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# EVOLUTION OF WOMEN'S STUDIES AT S.N.D.T. WOMEN'S UNIVERSITY

A NEW KIND OF ACADEMICS  
A NEW DEFINITION OF ACTION

(1974-1989)



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6 JUN 1991

EVOLUTION OF WOMEN'S STUDIES AT SNDT  
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## FOREWORD

The SNDT Women's University pioneered the setting up of a Research Centre for Women's Studies. This was the result of its own assessment about the mission of a women's university. The beginnings were small; the task and the phases we went through are light and shade. However, today we have the satisfaction that we have been able to take initiative, sustain it and are able to continuously give a lead to others. It is also a matter of satisfaction that the University Grants Commission has given a mandate to the Research Centre to give leadership to other institutions, in a new area and that too a non-traditional one. There has been a continuous inquiry about the modality of setting up centres/departments and the inputs that go into it, in order to facilitate the process at other universities. We have brought out this brochure based on our experiences and the initiatives taken by us. We feel this sharing of experiences will be a guide to those who wish to set up a centre/department. As has been stressed, the area being an inter-disciplinary one, where needs differ from university to university we can offer only a general guideline. Each university will have to fill in the details of the mode selected by it. I am thankful to Dr. Neera Desai, founder director of the Research Centre and Dr. Maithreyi Krishna Raj, present director of the Research Centre and Ms. Jyotsna Sanjanwala for assisting in preparing this material. The Centre in the form of a unit was set up during the tenure of Smt. Sharada Divan, but the idea was mooted by Dr. Madhuri Shah at a Round Table discussion, reviewing the goals and programmes of the university in 1973 and later when she took over as Vice-Chancellor in 1975 she gave a great impetus to the programme of women's studies. She took to the UGC her deep involvement in women's concerns when she became its chairperson. She introduced women's studies as a policy programme within UGC framework. This thrust was what helped in spreading this programme subsequently. Dr. Jyoti Trivedi, who succeeded Dr. Madhuri Shah as Vice-Chancellor of the University, was equally committed to the programme and had given all the encouragement to the Centre to grow and bloom.

On this occasion I would like to record the university's appreciation to all those from within SNDT system and outside who have participated in this mission to bring it to the level it is today. I would particularly like to mention the University Grants Commission for recognising the efforts of the Centre and giving it a status; the Ford Foundation for its ongoing assistance and other donor agencies for approving special projects which have continued to enrich and strengthen our activities.

The University is fortunate in having an able and committed Advisory Committee whose members are drawn from academia and action groups. We greatly value their interest and involvement. With greater networking between universities and colleges, we hope to achieve a common ground in this new and developing area. Through pooling our resources and through planning the necessary academic and action inputs we can make women's studies a strong programme in higher education-a programme that will make an impact on society.

Kamalini Bhansali

Bombay 1989

Vice-Chancellor  
SNDT Women's University

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## I. THE CONTEXT



## THE CONTEXT

It is now nearly fifteen years since the term "Women's Studies" began to be used in India. The origin of the term goes back to the effort made by American feminists in the nineteen sixties to voice their lack of power, representation and equality within academic institutions. They faced discrimination in jobs within universities and many lost opportunities for intellectual work despite their university degrees, through enforced domesticity. Tracts, analysis and theories on women's condition appeared in books and journals. Those within the academia realised how little of women's experiences were reflected in the mainstream curriculum and how little the curriculum offered to women. The entire academic edifice was built on male perceptions, male attitudes and male experiences. Many women academics began to offer courses in history and literature. They talked of American women's contribution to history and included women writers for study mainly, though not exclusively to female students. It was this attempt which came to be called "Women's Studies". Over the years, this concern spread to many disciplines and many areas of inquiry and became established in almost all the universities and in effect became a parallel intellectual discipline. The enormously rich output from the scholarship that women's studies spawned were respected and the challenges it posed for the frameworks of mainstream disciplines were accepted as legitimate voices of dissent but these critiques have only marginally modified the academic disciplines. Women's studies in the U.S.A. where it first had its birth, grew initially as a teaching effort. Its inspiration came from the women's liberation movement which made women conscious of their problems and their place in society. Women's studies now finds a place in universities in the American continent, Europe and more recently also in Asia and Africa.

In India, the beginnings are different. Women's studies began with research and was associated with a few individuals and institutions committed to women's cause. The SNDT Women's University was the first to set up a unit for women's studies in 1974 using the explicit term, "Women's Studies". It was a courageous act considering the prevailing climate in the early seventies, when few in India were conversant with the term "Women's Studies" let alone be receptive to such an innovative gesture. Truly, it was a move far ahead of the times.

The ICSSR after 1975 launched a programme of research on women which it designated as "Women's Studies". There were also many individual scholars who did research. After 1980 a centre outside the

university system got set up - the Centre for Women's Development Studies, New Delhi. In 1981, the first national conference hosted by SNTD propagated the message of the need for women's studies. During the same year a National Association for Women's Studies was born. The term "Women's Studies" rapidly gained currency. The individuals and institutions mentioned above did not 'introduce' women's studies, they really evolved it. The University Grants Commission since the mid-eighties is supporting the establishment of women's studies centres or cells, funds research on women and accepts the introduction of courses. There is considerable confusion, on the objectives, methodology, content and perspective. Both academically and socially women's studies has not yet acquired the status and legitimacy accorded to other academic pursuits. The function of institutions of higher education is to generate knowledge and disseminate existing knowledge. A major preoccupation is knowledge and understanding of human society itself. All human knowledge is socially constructed for what we choose to study, how we choose to study, how we study it and what we perceive as important are all matters of selection and points of view. These in turn depend on the social context, particularly, who generates knowledge and for what purpose. Most of the knowledge in society has hitherto been generated mainly by men because they were the exclusive or majority of participants in institutions of higher learning. Women got excluded from the production of knowledge for long stretches of time with the result that the social reality that was studied was a partial one - partial on two counts - women's experiences were excluded in the representations of social reality and women did not participate in the production of that representation. This is the pedagogic logic for the introduction of women's studies. Understanding the gap or distortion is only one step. The awareness of the condition of women was what necessitated a special inquiry in the first place and therefore it has to be followed by ways of redressing that condition. Women's studies is today in the Indian context understood as the study of how gender relations in society construct and represent social reality. The Indian option for women's studies is a triple thrust: research, teaching and extension work. The models to be followed and the precise modus operandi have been left to be debated and are matters of choice for individual institutions.

Today when women's studies is being introduced it is going to bring in teachers and students who are new to the idea; they are people who have not been involved in the evolution of it in the last fifteen, twenty years. They have not had the experience of building women's studies. The interpretation of women's studies, the direction it is going to take will now depend on what others make of it.

As the boundaries, scope and meaning of women's studies are not clear to many, they seek guidance from those who did it before and SNDT Women's University happens to be the first to do it. This is an occasion for us to look back to see how we did it, not because it is the best model or the only model, but as a way of understanding the process for ourselves as much as for others. What worked for us may not work for every one. It may also be the time to see whether and how we need to change or modify in the wake of hindsight and in view of the changing social situation today and the new pressures and compulsions.

## II. HOW WE BEGAN

## HOW WE BEGAN

At the outset, it is important to stress that we are a women's university with a particular ethos and a particular history. Our roots go back to the Social Reform Movement, when the improvement of the status of women (although of a certain section of society only) was a major preoccupation. A specific focus on women was already a built-in factor in the university. Secondly, the autonomy that the university enjoyed enabled it to devise its own priorities. The university was indeed set up as an alternative to the mainstream and as a departure. It was therefore easier for it to take up alternatives in general. There was no need to convince the establishment or confront an opposition as the establishment itself was taking the lead. This may not be true of other coeducational universities. This sounds like an enviable state of affairs. Indeed, to an extent, it was, but it was not all smooth sailing all the way. While the leadership in SNDT begot this precocious child, the environment inside or outside the university was not conducive to its growth. It must be remembered those were the years when international agencies had not begun vying with each other with offers of funds for research or action programmes. The UGC not exactly known for dynamism could not care less. Even today, the UGC bureaucracy is a reluctant supporter of women's studies, forced into compliance as it is by its former chairperson, known for her commitment to women and now under pressure from the Government which is anxious to portray a progressive image. The SNDT Unit was launched on its own meagre resources before any outside help was available.

To introduce such an unfamiliar and offbeat subject into an academic system was nothing short of heresy. After all, despite its special character, the SNDT Women's University was part of the university system in India. Therefore the women's studies unit for several years was a lone traveller, subsisting on the university's administrative support but having little response from the departments and colleges of the university. They did not immediately seize on the opportunity this created by setting up women's studies in their own departments or seeking interactions with the Unit. There was a general lack of curiosity about the Unit's work and its people. The circulars and notices sent by the Unit in those initial years evoked lukewarm response. In 1980 we had sent around a circular to all social sciences and humanities departments suggesting a discussion on how women's studies input could be done and also inviting research proposals. There were a couple of research proposals but there were no takers for the first suggestion. With the growth of the women's

movement, media exposure and the visibility of women's studies scholars, in mid-eighties, slowly an interest appeared. Till 1989, in only a few departments some efforts were made to introduce women's studies at M. Phil. level or Master's level with one or two exceptions where it was incorporated at undergraduate level. It is in fact ironic that the first encouragement came from home science, a discipline dismissed as conservative in outlook on women. Thus, we began with no teaching component (except for sociology) and we existed very much as an island, cut off from student interaction in the initial years. Today, women's studies centres are beginning with courses and doing research as an adjunct. Our prior emphasis on research and documentation paid dividends. For the newcomers, the situation is different. For them there is already a large body of published literature to draw from.

Women's studies did not in our case get introduced as a pre-packaged programme. We began gingerly, step by step, feeling our way. What we now have is something that grew over fifteen years. We modified and expanded as we went along. Women's studies to be more correct was a programme, whose idea was seeded in one corner of the university but the plant took its own shape and eventually branched out in many directions.

