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Future trends in
women's higher
education and
the role of the

S. N. D. T.

women's
university



Report of the round table discussion

**REPORT OF THE
ROUND TABLE DISCUSSION**

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FOREWORD

With rapidly changing Society, expectations from the institution of higher education, undergo significant changes. To get an insight into the aspirations of women and expectations of society, and to determine future trends in higher education for women, a Round Table Discussion was held by the S. N. D. T. Women's University, on December 15, 1973. Miss Sulabha Panandikar, eminent educationist, chaired the discussion.

The discussion was very interesting and thought provoking and a number of suggestions emerged from the meeting which threw light on the role of the S. N. D. T. Women's University in the new context of the changing socio-economic structure.

An important highlight of the discussion was the place of formal and non-formal programmes designed to reach the large number of women not only in the urban area but also in the rural areas.

This volume includes a brief review of the researches conducted and papers presented by the University by way of back-ground material and the summary of the Round Table Discussion.

A number of appendices are included for the ready reference of the reader.

It is our fervent hope that the suggestions made by eminent educationists who participated in the discussions would be useful as guide lines in the planning of the future programme and development of the S.N.D.T. Women's University.

Madhuri Shah

Vice-Chancellor

S.N.D.T. Women's University

Bombay,

March 29, 1975.

The Theme

Background of the Theme

The University from November 30, 1972 onwards is celebrating the Birth Centenary of the late Sir Vitaldas Thackersey, principal donor of the University, whose 100th birthday was celebrated on November 30, 1973.

The Sir Vitaldas Thackersey Birth Centenary Celebrations Committee under the patronship of Shri Ali Yavar Jung, Governor of Maharashtra and Chancellor of the University and the presidentship of the late Shri G.L. Mehta was appointed to draw up a suitable programme. Various Committees were appointed by the main Committee for undertaking different programmes.

One of the programmes planned was that of a research on an interdisciplinary basis, preferably on some important aspect of women's education or women's problems; consequently a Research Committee was appointed to formulate the scheme.

Initially, the Committee recommended two researches, one pertaining to the University and

the other to the socio-economic background of students of the University. However, after considering various factors, the committee recommended that at this stage, only a library research on "S.N.D.T. Women's University—A Case Study" be undertaken. While finalising the outline of the research, it was felt that in order to get information on matters like nature of students joining the University, the image of the University, the perception of the role of the University in women's higher education, it would be advisable to administer questionnaires to students, faculty members, members of University authorities and persons associated with the University. Hence, it was recommended that the scope of the research should be widened to include small empirical studies too. It was further suggested that eminent educationists interested in women's education should be invited to participate in a 'Round Table Discussion' to discuss 'Future Trends in Women's Higher Education and the Role of the S.N.D.T. Women's University in it'. It was further decided to invite Dr. J. P. Naik, Educational Adviser, Ministry of Education, Government of India and Member-Secretary, I.C.S.S.R., to lead the discussion. On his acceptance of the invitation an Action Committee was appointed to organise the details of the discussion and prepare the working paper.

The conclusions arrived at the Round Table Discussion will be incorporated in the report of the Research 'S.N.D.T. Women's University—A Case Study.'

The Participants

The Round Table Discussion was arranged on December 15, 1973 in the Conference Hall of the University. The programme is given under Appendices.

About forty participants attended the discussion. They constituted members of the various authorities of the University, Deans of the different faculties, principals and faculty members of some of the colleges of the University and eminent educationists belonging to various other Universities and educational institutions.

In addition there were about twenty-five special invitees and fifty observers who were directly connected with the University. The list of participants, special invitees and observers is included under Appendices

Welcome by the Vice-Chancellor

Mrs. Sharda Divan, Vice-Chancellor of the University, while welcoming the gathering, introduced Miss Sulabha Panandikar to the audience as a veteran educationist who has devoted her life to

education, and requested her to take the chair in the absence of Dr. J. P. Naik, who was originally to lead the discussion as per the programme. She further stated that she was sure all present had been looking forward to being guided by Dr. Naik, who has contributed significantly to women's education. However circumstances beyond his control led to his remaining absent. She was happy that Miss Sulabha Panandikar, whose contribution to higher education in general, and women's education in particular was equally noteworthy, agreed at her suggestion, to chair the discussion in the absence of Dr. Naik and she was grateful to her for taking up this responsibility. In her address, inter-alia, she stressed the need to gear women's education to the changing needs of society. She was confident that the assembly consisting of experienced and eminent educationists would contribute substantially, so as to help the University to analyse its role, keeping in view the future trends of higher education.

