



## ROLE OF GOVERNMENT AND VARIOUS RECOMMENDATION OF COMMISSION AND COMMITTEES TO IMPROVEMENT THE EDUCATIONAL STATUS OF WOMEN

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**ABSTRACT** This study has been undertaken to investigate that our National and social leaders feel that no national development can take place without women's education. Therefore, education of women has been regarded as a major programme in India. In fact, after the independence of our country the central government, state government and non-government institutions have been taking all efforts to encourage women's education. In order to minimize the existing gap between the education of boys and girls and to expand and develop women's education, the government of India has appointed various commissions and committees. To study the various recommendations put forth by different education commission and committees play the key role in improvement the status of women education. In this paper we are discuss about university education commission, national committee on women's education, Recommendation of Hansa Mehta Committee, National Council of women education, Kothari Education Commission on Women's education and Recommendation of National policy on women education.

**KEYWORDS :** Education commission, national committee, women's education.

### INTRODUCTION:

Women play a prominent role in the cultural, social, political and economic life of a country. Women's education was encouraged in ancient Indian society. They are given due respect and have equal rights to receive education. According to the Vedas, women should have the opportunity to attain knowledge of the Vedas. Separate organizations had been set up to provide education to the women during the Buddhist period. But by the end of the nineteenth century, some progressive Indians and Englishmen like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Gandhiji, David Hard and Annie Besant Worked for making women aware of education. After independence the national government considered the expansion of women's education as its sacred duty. Our constitution gives great importance to the equality of status and opportunities for men and women. The state shall not discriminate against any citizen on the grounds of religion, caste, sex or place of birth. Thus, educational facilities and opportunities are provided to women regardless of their caste, religion or location at par with men.

### OBJECTIVES OF THE STUDY:

A study on role of government and various recommendations of commission and committees to improvement the status of women's Education.

### Research Method

The research method which is used in the present study is Qualitative research method since it is a historical research and Content analysis has been used.

**1. The University Education commission (1948-1949):** The University Education commission is popularly known as RadhaKrishnan Commission. This commission analysed the problems of women's education at the college and the university level and made the following recommendations:

**Amenities of life:** The ordinary amenities of life should be provided for women in colleges originally planned for men but to which women are being admitted in increasing numbers.

**Education opportunities:** There should be no curtailment in education opportunities for women but rather a substantial increase in them.

**Education guidance:** There should be an intelligent educational guidance by qualified men and women to help women to get a clear view of their real educational interests and provide good education according to their needs and capacities.

**Normal place in society:** Women should be help to find their normal place in society, both as citizens and as women.

**Cultural and social responsibilities:** Men should be encouraged to extend right courtesy and social responsibility in mixed colleges.

**Equality in co-educational institutions:** In co-educational institution, due Weightage should be given to women.

**Equal salaries:** Women teachers should be paid the same salaries as male teachers for equal work.

**2.National Committee on Women's Education (1958):** Education panel of the Planning Commission recommended in July 1957 that, "A Suitable committee should be appointed to go into the various aspects of the question relating to the nature of education for girls at the elementary, secondary and adult stages and to examine whether the present system was helping them to lead a happier and more useful life". This was placed before committee should be appointed to examine the whole question of women's education. Accordingly, the government of India appointed the National committee on women's education under the chairmanship of Smt.Durgabai Deshmukh. The committee made of the following recommendations:

**Universal enrolment:** The attempt for expansion of girls' education should aim at universal enrolment of girls in the age group 6-11 by 1979 and in the age group 11-14 by 1981.

**Improvement programme:** The recommendations made by the Central Advisory Board of Education for the improvement of women's education should be implemented and for this purpose cent per assistance should be provided. The programme include : i) construction of teachers' quarters; ii) provision of school teacher; iii) provision of rural allowance for the lady teacher working in the villages; iv) provision of hostels; v) provision of crèches vi) provision of school uniform vii) provision of mid-day meals; viii) construction of sanitary blocks.