### The Setting up of Women's Studies

In 1973, a Round Table discussion was held by the University with prominent educationists on what kind of a rationale can one propound for an exclusive women's university in the changed circumstances of independent India with education having become equally available for men and women in institutions of higher learning. (How much this education is actually availed of is another issue). Women's enrolment in higher education has gone up substantially since independence. In 1916 when the University was set up, it made sense to have a separate institution for women to enable women to go to college who would otherwise not be able to get there, given the cultural inhibitions regarding sending women to mixed institutions. There was also at that time the need to equip women who were without economic support for vocations that were culturally acceptable and this need could not be met by the co-educational institutions that offered a common curriculum. With women beginning to go into a diversity of occupations, and employment no longer confined to women without support, what is it that a women's institution could offer? Out of these deliberations rose suggestions that the University must give new thrusts which will serve women's needs

better. One of these related to the introduction of women's studies. This idea took concrete shape in 1974. A small donation was raised and a Research Unit was founded with minimum facilities - an honorary director and a couple of part-time staff. The subject area was totally unexplored then. As a pioneer one may say we reaped the advantages of a head start but it also meant there were disadvantages of treading on unknown and uncertain paths and therefore making mistakes. The initial emphasis we gave was on research and documentation. The unit was housed independently, outside of any faculty (discipline) and this too had some advantages. The primacy of research and documentation enabled us to build enough knowledge and expertise before courses could be introduced. The independent unit permitted a free flow of ideas and input from different external sources unencumbered by the demands of examination based teaching. Output from the Unit was more easily accessible to institutions and individuals outside SNDT, especially from abroad. It also facilitated an interdisciplinary perspective right from the start because no faculty member had a discipline hegemony.

After the Unit had functioned for sometime, with its access to women's studies literature from here and abroad, with frequent visitors from other places in India and abroad, the cross fertilisation of ideas gave the unit a more informed view of women's studies. It is difficult to give evidence of this valuable input. It was an intangible, invisible enrichment that built up staff sensitivity. That is why we emphasize the evolving aspect. The Unit obtained additional resources after it had proved its commitment and work. It kept expanding continuously, adding to its range of activities. Its staff were sent as visiting scholars to the U.S.A in 1978-1989 who came back with a good knowledge of the theoretical and empirical work in women's studies abroad and the women's movement there. The honorary director had rich experience of having worked on women's status in India. Having served on a task force for the Committee on the Status of Women, she was abreast of contemporary issues. The Unit was one of the first institutions that was fully acquainted with the Report of the Committee on the Status of Women. In addition the Secretary of the Committee was on the Advisory Board of the Unit. It is the combination of these unusual factors that gave the Unit a special growth potential and a well developed sensitivity.

The main objectives with which the Unit was started related to:

- \* identifying issues and undertaking studies related to role and status of women

- \* collecting information and build documentation and reference material on women
- \* supporting action programmes for improvement of women.

The first task undertaken by the Unit was bringing out a handbook on the status of women and a bibliography - of works available on women. These were the first efforts at systematic documentation in women's studies. After 1980 the Ministry of Social Welfare brought out a Statistical Outline and several institutions thereafter have brought out bibliographies, directories etc. The Unit undertook several research studies with the help of funds from grant agencies.

In 1981, the University held the first national workshop on women's studies. This brought together 400 teachers, academics, activists who debated and discussed the scope of women's studies. The syllabi of many universities in social sciences and humanities were scrutinised by a team coordinated by the Research Unit and alternate syllabi which would include women's focus were proposed. Other departments of the university (history, political science, psychology, sociology) were involved in the syllabus review.

A firm recommendation was made that women's studies must be introduced in mainstream academia to give systematic exposure to men and women students on women's issues. Thus between the setting up of the Unit in 1974 and 1981, some kind of agenda had emerged, which the University tried to reach to a wider audience. The first generation of women's studies scholars had made a notable contribution to this development and the Unit had played a seminal role in it.

By 1984, the UGC had recognised the Unit as a Centre and expected it to play a leadership role. Women's development through women's studies and action became a basic philosophy of the University. Women's development was defined as promotion of full equality and justice.

The links built up with action were in many ways:

- (a) direct involvement in rural development
- (b) encouraging research among activists through research grants and guidance
- (c) participating in training programme at different levels either in individual capacity or at the Centre level



- (d) holding workshops/seminars at the behest of women's groups, to discuss their agenda
- (e) inviting the participation of women's groups to meetings/seminars
- (f) inviting collaboration from women activists in training programmes.

Our involvement with policy was indirect. This consisted of being a member/s of Commissions; planning sub-groups; joint parliamentary sub-committees and other official bodies set up to make policy recommendations.

Our research effort was diverse and in the beginning more ad-hoc than planned. It was after five to six years that we were able to perceive and evolve our own priorities. We felt empirical studies alone were of limited value and supplemented this with historical and theoretical work.

There were inevitable difficulties in playing so many fiddles and so many tunes. It placed tremendous demands on our time and energy but in sum, the effect was a cumulative enriching of knowledge and understanding and the evolution of a framework or a new model for women's studies away from the narrowly and rigidly academic. The result of this multifaceted effort/research -action-documentation-interaction-networking - development work etc. was that our subject matter never got reduced to 'statistics' but remained living, breathing women. There was no linearity possible in this model. We were not sure that this is the model suitable for everyone. Perhaps not, but there is a danger in women's studies getting reduced to an examination subject or a thesis topic. How best to avoid this calamity each institution must work out for itself. The above model that we arrived at rather than planned, happened because concern dragged us into accepting each new assignment as valid extension of women's studies. It is a model of how a university can take up curriculum building.

Yes, there was a price to pay. Our research or publications were not of as high a quality as we would have liked. In over extending ourselves all the time to serve others, in becoming a 'resource centre' rather than a research centre we got little time for quality output. What we lost on the swings we gained on the roundabout through helping others to grow.

Between 1974 - 1984 the Unit had expanded its research, publication, documentation and extension work, built up a specialised

library and specialised staff. Several seminars, workshops held in the country on specific subjects were attended by the Centre staff who contributed to them as well as benefitted by them. Thus continuous exposure kept the Centre well informed of latest advances in women's studies. Visiting scholars came regularly and exchanged ideas and experiences.

### III. SPREAD OF WOMEN'S STUDIES

## SPREAD OF WOMEN'S STUDIES

At the end of the first decade we found ourselves ready to take up curriculum building.

Till 1980, only the sociology department had a paper on women, taught as an undergraduate course right from the late sixties. With the development of women's studies this course was revamped. Between 1980 and 1989, slowly department by department introduced women's studies but each department devised its own model. Some did it at undergraduate level and some did it at postgraduate level.

In history, it was introduced at B.A. third year as a paper, "Role and Participation of Women in Indian History - 1800 - 1975 with Special Reference to Western India" but at M.A. level, there was no separate paper but women's history incorporated within the paper "Economic and Social History of Europe in Nineteenth Century".

In politics, women's studies was introduced as a sub-topic called "History of Women's Franchise Movement in India, England and America" within the paper on Government Machinery at B.A. second year level.

In 1989, the Department of Political Science proposed a full paper for B.A. third year, "Women in Politics".

In psychology, at B.A. third year, there is one paper on "Women in Psychological Perspective". Later, at M. Phil. level a complete unit, "Women's Studies - General Perspective and Psychological Research" was introduced. In M.A. second year, there are sub-topics on psychopathology of women and B.A. third year, a full paper on psychology of women. In 1984, Home Science College introduced a course "Women in India" at B.Sc. third year for Child Development specialisation. In 1985, at M.Sc. level, a more theoretical course was given. Sociology revamped its "Women in India" at B.A. third year discarding the chronological approach. It also introduced in 1981, women's studies at M.Phil. level. English literature introduced "Feminist Criticism" and "Women Writers" as an elective course in mid-eighties. Economics was a late comer. In 1986, at M.Phil. level, "Women and Development" section was put in as part of a paper on Industrial Economics and in 1989, the department has proposed a full optional paper on the "Economics of Women's Studies".

A developed library and documentation centre on women's studies, exposure to women's studies through many seminars preceded the

introduction of women's studies teaching. Many faculty members participated in training workshops organised by the Research Centre for Women's Studies. Each department introduced women's studies bit by bit, experimenting first with a sub-topic, then a topic before a full paper was developed. Some preferred to keep it at M.Phil. level.

The Extension Department and Continuing and Adult Education had also slowly begun to experiment with a women's studies input. In its Population Education course at B.A. second year level, a women's perspective is used on the sub-topic, "Responsible Parenthood". The Department of Continuing Education runs many programmes immediately relevant to women: legal literacy, health, nutrition, family planning, sex education, income generating projects etc. A Teacher's Manual on Family Life Education gave specific emphasis to women's perspective and women's studies input. It talks of sharing domestic work by men and women, in the family and of breaking sex role stereotypes.

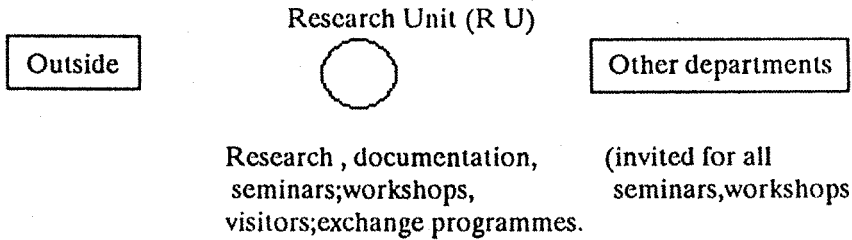
The Research Centre enriched these activities by developing some curricular materials and by organising training programmes for teachers.

Extension work for women's development is carried out by each department. The Research Centre had a major area development programme of its own - where training, income-generation, awareness training, balwadi, science - technology programmes, legal education, etc. were all incorporated. This has now separated into a rural department. A department of Educational Management set up three years ago launched programmes of training for women administrators, women managers, etc.

