing and medical profession, Pharmacy, health services.
 - (c) Librarianship.
 - (d) Various office jobs, viz. stenography and secretarial practice, typing and clerical jobs, telephone operators, etc.
 - (e) Dress-making; tailoring, embroidery.
 - (f) Beauty specialists.
 - (g) Home Science jobs, cooking jobs in canteens, hostels, Hospitals, food establishments and catering houses.
 - (h) Waitresses, matrons, etc.
 - (i) Sales-girls, Receptionists, air-hostesses, tourist guides.
 - (j) Training of draftsmanship, printing industry (composing).
 - (k) Music, drawing, painting, needlework, handicrafts and other fine and commercial arts.
 - (l) Light and delicate technical jobs in factories.
 - (m) Social service work, child-welfare work, gram sevikas.
- (iii) Knitting centres, weaving and khadi centres and activities such as Ivory-works, soap-making and such other jobs for which women have special aptitude, may be started. Collective work gives women confidence and independence as also enjoyment.
- (iv) Non-manual labour and indoor jobs should be more open to women than to men.

4. Part-time employment opportunities:

- (i) From the point of view of providing social security, but without disrupting the family life, married women should be provided part-time employment opportunities.
- (ii) Part-time teachers should have full service security and other service and retirement benefits.

- (iii) If the school-hours for children do not exceed 4 hours, many married women could be attracted to take up part-time teaching jobs in schools.
 - (iv) Qualified house-wives may be encouraged to take up part-time jobs, with honorarium.
 - (v) Cooperatives may be formed to provide part-time jobs to women.
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