

**RJPSSS**

**RESEARCH JOURNAL OF PHILOSOPHY  
& SOCIAL SCIENCES**

*A Peer Reviewed International Journal*

## **Adult Education for Women: Some Observations**

**Dr. Rama Sharma\***

Lecturer

Department of Sociology

V G I Group of University, Meerut, Up

ramaasharma707@gmail.com

**&**

**Kamaljeet Singh\*\***

Research Scholar

Department of Sociology

V G I University, Gajraula, Up

---

### **Introduction**

Active participation of women in national development as envisaged in our five year plans since independence is not possible as long as majority of our women are illiterate and ignorant. Half of our population comprises of women and the grim reality is that not just their problems, but their very existence has been ignored despite the fact that majority of our labour force consists of women who produce a little less than 50% of our food. Whenever there is opportunity for being trained for skilled jobs for better ventures are overlooked. In general the position of women in our country is not a happy one as they are illiterate and ignorant about political, legal, social and economic issues.

Considering the place of women in our society and the responsibilities they shoulder, it is a known fact they are not well- equipped to discharge these obligations.

A large number of women are outside the reach of formal education and they could be educated through adult education program. The adult education program should be such that they motivate the illiterate women to join functional literacy classes and sustain their motivation to continue with the program. Thus it can help in creating social awareness about importance of education in improving the quality of life.

Adult education programme can create consciousness about realities of life, develop skills to help them increase their family income and reduce drudgery of life and make them literate so that they can help in development.

## **Women: Vital National Resource**

Women constitute an important part of human resources of the country. For a developing country, the contribution of the women is as indispensable as that of men. As it is widely recognised that the success of national development very much depends upon the active and useful participation by women in all developmental programmes. But when we cast our glance over the existing position of literacy among women of our country we are greatly disappointed. It is because of inadequate expansion of education among women of this country that they feel themselves unable to shoulder their responsibilities in different walks of life and this causes adverse effect on their own development and the development of the society as well. The equal partnership between men and women is greatly required to fight against hunger, poverty, ignorance and ill health.

We in India have accelerated the pace of educational expansion after independence but due to rapid increase in the population and for several reasons – social, economic political, etc. We have not been able to extend the benefits of education to the entire population of the country that is why; a huge crowd of illiterates has emerged before us, among which the number of women is much higher than that of men.

For full development of our human resources, the improvement of homes and for molding the character of children during the most impressionable years of infancy, the education of women is of even greater importance than that of men. So keeping these points in view our government has decided to impart education to the women of this country so as to equip them in performing duties and shouldering heavy responsibilities at home as well as outside. For the very purpose the government has started adult education programme for adult illiterates from October 2, 1978 all over the country. Now it is the duty of all the people to make efforts for the success of this programme.

The essential pre-conditions for the success of the movement of adult education for illiterate women is that this education is quite useful and effective from point of view of fulfilling their immediate needs. Women would take up adult education if it assures them economic benefits, which are possible only by giving practical bias to their education.

### **National Adult Education Programme ( 1978)**

The National Adult Education Programme while emphasizing acquisition of literacy skills was to be-

- Relevant to learner's need
- Flexible regarding duration, time location, instructional arrangements, etc.
- Diversified in regard to curriculum, teaching and learning materials and methods.

- The outline of NAEP suggested the following types of programme to be organized under the scheme.
- Literacy with assured follow up
- Conventional functional literacy of a dominant development programme.
- Literacy with learning cum action groups.
- Literacy for conscientiousness and formation of organizations of the poor.

The programme was to cover by 1984 the entire illiterate population in the 15-35 age group. The programme consisting of literacy comprising reading writing and numeracy functionality aiming at improvement in the learner's skills and capabilities in the discharge of his function as wage seeking to arouse a sense of social obligation and consciousness about the manner in which the poor are deprived of the benefits of the various laws, policies and facilities designed for them. A programme of 19 months to be followed by post literacy and follow up activities.

It was also intended to link up the programme with other deviltment programmes of the government. There should be 30 illiterate adults in each center. In each center there will be one instructor, three supervisors and a project officer.

According to 2011 census 243 districts out of 402 have literacy rate below the national average. The literacy rate is also very low amongst women, schedule castes. Schedule tribes, migrant adult illiterates in the age group of 15-35 by the year 2020.

### **Functional Literacy for Adult Women**

The programme of functional literacy for women has been provided in the fifth five year to endow them with necessary knowledge and skills to perform the functions of a good housewife, efficient mother and useful citizen.

The Scheme is a programme seeking to deliver a package of services ot illiterate women I the country. Attention is confined to adult women in the productive age group of 15-45 years and special attention is given to women in the age group of q5-35 since the latter group is likely to be more receptive to the requirements of attitudinal change.

### **Conclusions**

A change in the outlook of women is very important, this can be brought about by drawing their attention to socio-economic, political and cultural changes and developments taking place around them- outside their house in society country and the world.

Adult education plays an important role in women Development in India in the following ways-

- Increase the rate of literacy among women

- Improve the general level of health and nutrition
- To enable women to raise their family income
- To improve the quality of local skills by providing vocational training in: Tailoring and embroidery, textile design and printing and machine knitting etc.
- To make them aware of new simple household techniques.
- To inform them about new governmental policies and privileges offered to farmers i.e. for loans, seeds etc.
- To encourage them to lead to more hygienic and healthy life simply through cleanliness and other preventive methods.

Besides imparting instruction in simple but useful art and crafts, there are many other significant areas of which adult women can be given adequate knowledge. In the present time, “India is engage in strenuous efforts to raise the standard of living of every citizen through planned development. For the immediate solution of the problem of rapidly increasing population it is essential that the illiterate adult women are acquainted with the problem and are made known to the need and importance of family planning and family welfare programmes. It would not only enhance their own happy lives but also the lives of their children who would be healthy and happy indeed.

Another factor relating to women’s development is that they are able to know and understand their fundamental rights and duties in the existing social structure. It is seen that most of illiterate women often come to grips with superstitions and many other social evils of which there is an adverse effect upon their individual development. Such women cannot be expected to make their children’s growth in the desired direction. With the spread of right education these women may get rid of superstitions, caste feelings, inferiority complex, etc.

Adult education movement tries to make use of leisure time of adult women. For this purpose, they encourage formation of clubs and organization of MahilaMandals where ladies take part in bhajan, kirtan, folk music and songs, stories and talks on different useful matters. Our movement relating to the development of women through adult education is required to be designed in such a way that all those people, institutions and organizations, interested in women’s advancement come forward voluntarily with their helping hands and cordial cooperation. By this way national objectives are expected to be achieved.

The advancement of women is the most significant fact in modern India, therefore the adult education for their development is a must for National development. Thus, the most urgent national need of our country today is the education of illiterate adult women, for an adult is the chief unit of society of which a woman is the constituent part and the advancement of a family to great extent depends on her. Besides an educated adult woman will undoubtedly be in sympathy with education of her children with the new developments in education as well.

Adult education for illiterate adult women in the present Indian situation is, therefore, an impelling need for individual, social and national development.

**Reference**

*University Grants Commission (1982): Revised guidelines on Adult and Continuing Education and Extension*

*Evaluation of Literacy Campaign in India Directorate of Adult Education 2013*

*Census of India (2011)*

*UGC Guidelines for the Programmes of Literacy and Continuing Education in Universities and Colleges. 2013*