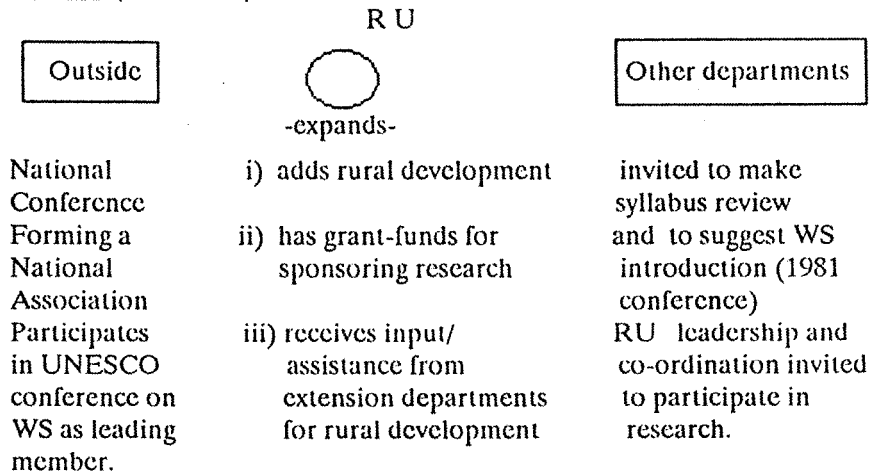
The obstacles faced by SNTD were not any opposition from within but indifference of the outside world to their pioneering efforts. The work done on women's studies - research, teaching, training, extension was largely ignored by other universities till 1986-87 when the UGC launched a grant-in-aid scheme for opening women's studies centres or cells. Despite UGC's concern and its wide circulation of guidelines for promotion of women's studies and the policy statement in the National Education Policy, only about 30 universities have now set up centres but most of them are attached to some social science department.

The development of women's studies within SNDT can be illustrated through the following diagram:

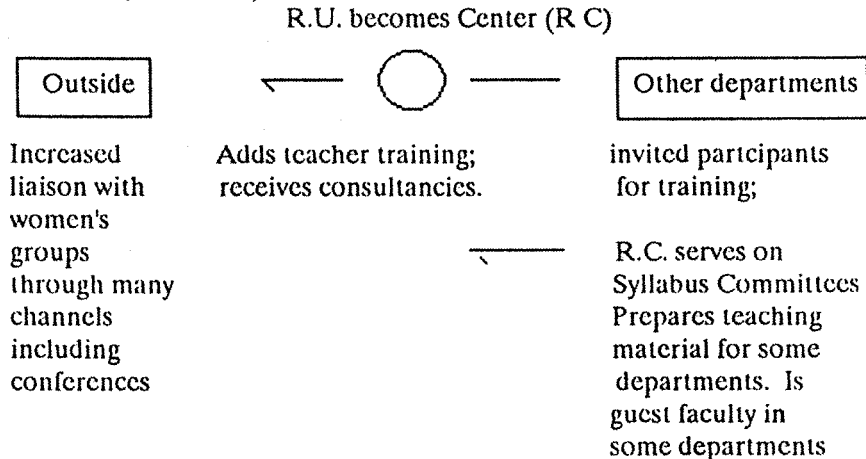
Phase I (1974-1980)



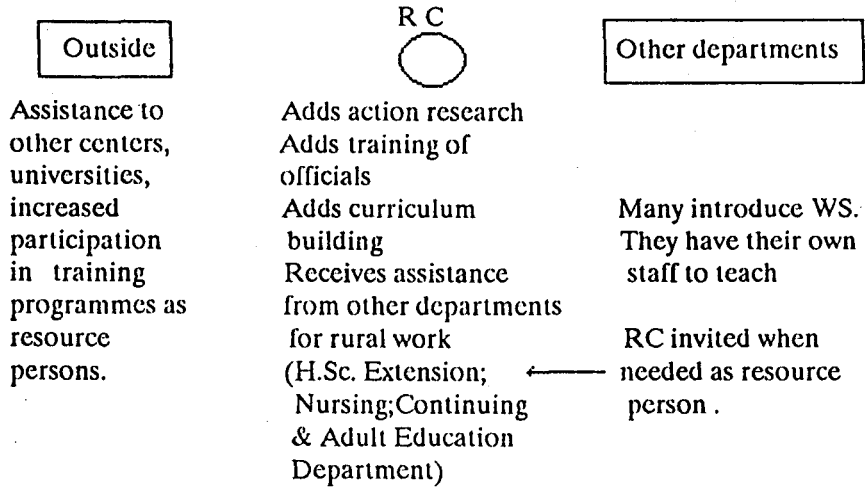
Phase II (1980-1984)



Phase III (1984-1987)



Phase IV (1987 - 19 )



We do not have a separate integrated course on women's studies outside any faculty. All courses are taught within different disciplines. The Research Center does not till now have a teaching programme. It participates in teaching only as an auxiliary force-providing its faculty as guest lecturers, offering curriculum material, providing training and most importantly through its specialised library.

**IV. SNTD WOMEN'S STUDIES PROGRAMMES IN THE  
UNIVERSITY**

**AN OVERVIEW**



# WOMEN'S STUDIES PROGRAMMES IN SNDT WOMEN'S UNIVERSITY

## AN OVERVIEW

### 1. Research

All the departments of the University focus on women's issues as part of their research programme. These are done as departmental research projects, or M. Phil./Ph.D dissertations.

The thrust of these studies may vary from department to department, but broadly the women's studies research output of the University as a whole cover the following:

- (a) analysis of women's problem leading to programmes and policies (predominantly done in the social sciences faculties, also in the education faculty.)
- (b) rural studies (Home Science, Social Sciences, Polytechnic, Continuing Education, Extension Education Department.)
- (c) exploring women's history for developing a women's studies frame work (History Department, Literature Departments and Research Centre.)
- (d) evaluation of government programmes (Social Science Departments, Home Science, Rural Developing Departments and Research Centre.)
- (e) future oriented studies (Research Centre, Dept. of Economics, Dept. of Education.)
- (f) combination of research and action (Extension Education Department, Nursing College, Continuing Education, Polytechnic, Research Centre and Rural Development).

### 2. Development Work

Rural development projects are carried out in most departments of the University - Home Science, Nursing College, Continuing and Adult

Education, Social Science Departments, Extension Education, Research Centre for Women's Studies and Rural Development Department.

A major project is an integrated district development where literacy, skill training, science - technology inputs, legal literacy, income-generating projects and women's awareness programmes are all carried out. A second project is providing a women's component in an area development programme for a land reclamation project. The Nursing College runs rural community health programmes. Many departments collaborate and provide inputs in Research Centre's development projects.

### 3. Documentation

The Research Centre for Women's Studies is the major locus for documentation. It has books, journals, news clippings, unpublished works, bibliographies and various types of reference materials etc. It also runs an information service. Besides this, the University has a National Centre located at Juhu Campus which has a women's studies section. This Information Centre publishes biannual Women's Studies Index. It has computerised all available materials in women's studies in Bombay region and supplies on request information on women's studies material. In addition to these two centres, the main library also has several hundred books on women and some women's journals in different languages and different subjects. They also appear in the consolidated Women's Studies Index of the Information Centre. Both the Research Centre and Information Centre use CDS/ISIS packages.

### 4. Training

Training programmes are conducted by all departments. They cover training of functionaries, running of workshops, preparing manuals, text books and reference books. The training includes preparing teachers through orientation by Research Centre for Women's Studies and career building, extension services run by Department of Continuing and Adult Education and Extension Work, Department of Educational Management, Department of Extension Education and Department of Management Studies.

Training for administration and policy makers is conducted through management development training programmes for women academic administrators which have a strong component on women's

equality and empowerment built into them; a new diploma in management has just begun where in special "awareness" workshops for women are planned.

- \* Summer workshops/institutes;
- \* Offering facilities for research for short duration to visitors;
- \* Workshops to assist women's support services such as providing legal literacy, counselling etc.

## 5. Extension

1. Conscientisation in collaboration with Continuing Education;
2. Ties with active women's groups and action groups;
3. Net-working - enhancing capabilities and women's employment;
4. University extension and community outreach programmes - training of adult education functionaries which has a component on women's equality and empowerment; and
5. Legal Literacy Cell.

## 6. Teaching - Curricular Development Modalities

- (i) SNDT has introduced papers in different disciplines: politics, economics, sociology, psychology, literature and home science, etc. They talk of women's issues either as topics or papers, some at undergraduate level, some at postgraduate level.
- (ii) There is also an interdisciplinary course in home science M.Sc in child development taught for one year by Research Centre but now by Home Science College. The Centre also prepared teaching material for it. The course covers: the meaning of (a) subordination; (b) oppression; (c) inequality, and their implication in the Indian context; concepts and methods of analysis developed in women's studies such as patriarchy, gender, power. It also has a section on methods used for research on women and illustrates all these through women's issues in India.
- (iii) A paper on Women and Development Course in M. Phil. Economics is taught for the last two years by Research Centre which deals with Indian Development and Indian Women's Specificity. The Centre has also prepared the teaching material for this course.
- (iv) Research Methodology Workshop: Research Centre invited a number of top women's studies scholars who had experimented with different methods. It covered: (a) discovering new sources of data; (b) using established data in innovative ways; (c) use of qualitative methods; (d) use of sources of information from unconventional

sources, like folk-lore etc. and (e) participatory forms of research and their usefulness in developing perspectives. The English Literature Department has also run 'methodology' seminars.

#### 7. Dissemination Role

Our Information Cells at Research Centre tries to provide up-to-date statistics and information on government schemes related to women. It brings out a newsletter and publishes a variety of materials including translation of materials. Valuable reference materials are available in the women's studies library as well as the main library.

#### 8. Networking

We have close collaboration with the Centre for Women's Development Studies, New Delhi, The Indian Social Studies Trust, Tata Institute of Social Sciences, Research and other departments of the University as well as other universities. We have close links with several women's groups with whom we share experiences and build knowledge in this area.