**Facilities in isolated and backward areas:** The girls students of backward, hilly and isolated areas should be provided with facilities such as free transport and free residential accommodation to encourage them to get education.

**Publicity programme:** Publicity programmes should be launched to awaken the people towards the need of women's education. For this purpose, documentaries and films concerning women's education should be prepared and displayed.

**Facilities for Continuation class:** Some girls are forced by the social and economic circumstances to leave the School. For such girls, continuation classes should be started.

**Education for adult women:** Central Social welfare board should start condensed courses to give suitable education to adult women.

**Assistance to Voluntary organization:** Voluntary organizations working for the expansion of women's education should be given assistance towards the building of hostels, libraries and laboratories.

**Scholarships:** There should be provision for and adequate number of scholarship to encourage the girls to continue their education.

**Encouragement to co-education:** Where it is difficult to start separate schools to girls, co-education should be encouraged.

**Close up the gap:** The gap between the education of men and women should be filled as fast as possible.

**Securing Cooperation:** Cooperation of Semi- official organization, local bodies, voluntary organizations and teachers' organization should be secured for the development and expansion of women's education.

**National Council for women's education:** National Council for Women's Education should be set up for studying the needs and problems of women education at the national level.

**State Council for women's education:** At the state level, State Council for Women's Education should be set up.

**Women's education in five year plan:** Women's education should be get an important place in five year plans and the planning commission should make an estimation for women's educational requirements.

**3.Recommendation of Hansa Mehta Committee (1962):** National Council of Women's Education appointed Hansa Mehta Committee in 1962 to suggest measures for improvement of women's education. It made the following recommendations:

1. Co- education should be adopted and encouraged at the primary stage.
2. Separate primary schools or middle schools for girls should be started where there is such demand and where there is adequate enrolment.
3. Separate and co-educational institutions can be started at secondary school and college stages. Parents should send their daughter to the institutions they like.
4. Number of women teachers should be increased in primary schools. Women teachers should also be appointed in all institutions at the secondary and college stages which are meant for boys, but where girls are also admitted.
5. There should be a common curriculum for boys and girls at the primary and middle stages.
6. Home science is a useful subject for girls at the higher secondary level.
7. Girls should be encouraged to study science and mathematics at the higher secondary stage. Sex education should be provided at this stage by matured, competent and well-trained teachers.
8. Special needs of girls should be kept in view while constructing the curriculum at the university stage.
9. Girls should be provided with necessary facilities such as scholarship, free transport and stipends.
10. Women should be given adequate representation in textbook committees.
11. There should be the provision of vocational schools at the end of secondary education so that girls are trained for different vocations.
12. Music, drawing, painting, tailoring and fine arts are the subjects of interests for girls. Therefore, proper facilities should be provided in educational institutions.

**4.Recommendations of Bhaktavatsalam Committee (1963):**

**Good working conditions:** Working conditions of teachers should be good and inspiring. Financial incentives should be given to the teachers who are made to work in hilly and isolated areas.

**Part time appointment:** Some women leave the teaching professions after marriage. They should be encouraged to continue teaching and offered part time appointment.

**Education for adult women:** To educated adult women, particularly in rural areas, condensed courses should be organized.

**Relaxation in age limit:** Age limit for the married and unmarried women teachers should be relaxed. This relaxation will be help in attracting women to the teacher's professions.

**5.National Council for Women's Education (1964):** National Council for Women's Education was set up in 1959 by the central

Ministry of Education. It was reconstructed in 1964 and consisted of the Chairman, the Secretary and 27 members. The main functions of the council are:

1. To advise the government on the education of the girls at school level and the education of adult women.
2. To suggest and fix programmes, targets and priorities for the improvement and expansion of girl's and women's education.
3. To suggest suitable measures for creating public opinion in favour of girl's and women's education.
4. To create awareness in the society with regard to the importance of women's education.
5. To organize seminars, surveys and other research works for the improvement of girls' education in the country.
6. To make periodic evaluation for the progress of women's education.