## V. OUR FUTURE NEEDS

## OUR FUTURE NEEDS

### Major Tasks: The Future

#### (a) Research: Area and Coverage

We have to evolve more macro level researches and collaborative programmes which will have national impact and policy relevance. There are still many gaps in research on women's issues, which need to be identified and explored. More systematic evaluation of women's programmes and schemes would be useful. Periodical critical review of existing studies to promote new thinking will promote sound academic traditions.

Most of all, we need many more studies on different aspects of women's lives that give us data across classes and castes so that the specific problems of women in different groups can be understood. Only then can we comprehend the dynamics of class, caste and gender.

Theorising and conceptualisation with relevance to Indian context is a serious academic exercise that needs to be undertaken. Much greater thinking and understanding has to be generated so that syllabi are not of uneven quality.

There is need to improve in general the scope and quality of our research activity. While there is adequate staff, adequate money for research is not available. A yearly grant for data collection for building data bases on women would help to tone up the quality of our research considerably.

An inventory of available researches (degree and non - degree) could be made. Follow up workshops for identifying research areas would be useful.

#### (b) Development

We have to widen and deepen our development activities so as to promote self-reliance among women.

(c) Teacher training

We have to assist teachers and departments through further preparation of manuals, source books, teaching materials in women's studies and translation of available materials. There is a heavy demand for this from other centres, colleges and scholars. A suggestion for a foundation course and inter-disciplinary course at postgraduate level has recently been voiced and the University is planning to begin one. The number of teachers who need orientation is too large. Therefore, it is necessary to set up 4-5 Regional Centres for training which can also act as information centres.

(d) Collaboration

Developing close collaboration with other colleges, universities and institutions will strengthen women's studies. Some collaborative projects have already been initiated.

Some suggestions for structures/modalities in general for women's studies

- \* A department/centre must have great flexibility in design and administration so as not to be tied down with traditional structures of Boards of Studies etc. There should be course committees - inter-departmental, multi-disciplinary committees. The centre should not be under any subject - discipline-faculties. It should have its own faculty or as an interim measure be under the faculty of non-formal education.
- \* A department/centre could be an academic non-vacation department with full hours of work; but the status of faculty would be similar to that of teachers, with respect to pay scales, age of retirement, post-retirement benefits, merit promotion and other privileges approved from time to time. Work load would not be restricted merely to teaching, but would cover the different roles described.
- \* Alternative models will have to be worked out to suit needs of different regions, neighbourhoods for maximum gains and outreach under institutional framework for university centres and college cells.

We would like to concentrate on training people in women's studies through programmes in research skills, pedagogy for women's studies, library computers skills, editing/writing and publishing skills. Several such training programmes have been already concluded or are underway through workshops, but we need much more of inservice training programmes. Resources on research methodology for women's studies have to be expanded greatly to promote innovative research. We are building a special section in the women's studies library for this. This is a special effort to build expertise and make the Centre a premier institution in women's studies in India.

The women's studies programme must become mutually enriching in the different departments through greater interdepartmental interaction and coordination.



**VI. COURSES / WOMEN'S STUDIES INPUT  
IN DIFFERENT DISCIPLINES**

## COURSES/WOMEN'S STUDIES INPUT IN DIFFERENT DISCIPLINES

### Programmes Related to Women's Studies

1. Imparting literacy skills to (illiterate) women of 15-35 age group in the urban and rural areas of Maharashtra and Gujarat States in order to fight against their exploitation.
2. Through the awareness component of Adult Education Programme and Population Education Programmes in the colleges and communities, women are enriched in the following areas to live a better life:
  - (a) Health Education and Women
  - (b) Nutrition Education and Women
  - (c) Civic Education
  - (d) Consumer Education
  - (e) Agriculture, Social Forestry
  - (f) Legal Literacy and Women
  - (g) Family Life and Responsible Parenthood
  - (h) Drug Awareness
  - (i) Environment
  - (j) Population Problems
  - (k) Exploitation of Women
  - (l) Family Planning and Sex Education
3. Income generating programmes to raise the economic status of women:
  - Tailoring
  - Embroidery
  - Soap Making
  - Food Preservation
  - Chalk Making
  - Pickle and Masala Making
  - Detergent Making.

DEPARTMENT OF CONTINUING AND ADULT  
EDUCATION AND EXTENSION WORK

CURRICULUM OF POPULATION EDUCATION: ITS LINKAGES  
AND INTEGRATION

UNDER GRADUATES LEVEL - FOUNDATION COURSES ON  
POPULATION EDUCATION: SYLLABUS  
(Compulsory paper at B.A. Part - II Level)

**Objectives**

To create amongst students :

- 1) Positive attitude towards population control.
- 2) An awareness about population explosion and its repercussions on the family, community, nation and world at large.
- 3) An awakening towards responsible parenthood.
- 4) An awakening to improve quality of life.
- 5) To have at all levels a rational and futuristic approach.

**Course Outline on 'Population Education'**

I. Meaning of Population Education

II. Population Growth and Quality of Life

III. Population Situation

IV. Population Dynamics

- a) Factors for the population change
  - Preference of male child over female
  - Existence of joint family
  - Universality of marriage and low age at marriage
  - Lack of old age security
  - Existence of child labour
  - Unemployment of women and low urbanisation
  - Health and nutritional condition of mother and child
  - Child bearing practices and fecundity
  - Literacy
  - Superstitions and beliefs

- Cultural resistance to change
  - High infant mortality
- b) Different consequences of rapid population growth
- c) Reasons for rapid population growth, miracle of drugs (medical and chemical research), curative and preventive services such as various types of immunization

V. Impact of environment on population

VI. Population growth and urban problems

VII. Responsible parenthood

- Definition
- Family as a basic unit
- Emotional interdependence in the family
- Status of girls in the family
- Maturity of children
- Goals of adolescence in urban and rural areas
- Time of marriage
- Premarital sex and counselling
- Expectation in marriage (husband's role and wife's role)
- Relationship between the spouses
- Decision making
- Extended family
- Socialisation as a process
- Responsible parenthood
- Reproduction in brief
- Various family planning methods

VIII. Population Policy

## BACHELOR OF EDUCATION : SYLLABUS OF POPULATION EDUCATION

Population Education

Objectives

To enable the student-teacher to

- (i) Develop in herself the understanding of population phenomenon (with particular reference to India) which results in several

- social, economical, psychological, and political problems;
- (ii) Acquaint herself with the concept of population education;
  - (iii) Learn integration of concepts of population education in different school subjects which they have offered;
  - (iv) Understand the place of co-curricular activities (such as dramatics, debates, collections and population data) in organising population education programme.

### Topics

- (i) Concept of population education - objectives, scope and approach of population education
- (ii) Population situation in India in world perspective, density of population, demographic terminology.
- (iii) Impact of population growth on
  - Economic development
  - Social development
  - Urbanization
  - Environment and natural resources
  - Family and life
  - Health and nutrition
- (iv) Role of Government and non-Government agencies
- (v) Integration of population concepts in different school subjects
- (iv) Place of co-curricular activities in organising population education programmes

### Practical Work (Any one)

- (i) To prepare a teaching aid
- (ii) To plan a lesson on any school subject from the point of view of population education
- (iii) To write a term paper of about 500 words.
- (iv) To prepare one programme for dramatization on one teaching unit.

## ADULT EDUCATION CENTRES

### Core content of population education for adult education classes

#### I. Family Size

##### A. Effects of family size on:

1. Production and supply of food
2. Nutrition of family members
3. Mother and child health

##### B. Factors contributing to large family size

1. Early marriage
2. Sex preference
3. Other pronatalist values

##### C. Effects of large-size families on:

1. Income
2. Sanitation
3. Nutrition
4. Resources
5. Environment

##### D. Consequences of large families on:

1. The individual
2. The community/society
3. The nation

##### E. Responsible Parenthood

#### II. Population Structure

##### A. Population situation highlighting population size, age-sex structure, birth and death rates.

##### B. Effects of population size and growth on:

1. Drinking water facilities
2. Environmental sanitation
3. Spread of communicable diseases

4. Employment opportunities
5. Social problems
6. Health services, facilities and supplies
7. Status of women

### **III. Measures To Solve Population Related Problems**

1. Population education
2. Family planning
3. Increasing food production
4. Providing income generating activities

## OUR FAMILY

Objectives	Topics	Discussion Points
To understand the dynamics and importance of the basic institution affecting the individual	What is family	<ul style="list-style-type: none"> <li>-Types of family</li> <li>-Importance &amp; need of family</li> <li>-Functions of family</li> </ul>
To help appreciate the family and develop healthy attitudes towards the family	Formation of family	<ul style="list-style-type: none"> <li>-Psycho-Social aspects of marriage</li> <li>-Role of courtship</li> </ul>
	Family relations	<ul style="list-style-type: none"> <li>-Types of relationships</li> <li>Factors affecting relationships:- cultural, socio-economic, psychological</li> <li>-Roles &amp; responsibilities of family members</li> <li>-Women's role and status in family</li> </ul>
	Stages of family life and factors affecting the different stages	<ul style="list-style-type: none"> <li>-Stage I : Planning a family</li> <li>-Stage II : Starting a family</li> <li>-Stage III : Educating children</li> <li>-Stage IV : Getting to be independent</li> <li>-Stage V : Retiring</li> </ul>



## RESPONSIBLE PARENTHOOD

Objective	Topics	Discussion Points
To understand the significance of marriage and clarify attitudes towards marriage	Preparation for marriage	<ul style="list-style-type: none"><li>-Significance of marriage</li><li>-Attitudes towards marriage</li><li>-Role of courtship</li><li>-Factors to be considered in selection of life partner like family background, financial stability, socio-economic status, emotional entanglements etc.</li><li>-Importance of adjustments in marriage</li><li>-Roles and responsibility of spouses</li></ul>
To understand the human reproductive system	How life begins	<ul style="list-style-type: none"><li>-Physiology of male and female reproductive organs</li><li>-Conception</li><li>-Signs of pregnancy</li><li>-Pre-natal development</li></ul>
To help the individual to appreciate her family and develop a sense of responsibility towards family	Family relationship	<ul style="list-style-type: none"><li>-Recognising family needs and deciding goals</li><li>-Improved communication with the family</li><li>-Roles and responsibilities of spouses</li><li>-Women's role and emerging status in family</li></ul>
To understand the need for planning a family	Family planning	<ul style="list-style-type: none"><li>-Methods of family planning</li><li>-Advantages and disadvantages of various methods</li><li>-Beliefs and facts</li><li>-Venereal diseases</li></ul>

DEPARTMENT OF ECONOMICS  
M.A.

Proposed Optional Paper: Economics Of Women's Studies

Preamble

The main objective of introducing the 'Economics of Women's Studies' course at the post-graduate level is to instil in students, an understanding of the nature of the economic role of women and their contribution to the national economy on the basis of a scientific, non-sexist analysis. Women's studies is being increasingly regarded as a critical component of the overall analysis and perception of the process of economic development of our country. The modules incorporated in this course provide an analysis of issues at the theoretical level and also with regard to specificities of issues prevailing in the Indian context.

Module I introduces the concept and importance of women's studies, laying the foundation on which various economic theories and empirical issues should be evaluated. Module II and III relate to demographic aspects, differential access to and provision of social and domestic resources, and the role of women in decision-making. Modules IV, V, VI and VII deal with the various theoretical and empirical aspects of women and work with respect to the determinants of women's participation in economic activity, basis of wage differentials and gender-specific impact of technological development and modernization. Module VIII is concerned with an evaluation of labour legislation from the viewpoint of a woman worker. Module IX provides an analysis of the impact of developmental policies and strategies on women and their work, and also puts forward possible alternative non-sexist strategies for development.

The suggested number of lecture hours that ought to be devoted to each module (under the assumption of 3 lecture hours per week over a 35 week academic year) is provided (in brackets) for each module. It needs to be noted that Modules I, II, IV, V, VI, VII, and IX are all starred modules. Consequently, only modules III and VIII may be omitted without a loss of continuity.

## Module I: \* Women's Studies (12)

Importance and concepts of women's studies - Theories of oppression and exploitation of women - Definition of patriarchal/matriarchal societies and structures, patrilineal/matrilineal systems, etc., and relevance to present day society wrt. India - Economic basis and functioning of patriarchy in developed and underdeveloped countries wrt. India - Gender based evaluation of theories of development, growth, value, distribution, income, welfare, population etc.

## Module II: \* Demographic Aspects (12)

Gender structures in developed and underdeveloped countries wrt factors affecting sex ratio; implications of declining sex-ratio; implications of declining sex-ratio wrt India - Patterns and trends of mortality and fertility levels; Theories and measurement of fertility and fertility control - Economic determinants and impact of population control and health policies - Impact of differential access to nutrition, health, education, etc. and of fertility levels on mortality rates, on the state of health, economic status and work participation rate of women wrt India - Conceptual and data biases; Characteristics of female - headed households.

## Module III: Women in Decision-making (10)

Determinants of decision-making power; women and property - Differential access to and control over economic resources, assets, power and decision-making at household, class, community, state, national and international levels - Relation between decision-making, economic status and female work participation rate wrt India - Factors influencing inter and intra-family asset, income and consumption distribution patterns [for e.g. system of inheritance, male/female headed household, education, etc.]; role of 'kinship' in allocating domestic resources and providing social resources.

## Module IV: \* Conceptualization of Women's Work (12)

Concept of work wrt women in various schools of economic thought - definition and valuation of productive/unproductive work, visible/invisible work, paid/unpaid work, economically productive/ socially productive work, etc. - Economic status, private property and participation of women in labour force in pre-industrial and industrial societies; women's contribution to sectoral and national income - undervaluation and re-measurement.

## Module V: \* Women and Work (15)

Definitions and determinants of women's work, economic status, work participation and employment of women in various socio-economic structures, systems and societies - Factors determining women's entry into the labour force and participation in economic activity - Factors affecting recognition of women's productive activity wrt India - interrelationship between women's work in production and reproduction - Economic, social, cultural and ideological determinants of valuation and measurement of women's work - Definition of 'skill', 'supplementary earner', 'dependant', 'head of household', etc. - Factors affecting women's labour demand and supply functions in developed and underdeveloped countries wrt India - Trends in female work participation rates [FWPR]; FWPR differentials across and within sectors, regions, urban-rural, etc; Role of 'kinship' in organizing production and reproduction, domesticity of home-based-production.

## Module VI: \* Wage Differentials (10)

Basis, determinants and definitions of wage-differentials wrt gender, education, skill, productivity, efficiency, opportunity, etc. - Structure and trends of wage differentials across regions, sectors, etc. in various socio-economic systems, wrt India.

## Module VII: \* Women, Technology and Modernization (12)

Nature and impact of technological development, industrialization and modernization of women's work, economic status and FWPR - Rationalization, mechanization, computerization, etc. and FWPR in industrial/organized sector- Impact of agricultural extension and modernization (HYV, improved inputs, irrigation, mechanization, commercialization, marketization, livestock breeding etc.) on FWPR, visible/invisible work, wages, etc. - Effect of energy, ecological and environmental imbalances on women and their work.

## Module VIII: Labour Legislation and Women (10)

Basis of determination of need-based minimum wages; differential implementation of minimum wages across sectors, industries, regions, countries, etc. - Gender bias in nature and implementation of labour

legislation for workers in different sectors, industries, etc. wrst India. - Role of women in collective bargaining. Patriarchal structures of unions and styles of agitations - Factors determining participation of women in unions, organizations, and struggles - Gender bias in legislations relating to property, resources, assets, health, education, skills, etc.

#### Module IX: \* Development and Women (12)

Impact of economic development on status of women in developed and underdeveloped countries - Gender bias in conceptualization, formulation, implementation and impact of developmental strategies, policies etc.- determinants, evaluation and effectiveness of strategies, programmes, schemes etc. for improving the status of women wrst India - Alternative, non-sexist strategies and policies for development.

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#### Module I

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#### Module II:

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Meillassoux, Claude (1981), *Maidens Meal and Money*, Cambridge University Press, Cambridge, U.K.

*Indian Economic and Social History Review* (1983) Vol. 20, No. 1, Special No. on Survival, Politics and Work: Indian Women, 1880-1980.

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#### Module III:

Nanda, B.R. (ed) (1976) *Indian Women: From Purdah to Modernity*, Vikas, Delhi.

Mazumdar, Vina (1979) *Symbols of Power: Studies on the Political Status of Women in India*, Allied, Delhi.

Wajzman, J. (1983) *Women in Control*, Milton Keynes, Open Univ. Press.

Mitra, Asok, (1979), *The Status of Women, Literacy and Employment*, Allied, Bombay.

Evans, M. and C. Ungerson, (eds.) (1983), *Sexual Divisions, Patterns and Processes*, Tavistock, London.

Redclift, N. and E. Mingione, (Eds.) (1985) *Beyond Employment: Household, Gender and Subsistence*, Basil Blackwell, Oxford, U.K.

#### **Module IV:**

Amsden, A.H. (ed) (1980) *The Economics of Women and Work*, Penguin, Harmondsworth.

Davies, M. (ed) (1983) *Third World, Second Sex*, Zed Press, London.

Feminist Review (ed) (1986) *Waged Work: A Reader* Virage Press, U.K.

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I.L.O. (1978) *Women's Participation in the Economic Activity of Asian Countries*, ILO Document No. DPW/16, Training Seminar on Development Planning for Women, Geneva.

# DEPARTMENT OF ECONOMICS

## M. PHIL

### A Paper for Depth Study in Discipline

**Note:** The syllabus is a broad indicator of the areas of study, prescribed for the paper.

Every year only two topics mentioned below shall be prescribed for the depth study.

### Objectives

1. To introduce few topics for the depth study.
2. To study the selected topics to gain the insight into the basic issues involved in them.
3. To make understand the problems in respect of special fields of study, leading to research in the field.

### Topics

### Problem Area and Policy Measures

Marks :	
Exam	30
Project	20
Total	50

#### (1) Women Studies

1. Why and how
2. Women and development  
concept of development,  
conventional indicators  
and their inadequacies
3. Women and work

Concept and measurement  
of women's work in  
existing data collection



**Problems Area and Policy Measures**

methods.

Alternate method  
of capturing women's work

Problem of valuation

Use value

Market value

4. Women-labour force participation , secular decline ,occupational distribution, role of technology

5. Discrimination -  
Market segmentation  
Valuation of women's skills,  
in payments,  
in opportunities.

6. Women as Consumers

Women's role in family

Relevance for economic  
theory of consumer behaviour

**Reading List M. Phil. Course (Economics)**

1. INSTRAW - "Compiling Social Indicators on the Situation of Women" (UN - NY) 1984.
2. INSTRAW - Improving Concepts and Methods for Statistics and Indicators on the Situation of Women (UN - NY) 1984.
3. U. Kalpagam: Gender in Economics - The Indian Experience. Economic & Political Weekly, Vol.21, No 43, 25th October, 1986. WS.59-WS-66.