**6.Kothari Education Commission on Women's Education (1964-1966):** Kothari Commission has given a lot of importance to women's education. According to this commission women's education is very important and helpful in reducing the birth rate. Regarding the education of girls, this commission states, "In our opinion the strategy for the development of the girls and women will have to take two forms. The first is to emphasize the special programmes recommended by the National Committee on Women's Education and the second is to give attention to the education of girls at the states in all sectors as an integral part of the general programme for the expansion and improvement of education". It is of the opinion that in the coming times, the progress of women's education". It is of the opinion that in the coming times, the progress of women's education should be very effective. The present differences in the male and female education should be removed as much as possible. It has made the following recommendations regarding women's education:

1. The gap between men's education and women's education should be closed by considering women's education as a major programme in education for some years.
2. Special plan should be prepared for this purpose and the funds required for them should be provided on a priority basis.
3. There should be a special administrative machinery to look after the education of girls and women.
4. The education of girls requires special attention at the primary stage. So, more and more ancillary services should be provided. Special measures should be taken to check the undesirable growth of wastage among girls.
5. Efforts should be made to accelerate the expansion of girls' education. At the secondary level, the development of the education of girls should be increased. The ratio of male and female education should come to 2:1 from 3:1 in 20 years.
6. Emphasis should be placed on establishing separate schools for girls, provision of hostels and part time and vocational courses.
7. The present proportion of women students and men students (1:4) should be increased to about 1:3 at the university stages in order to meet the requirements of women in different fields.
8. At the graduate level separate colleges for women may be established if there is a local demand. Courses in home science, nursing and social work need to be developed as these have attraction for a large number of girls.
9. Research units should be set up in one or two universities to deal specially with women's education.

**7.Recommendation of National policy on Women's Education (1986):** National Policy on Education play a positive role in order to provide powers to the women. In this regard, it recommendations are as under:

**Status of Women:** There should be improvement of women's education through re-designed curricula, textbooks, training and orientation of teachers and decision making on administration.

**Provision of various courses:** Various vocational and professional courses will be provided for the promotion of women's studies.

**Improvement of women's education:** There should be improvement of women's education through re-designed curricula, textbooks, training and orientation of teachers and decision making on administration.

**Provision of various courses:** Various vocational and professional courses will be provided for the promotion of women's studies.

**Promotion of women studies:** Various courses such as home science, music, fine arts, tailoring and embroidery, cooking and Needlework will be provided for the promotion of women's studies.

**Removal of Illiteracy:** Highest place would be given to given to eradicate women's illiteracy. The obstacles that come in the way of primary level of education should be put to an end.

**Present position of women's education in India:** After independence, the progress of women's education has been satisfactory. The girls belonging to remote areas, rural areas and weaker sections of society are being encouraged to receive education. From the increasing number of women's educational institutions and girl students from the primary level to the university level, we come to know that India is marching forward towards the progress and development of women's education. This is an undeniable fact that the enrolment of women is increasing day-by-day in all levels of education, both in formal and non-formal educational institutions. Government of Tamil Nadu has given priority to women's education. The number of girl students is higher than those boys from primary level to university level. This is the present position of Tamil Nadu and Kerala, and it is the same condition in almost all towns and cities of India.

**CONCLUSION AND EDUCATIONAL IMPLICATION:** The women of today are very conscious of their social, economic, intellectual, mental and spiritual development. Their role, both within the home and outside the home, has become an important feature of the social and economic life of the country. It will become more significant in the years to come. Therefore, they cannot be deprived of education at any cost and greater attention should be paid to the problems of training and development of women. It may be pointed out here there cannot be educated men without educated women. It a chance has to be made between education of men and education of women, in this case only women should be given opportunity to receive education because in this way education will easily reach the next generation. Hence, the education of girl's should be emphasised not on grounds of social justice, but also because it accelerates economic and social transformation, and above all to achieve cent per cent literacy.

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