4. Lourdes Beneria and Gita Sen: Class and Gender Inequalities and Women's Role in Economic Development *Feminist Studies*, Vol.8, No.1, Spring 1982.
5. Swapna Mukhopadhyaya: Women Workers of India - A Case of Market Segmentation. In "Women in the Indian Labour Force". Papers and proceedings of the workshop, pp. 93 -119, ILO ARTEP - 1981 Bangkok.
6. Bina Agarwal: Work Participation of Rural Women in Third World -Some Data and Conceptual Biases, *Economic and Political Weekly*, Vol. XX, No. 51 and 52, *Review of Agriculture*, December, 21-28, 1985.
7. Devaki Jain and Malini Chand: Domestic Work - Its Implications for Enumeration of Workers, edited K. Sardamoni, "Women, Work and Society", Indian Statistical Institute, 1982.
8. Virginia Miralao, Methodological Issues in the Collection and Analysis of Women's Time Use Data. Occasional paper No.3, *Integration of Women in Development*, APDC, Kuala Lumpur, Malaysia, n.d.
9. Amartya K. Sen. "Women, Technology and Sexual Division" *UNCTAD Review* 1985, No. 6.
10. Amartya K. Sen. "Economics and the Family", *Asian Development Review*, Vol. 1, No. 2, 1983.
11. Sandra Wallman, "Social Anthropology of Work", ASA Monograph, 19. ACAD Press, Bristol, England.
12. Maithreyi Krishna Raj: Women and Development - the Indian Experience , Subba Publications, Pune - 1988.
13. Ester Boserup: Women's Role in Economic Development, George, Allen and Unwin, London, 1970.
14. Maithreyi Krishna Raj and Neera Desai: Women and Society in India - Chapter on "Women in the Economy", Ajanta, New Delhi, 1987.
15. Workshop Papers of Economics Interested in Women's Issues Group (EIWIG).

- (a) Papers of Technical Workshop on Women and Work, hosted by Indian Social Studies Trust, 1982.
  - (b) Devaki Jain and Nirmala Banerjee (edited), Women in Poverty: The Tyranny of the Household, Vikas, New Delhi, 1985.
  - (c) Papers of the Workshop on Impact of Technology on Women's Work, Madras Institute of Development Studies, 1984.
  - (d) Papers of the Workshop in Occupational Diversification of Women, Gandhi Labour Institute, 1987.
16. Shramshakti - Report of the National Commission on Self Employed Women and Women in the Informal Sector, GOI, 1988.

DEPARTMENT OF ENGLISH  
M. PHIL

60 Marks

Feminist Criticism and Women Writers, SNDT University, M.Phil elective course. 18 sessions of 2 hours each. The teaching is through lectures interspersed with discussion. Students are required to present 3 to 4 seminar papers. (Literary texts as well as critical studies for illustration vary from year to year).

The course has five components as under :

1. Feminist frameworks.
2. Women in literature.
3. Women writers.
4. Women and language.
5. Application in syllabus design and analysis of texts.

1.1. 'Her story'. Women's history in the Western context. The struggle for women's rights in the West.

Liberal feminism. Mary Wollstonecraft. Vindication of the Rights of Woman. Women's faculties no different from men's, struggle against deprivation of equality and ascription of inferiority.

1.2. Sociological framework. Gender roles. Socialization

Ref. a) Elizabeth Janeway. Man's World, Woman's Place

b) Adrienne Rich, Of Woman Born.

1.3. Psychological framework. The gendered subject. Freud, Lacan, French feminists - Kristeva, Irigaray,

Ref. Nancy Chodorow. The Reproduction of Mothering.

1.4. Socialist feminism. The origin of the family, women as an oppressed class in the pro-capitalist era, under Capitalism, position of women under Socialism. Conflict between commitment to Marxism and Feminism.

Ref. Alice Rossi (ed). The Feminist Papers.

1.5. Radical feminism. The analysis of 'difference', 'feminine' personality valorized, separatism, lesbianism, its relevance.

Ref. a) Alison Jaggar and Paula Rothenberg (ed). Feminist.

b) Elaine Marks and Isabelle Courlivot (ed).  
Frameworks. New French Feminisms.

2. Women in literature

2.1. Images of women in texts by women and men.

How have writers represented women and the relationships in which they are involved? Stereotypes; themes such as female bonding; the women's question. (See bibliography: Calder, Springer, Ferguson).

Images of women by black American women writers: Alice Walker, Toni Morrison, Gloria Naylor.

2.2. Rereadings, subversive readings

Subversive strategies employed by women writers, deeper meanings seen by reading below surface. (See bibliography: Auerbach, Gilbert, and Gubar).

Post-structuralist theory and deconstructionist practice. (See bibliography: Chatterji, Weedon).

Myths as a tool for analysis: Dometer-Kore, Daphne.

2.3. Analysis of texts by Indian writers.

3. Women writers

3.1. Women's traditions, minor genres e.g. the Gothic, the sentimental novel.

3.2. Devalored writers: Mary Shelley, Elizabeth Barrett Browning, Harriet Beecher Stowe.

3.3. Submerged writers: Rebecca Harding Davis, Kate Chopin, Charlotte Perkins Gilman.

3.4. Major writers seeking their identity, exploring the self, Adrienne Rich.

3.5. Women writing in Indian language.

4. Women and language

Is the language we speak a patriarchal construct? The search for new forms and a new language: fragmentation, fluidity, 'writing

the body', 'conture feminine'.

(See bibliography : Daly, Griffin)

Does this language express our experience as women ?

5. Application in syllabus design and analysis of texts

Feminist criticism cannot remain as an isolated course. If we are committed to it, it should have repercussions in the reframing of the syllabus and the analysis of texts.

How do we set about this task ?

## DEPARTMENT OF HISTORY

For B.A. Part II and III Examinations

70/100 Marks

### History D.C. VIII

Title: History of Women: 19th & 20th Century, 1800-1975, With Special Reference to Western India

- I. Pre-British society in India
  - (a) Political background and role played by women
  - (b) Social and cultural position in India and status of women
  - (c) Economic life and women's participation and position, e.g. handicraft, weaving, spinning, etc.
  
- II. British colonialism
  - (a) Political change and women's position in British administration
  - (b) Social and cultural impact - social reform and women -part played by law.
  
- III. Growth of education and effect on women. Part played by them.
  
- IV. The fight for freedom and women's participation
  - (a) 1857 - 1885
  - (b) 1885 - 1919
  - (c) 1920 - 1947
  
- V. Women in free India
  - (a) Political development and women's participation
  - (b) Society after Independence - towards equality
  - (c) Economic development and women's participation
  
- VI. Indian women in world perspective upto 1975.

# HISTORY

T. Y. B. A.

## Role and Participation of Women in Indian History (1800-1975) in 19th and 20th Centuries, with Special Reference to Western India

### Objectives

1. To make women visible in Indian history.
2. To acquaint the student of the position of women in the beginning of the 19th century.
3. To study the part played in the historical process -social, economic, political, religious, cultural,etc. in the two succeeding centuries.
4. To assess the results of these processes on the status of women.

### CHAPTER I: Women In Indian Society In The Beginning Of The 19th Century

(A)

- (a) Social and cultural position of women
- (b) Economic life and women's participation
- (c) Political situation

(B)

Impact of British colonialism on the status of women

### CHAPTER II: Legal Status Of Women-Change Effected by British Legislation In India

### CHAPTER III : Social Changes

Reformers (men and women), women activists,role of women's organisations



## CHAPTER IV : Economic Life And Women's Participation

Post-industrial era, showing effects on changes in economic structure (new trends such as migration, urbanisation, etc.)

## CHAPTER V : Political Situation And The Growth Of Awareness Among Women (1919-1947)

Origins-demands for political rights (c.g. suffrage, representation in legislatures and local bodies, etc.)

## CHAPTER VI: Educational Developments

- (a) Missionary efforts
- (b) Government measures and policies
- (c) General indigenous efforts
- (d) Role of women for the spread of women's education (individuals as well as organisations)

## CHAPTER VII : Women And Freedom Struggles

Struggles and protests of women against suppression till 1857, during Mutiny and after, from 1919 upto Independence.

## CHAPTER VIII : Women Since Independence

- (a) Political movements (e.g. Rajahars, liberation of Hyderabad, etc. Samyukta Maharashtra and Gujarat movement)
- (b) Political participation in elections as candidates, representatives, MPs and in political parties.

## CHAPTER IX : Towards Equality

Changing social status of women with special reference to laws and women's right.

## CHAPTER X : Economic Developments

Participation of women in rural and urban careers-particular mention may be made of women leaders and achievers.

## CHAPTER XI : Women And Culture

Participation of women in art,literature and cultural life-changing trends-some prominent personalities.

## CHAPTER XII : Indian Women In World Perspective Today

Participation of Indian women at international levels, comparative status of Indian women with that of women of U.S.A.,U.S.S.R and Asia.

# HOME SCIENCE

## CHILD DEVELOPEMENT

T. Y. B. SC.

### WOMEN IN INDIA

100 Marks

#### Objectives

1. To help students to develop understanding about the status of women in India.
2. To help them to become aware of the issues and problems of women.
3. To help them to become acquainted with some services available for women and with laws pertaining to women and family.

#### Course Contents

1. Introduction
  - (a) Profile of urban, rural, tribal, hill and slum women.
  - (b) Importance of studying women.
  - (c) Roles of women- mother, wife, in-laws, grandmother
2. Status of women
  - (a) Legal status, (b) Demographic status,
  - (c) Political status, (d) Social status,
  - (e) Educational status, (f) Economical status.
3. Problems and issues of women (include all sections of women)

Working women and her struggles, marital discord, dowry and suicide, sexual exploitation, prostitution, unwed mothers, women criminality, beggars, educational problems (drop-outs, trends in women education, co-education, specialization) mass media, political participation, health.

4. National organisations dealing with issues of women :

Social welfare board organisation's services for (a) middle class women (b) rural women (c) new movements.

General Services : (a) working women's hostel (b) legal and family counselling (c) rescue home (d) rehabilitation centre (e) working

women's forum (f) Sewa,Ahmedabad (g) Sewa,Delhi (h) National council  
for vocational training for women.

To be offered to T.Y.B.Sc. Students

Compulsory for students specializing in child development and  
optional for other T.Y.B.Sc. students.

# HOME SCIENCE

M.Sc. (Child Development) Credit : 3

## WOMEN IN INDIA

Marks  
Internal: 25  
External: 50  
Total :75

### Objectives

1. To become aware of the status of women in India through facts and figures
2. To acquire a new perspective to the study of women
3. To understand the conceptual and methodological innovations in studying women and the application of these to the concrete realities of women's lives
4. To recognise the significance of the social processes that generate and maintain inequality between women and men and be aware of the ways of overcoming the same.
5. To motivate students to work for the betterment of women.

### Learning Approach

Course material will be based on selections from journals, reports, documents etc. that will lend themselves to discussions, analyses and probing. The teaching methods will be heavily reliant on action-oriented classroom procedures which elicit active responses from students - (a) use of audio-visual aids such as slides, posters, cartoons etc. (b) small group interactions (c) brain storming session with experts (d) assignments and (e) projects.

### Course Outline

1. Status of women in India - A brief overview. The problem of diversity (demographic, economic, educational, political, legal, social etc.)
2. Why study women separately: rationale of women's studies, growth of women's studies in India and abroad, contribution of women's studies scholarship.

### 3. Theoretical perspectives in women's studies

- i) Difference between sex and gender  
Consequences of gender difference
- ii) Sexual division of labour and its implications
- iii) Historical, social and economic and cultural basis of women's subordination
- iv) Role of ideology

### 4. New methodologies in women's studies in teaching and research

- i) Modification of survey techniques
- ii) In-depth interviews
- iii) Generational studies
- iv) Content analysis of books, language
- v) Case studies
- vi) Oral history
- vii) New methods in historical research.

### 5. Problems and issues

- i) Invisibility
- ii) Sex role stereotyping
- iii) Non-valuation of contributions to society
- iv) Powerlessness
- v) Distortions through development processes.

### 6. Goals of women's liberation

- i) Different perspectives
- ii) Women's movements in India, historical and contemporary
- iii) Women's struggles in India in their national and international context.

### References

- ICSSR (1975) Status of Women in India : A Synopsis of the Report of the National Committee 1971-74, New Delhi.
- Govt. of India (1985) Women in India : Country paper, Ministry of Social and Women's Welfare; New Delhi.
- Nanda, B.R. (1976) Indian Women; From Purdah to Modernity, Vikas Publishing House, New Delhi.
- Sangari, Kumkum & Vaid Sudesh (Eds)(1986) Women and Culture (Mimeo) Research Centre for Women's Studies, SNDT, Bombay.

Sen, Gita & Grown, Caren. (1985) Development Crisis and Alternative Visions, Third World Women's Perspective, DAWN.

Desai Neera & Vibhuti, Patel (1985) Indian Women , Change and Challenge. Popular Prakashan, Bombay.

Haksar, Nandita (1986) Demystification of Law for Women, Lancer Press, New Delhi.

Bhasin, Kamala & Agarwal, Bina (1984) Women and Media : Analysis Alternatives and Action. Produced and Published by Kali for Women, New Delhi in collaboration with ISIS International a PAWF.

Jain, Devaki & Banerjee, Nirmala (1985) Tyranny of the Household; Women in Poverty, Shakti Books, Vikas Publishing House, New Delhi.

## DEPARTMENT OF PSYCHOLOGY

For B.A. Part III Examination

Psychology D.C. VIII

Title : Women: Psychological Perspective

### Objectives

1. To enable students to understand themselves and other women.
2. To enable students to understand about the unique structure, sex roles and psychological aspects of femininity.
3. To enable students to remove or eradicate popular and traditional misconceptions regarding women and to get oriented towards scientific findings.
4. To enable students to change their self-concept.

### Course Units

1. General orientation: understanding the psychology of women, contributions from personality theory.
2. Psychobiological foundation of sex-typed behaviour; gender through animal world, biology and gender structure, sex and cycles, menstrual experience, sex differences in the growth and use of languages.
3. Social influences on the development of sex typed behaviour, sex differences as determinants of socialization; development of sex -typed behaviour and self-concept, social responsiveness and sense of separateness, individual and interpersonal achievement.
4. Different roles played by women; sex roles and sexuality, woman in the family, becoming a single woman, professional woman, equality and social structure.

### Recommended Books

1. Women: Donalson and Gullahorn, John Wiley & Sons, 1977, New York.
2. New Psychology of Women - Miller, Jean Baker, Beacon Press, Boston, 1977.

### Reference Books

1. Reflections on Women: Richard Circle; Watts, London, 1956.
2. Readings on Psychology on Women, Bardwick Judith (Editor) 1972. Harper and Row, New York.
3. The Natural Superiority of Women - Ashley Montagu - Macmillian, New York and London, (Revised Ed.) 1974.



DEPARTMENT OF PSYCHOLOGY  
M.Phil.

70 Marks

I. M.Phil (Part II) Paper 2.1 a

Complete course unit on Women Studies - general perspective  
psychological research and women's consciousness (10 hours)

60 Marks

II. M.A. (Part II) Paper V - Psychopathology

the following topics pertaining to women are added in different chapters.

Women and schizophrenia

Women and depression

Women and hysteria

Women and alcoholism, drug abuse

Psychopathy and criminal women

Delinquent girls

Special problems regarding sexuality in women

III. B.A. Course (T.Y.B.A.) D.C. Paper

Psychology of women

The details of this paper may be obtained from

Dr. P. Kale Undergraduate Department of Psychology,  
SNDT Arts College, Bombay.

# DEPARTMENT OF SOCIOLOGY

## B.A.

Sociology D.C. IV

Title: Sociology of Women

### Objectives

1. To raise the information level
2. To develop theoretical understanding of women's problems
3. To get informed about the models of action for improvement of the status of women.
4. To be aware of the diversity in values and problems of women from different parts and states of India
5. To be aware of the position of women in different parts of the world

### Course Contents

1. Necessity for studying women:  
Brief idea about the growth of women's courses in India
2. Theories regarding sex-roles:  
(a) Biological (b) Psychological, (c) Sociological  
(d) Anthropological (Cross cultural)
3. Trends in women's movement:  
(a) Liberal feminism (b) Radical feminism  
(c) Social feminism
4. Indian women's formal status (after Independence)  
(a) Legal (b) Political (c) Economic (d) Social  
(e) Educational
5. Contemporary problems and issues  
(a) Obstacles to implementation of legal provisions  
(b) Obstacles to political participation  
(c) Health problems of women  
(d) Economic problems of working women  
(i) Dual role (ii) Women and development  
(e) Social problems:  
(i) Dowry (ii) Divorce (iii) Suicide (iv) Sexual harassment and exploitation : Media, violence, prostitution (v) Rape

(f) Educational problems of women

6. Women around the world

Study of any one country from the following groups

(Developments to be studied after 1950)

- (a) First World: (i) U.S.A. (ii) U.K. (iii) Sweden (iv) Japan  
(b) Second World: (i) U.S.S.R. (ii) China (iii) Eastern Europe  
(c) Third World: (i) Africa (ii) Sri Lanka (iii) Latin America

Recommended Books for D.C. IV

Topics Broadly Covered

- (1) Oakley Ann, - Sex, Gender and Society (2)  
Harper and Row, New York, 1972
- (2) Klein Viola - Feminine Character (2)  
Kegan Paul, Trench, Turner & Co. London, 1946
- (3) Juliet Mitchell - Women's Estate (2)
- (4) Ruby Rohrlich Learift - Women: Cross Culturally, (6)  
Change and Challenge, Mouton Pub. The Hague, 1975
- (5) Shifts in Occupational Participation, 1961-71 (4,5)  
Asok Mitra, Lalit Pathak, Shekar Mukherji,  
I.C.S.S.R., Abhinav Prakashan, Delhi
- (6) Towards Equality (2,5)  
Report of the Committee on Status of Women in India,  
Department of Social Welfare, 1975
- (7) Asok Mitra - Implications of Declining Sex Ratio (4,5)  
in Indian Population, Allied Publication, 1979
- (8) Indian Women - Devaki Jain, (3,4,5)  
Publication Division, Ministry of Information and  
Broadcasting, Govt. of India, 1975.
- (9) Nanda, B.R. - Indian Women: From Purdah to Modernity (3,4,5)  
Vikas Publishing House, 1976.
- (10) Alfred De Souza, - Women in Contemporary India and  
South Asia, Manohar Publications, Delhi, 1980
- (11) Kapur Promila, Marriage and the Working Women in (4)  
India - Vikas Publications, New Delhi, 1970
- (12) Agnew Vijay, - Elite Women in Indian Politics (4)  
Vikas Publishing House, New Delhi, 1979.
- (13) Vina Mazumdar, - Role of Rural Women in Development (4,5)  
Allied Publishing House, Bombay 1979

- (14) Maria Mies,-Indian Women and Partriachy (3,4)  
Concept Pub. Co., New Delhi, 1980
- (15) Gail Omvedt- We Shall Smash This Prison (3,4,5)  
Orient Longman Ltd, New Delhi, 1980
- (16) Wadley Susan and Jacobson,-Women in India (2,4,5)  
South Asia Books, 1977
- (17) Koedt, Arine and others- Radical Feminism (6)

**DEPARTMENT OF SOCIOLOGY**

**M.Phil**  
**Recent Trends in the Theory and**  
**Research in Sociology**

**Marks:100**  
**External: 60**  
**Internal: 40**

**(i) Society , Culture and Personality**

**(ii) Social System Analysis:**

- a) Structural and Functional Analysis**
- b) Marxist and Dialectic Analysis**
- c) Action, Symbolic and Phenomenological Analysis**

**(iii) Development in Areas of Research:**

**Sociology of development**  
**Sociology of movement**  
**Sociology of communication**  
**Sociology of women**  
**Sociology of art**

**Sociology Discipline : Elective component Paper 2.1**

**Depth study of the advances in research areas. To be finalized after finalization of topics of research. Most of the researches are on women, so depth study is also on women's status and role.**

DEPARTMENT OF POLITICAL SCIENCE

Under-Graduate Course

Marks: 16

T.Y.B.A.

Proposed Paper on Women in Political 13-A III Level

1. The importance of the study of women in politics
2. The historical background of women's participation in politics with special reference to Maharashtra/Gujarat.
3. Ancient , mediaval and modern period up to independence.
4. The role of national leaders and social reforms in socio-political emancipation of women with special reference to Mahatma Gandhi, Dr. Ambedkar and Jawaharlal Nehru and the State level social reforms, for example - Mahatma Phule, Agarkar, Karve in Maharashtra and social reformers in Gujarat.  
The role of women leaders in emancipation of women -Sarojini Naidu, Kamladevi, etc.
5. Suffragette movement in England, America and India
6. The changing role of women's participation in political field with special reference to Maharashtra/Gujarat.
7. Women in political parties.
8. Women in legislatures
9. Women and political leadership
10. Women in local Government
11. Women and trade union movement
12. Review of the role played by Indian women, their prospects and hindrances

M. A.

Paper VIII : Political Sociology

Marks: 20

Disadvantaged groups with special reference to women, affirmative action.

Marathi Book: Stree Shaktiche Rajakarani Roop-Rohini Gawankar  
Aditya Prakashan, Pune 1986.

## VII. CONCLUSIONS



## CONCLUSIONS

In fifteen years much has happened. With women's studies developing in many universities, in many disciplines and through many scholars, new insights will come. The boundaries of women's studies will enlarge continuously. Today it is confined to social sciences and humanities. In the West, there has been much new work done on gender and science that explores the methodology of natural sciences to show how they are not immune to gender bias. Theories, models, interpretations, selection of phenomena to be studied—all these are subject to biases. Technological courses have yet to incorporate the findings of research on the impact of technology on women. These frontiers will be opened up, we hope in the coming years. A great task awaits us in the careful selection of material suitable and relevant for teaching in the colleges and universities. This is a challenge that teachers must take up and engage their energies and their imaginations in preparing books and handbooks. It would be an exciting job, whose results will be more than compensate the labour involved.

Every university must seek to expand women's studies into all the departments. The SNDT Women's University held recently a meeting of its principals of colleges and heads of departments to discuss how they could fulfil their role as a pace setter. Women's studies input is at present unevenly spread through the university. In the changed situation of today where women's studies centres or programmes are coming up all over the country, the university has to redefine the scope and content of women's studies in order to keep pace with developments outside the university. The women's movement in gathering momentum and gender issues figure prominently in debates about development strategies. New knowledge generated through research must find a place in the university curriculum in all the disciplines, if the syllabi are not to get out of date. Many questions raised by women's studies scholars are fundamental questions that raise doubts about the basic assumption in many disciplines. A university exists for its students. The students must be made aware of these strong currents blowing outside. Women's studies has emphasized three things: the need to build the new knowledge into the curriculum, to raise awareness about women's issues and to generate new values and new traditions that can aid in the transformation of society. Hence the need to strengthen the teaching component. The Research Centre for Women's Studies can assist in this process but the major initiative has to come from the colleges and discipline heads. We are moving into 1990's - a decade, identified by the U.N. as one of priority for investment in women if development has to be significant.

The experience of teaching women's studies by different departments presented at the meeting brought out some significant points. The history department has to teach about women in the 19th and 20th centuries. It faced a dilemma. There was no ready teaching material available. The department then called upon all the teachers to undertake this task. The papers prepared for the syllabus is now being edited and would also be translated in Marathi and Gujarati. At the M.Phil. level through students' dissertation, additional teaching material is being generated.

In psychology, the students have to do two sections :

(i) general perspective on women's studies and (ii) women's consciousness and psychology of women. In the course of teaching these, the teachers felt acutely the need for a broader and more integrated knowledge about women - social, political, economic, legal, etc.

It was difficult to develop adequately, women's studies within a discipline in an isolated way. Within each discipline the psychology faculty felt, professors would be confined to one aspect only, "the psychological", "the sociological", "the economic" or whatever. Coming to the psychological course, the teaching concentrated on exposing misconception about women, especially in personality theories and studies about sex differences. Biases in the methodologies used were soon detected and the claim that sex differences were traceable to biology could be shown to be untenable. The psychology department emphasized the necessity of introducing the psychological component in all women's studies courses as changes in perception, values and attitudes can only be brought about by exposing the false ideas and myths about women's psychological make-up. The SNDT Women's University, they felt, owed a special responsibility. We have to ask ourselves: "In what way will our students be different from other students?". An integrated course at M.A. or M.Phil level now seems a need of the hour, which all teachers and students can audit. As for research, the Research Centre for Women's Studies should go in for interdisciplinary research wherein all departments can contribute.

The experience of the Home Science College was different. The professor teaching the women's studies course at M.Sc. level said she was given the job after the course had been designed by some one else. Though she found it a challenge it was a great learning experience. To get to know how to handle the course, the first year, the Research Centre faculty taught the course (the course had been designed by them) while the Home Science professor audited the course. In the course of teaching

the course, she found the social relevance of the subject and problems she had till then identified as that of an individual like herself she found were really the outcome of social forces. The Home Science College had the tremendous advantage of having the Research Centre for Women's Studies and its library right on the campus. Something of the spirit of women's studies, the professor said, goes out when taught as subject of examination. We have to devise other ways of incorporating it in the curriculum - through for example more field work, more research etc. Women's studies in home science could be a three-tier process - a general orientation at undergraduate level, an intensive study at third year B.Sc. level and more seminars and research at post-graduate level. The response of students at both B.Sc. and M.Sc. Home Science to their women's studies course was very positive. When asked if the course should be continued, they gave a categorical "yes". At B.Sc. level, the teachers did a lot of practical work with the students: visiting institutions, interviewing different groups of women, analysing media etc. To teach a women's studies course the B.Sc. teacher felt, it was very important that the teachers themselves be first convinced of the perspective.

The Pune Campus of SNDT University has just released two volumes in Marathi on the lives of women in Pune. The Commerce College has completed a study of women in management.

A suggestion was made that in the colleges or departments that offer technical or vocational courses, women's studies could be incorporated as extra mural lectures. These could be designed as a package programme with adequate audio visual material.

All the staff assembled at the meeting stressed the need for collaboration between departments in both teaching and research. The post-graduate students can be involved in data collection for ongoing research projects of the Research Centre. The research output of different departments should be widely disseminated within the university. Curriculum Committees could be set up to prepare suitable teaching as well as audio-visual material.

"Raising awareness" is achieved through teaching but how does one equip students to cope with their own personal problems? Guidance and counselling should be a complementary activity to teaching women's studies. Involvement of students in extension activities would further strengthen their sensitivity to larger issues.

A meeting such as the above, came 15 years after the setting up of a Research Centre for Women's Studies. In a way it was good, women's studies was not forced on any department through an official

directive. The spread effect generated now, we are hopeful would gather in strength - until the spirit of women's studies gets infused throughout the university. The question posed by one of the professors, "How are our students different from others?" would then be answered. The universities which have just recently begun women's studies do not need to have a fifteen year gestation, because the climate has changed. However, they too would need to work consciously and in a planned manner to achieve their effect if women's studies is not to remain an isolated exercise in one corner of the university.

## **VIII. APPENDICES**

**(A) List of First Advisory Committee Members**

**(B) List of Current Advisory Committee Members**

## APPENDIX 'A'

The Advisory Committee, consisting of the following members for the Research Unit on Women's Studies set up from the "Smt. Motibai Madhavjee and Shri Madhavjee Thackersey Women's Studies Research Fund" which is created from the endowment received for the purpose from Shri Uday M. Thackersey. The tenure of the Committee will be of two years commencing from July 1, 1974.

1. Smt. Sharda Divan, .. ... Vice-Chancellor  
Ex-Officio-Chairperson
2. Dr. Smt. Premilila V. Thackersey
3. Kum. Sulabha Panandikar
4. Dr. J. P. Naik
5. Dr. Smt. Madhuri R. Shah
6. Dr. Smt. Neera Desai,.. ... Hon. Director of the  
Research Unit,  
Ex-Officio-Member
7. Kum. Shakuntala Mehta
8. Dr. A. R. Desai
9. Dr. Smt. Chitra Naik
10. Dr. U. T. Lakdawalla
11. Dr. Smt. Suma Chitnis
12. Kum. Vidyut Khandwalla
13. Dr. Smt. Leela Dube
14. Dr. Smt. Vina Mazumdar
15. Dr. Kum. Usha Mehta
16. Smt. Kamal Karmarkar.. ... President, Women Graduate  
Union, Ex-Officio-Member
17. Smt. Kumud Patwa
18. Smt. Kamalini H. Bhansali..Registrar,  
Ex-Officio, Member Secretary

## APPENDIX 'B'

The Advisory Committee for Women's Studies Programme at the University level, for a period of two years from January 1, 1989 to December 31, 1990.

The constitution and present members of the said Committee are as under:

Constitution	Members
The Vice-Chancellor-Chairperson	: 1. Smt. K. H. Bhansali
Representative from the State	: 2. Smt. Shashi Misra,
Women's Social Welfare Ministry	Secretary, Dept. of Social Welfare, Mantralaya, Bombay
Representative from a few voluntary women's organisation	: 3. Smt. Sumati Bhide
Professors/Heads of concerned departments:	: 4. Smt. Ela Bhatt
(a) Professor of Economics	: 5. Dr. S.K.G. Sundaram
(b) Professor of Home Science	: 6. Dr. Smt. M.A. Verghese
(c) Head of Library Science	: 7. Shri. M.K.R. Naidu
Principal of College : Maniben Nanavati Women's College, Vile Parle (West), Bombay.	: 8. Dr. Smt. Yashoda Singh
Some experts in women's studies	: 9. Dr. Smt. Madhuri Shah
	: 10. Dr. Smt. Jyoti Trivedi
	: 11. Dr. Smt. Neera Desai
	: 12. Dr. Smt. Usha Mehta
	13. Justice Sujata Manohar
	14. Dr. Nandini Azad
	15. Dr. Vina Mazumdar
	16. Dr. Smt. Suma Chitnis
	17. Dr. Jaya K. Pillai
	18. Dr. Rajya Lakshmi K.
	19. Dr. Rohini Gawankar
The Registrar	: 20. Dr. Smt. Usha Thakkar
	: 21. Dr. Smt. Nirmala Banerjee
The Director of Research Centre for Women's Studies, Ex-Officio- Member Secretary	: 22. Dr. Smt. Maithreyi Krishnaraj