Chairman's Address

“As Chairman of the Research Committee of Sir Vithaldas Thackersey Birth Centenary Celebrations Organisation, it gives me great pleasure to associate myself with Mrs. Sharda Divan, our Vice Chancellor, in extending a cordial welcome to the

participants, special invitees and observers of this Round Table Discussion.

The idea of this discussion originated from Dr. J.P. Naik, the eminent educationist, and he had very kindly agreed to chair the meeting and direct the discussion. We are extremely sorry that circumstances beyond his control have prevented him from being in our midst this morning. During his absence, I have been asked to chair the meeting and I have agreed to do so because I feel that with the co-operation of our participants and with the help of the excellent background material prepared for this meeting, the discussion will proceed with vigour. I thank Mrs. Divan for assigning the important work of chairing the meeting, to me.

Before the commencement of the actual discussion, I would like to say a few words in general about the research undertaken by the Research Committee and introduce the theme selected for the discussion.

The first plan of the Research Committee was to undertake a library research, a historical study tracing the trends of developments or the development of trends during the 57 years of the University's existence. While working on this plan, the Committee felt that it would be worthwhile if

we did the exercise of trying to project the development of the University in the future in the light of changing times and corresponding likely future trends in women's higher education. This is an exercise which has become a necessity these days when our thinking in all directions is 'Plan - oriented' and universities as well as Departments of Education are required to prepare their Five Year Plans of development as well as plans of perspective development for fifteen years.

A reference to the origin of the University will not be out of place in the context of our theme of discussion. It was while preparing for his role as the president of the National Social Conference Session of 1915 that Dr. Karve came across a brochure on the Women's University of Japan in Tokyo. He was inspired by it and discussed the whole question of women's education in his address and proposed a plan for a women's university for our country. As expressed by Dr. H. L. Kaji in his biography of Sir Vithaldas Thackersey, the purpose of the University was to remove 'the growing disparity between the culture of husband and wife or of brother and sister, so that woman could take an intelligent part in the affairs of her home, city and nation.' Dr. Karve stressed the social role of woman but considered the development of woman's individuality as

essential to fulfil it. Two main principles which stood out in his scheme of work for the University were (1) that of imparting instruction through the mother-tongue as the most natural, the quickest and the most effective medium of education and (2) the recognition that women in general have different functions to fulfil in our social economy from those of men and hence their need to pursue different types of courses in higher education.

The idea of the Indian Women's University, though inspired by the Japanese Women's University, did not result in an imitation of it but an adaptation of it to suit our conditions and our needs of the time. When Sir Vithaldas Thackersey visited the Japanese Women's University in the year 1919, he was impressed (according to his biographer) by their arrangements for instruction and training in different departments of activities such as - the laundry and the dyeing, nurseries, cooking, dairying, tea-ceremony, poultry farming and such other domestic arts and the students' savings bank, co-operative stores, kinder-garten and botanical garden. From this description the Japanese Women's University appears to have been more practical and work-oriented. The University established by Dr. Karve was academic rather than practical, emphasising certain priorities. The first emphasis was on woman's role in the home

as wife and mother. Dr. Karve was anxious that as a wife, a woman should be a true companion to her husband, hence he talked explicitly about the need for removing a disparity in the culture of men and women. He also stressed a woman's responsibility as a mother, concerned with the rearing of children, looking after their health, education and all sided development. These needs were sought to be met by devising suitable courses of study and practical work to go with them. A woman's role as a housewife was not stressed, possibly because a girl was expected to pick up the art of housekeeping from the mother in the home. The second emphasis was on a woman's role in society, specially in building up the life of the women in society. The only profession, preparation for which received considerable attention, was that of teaching. The early graduates of the Women's University fulfilled these expectations to a remarkable extent. Their education had been mainly in the disciplines of languages, humanities and sciences of life.

It was after about thirty years of its existence, that the third role of woman as contributor to the nation's economic and productive development as well as to the family income, the role of a worker and a wage earner began to figure in the University's programme of work. In keeping with

this trend, during the next period of twenty-five years the disciplines of Home Science, Nursing, Fine Arts, Library Science were developed in addition to vitalising the discipline of Education already included. It was specially after Independence that it was realised that every woman should be capable of having a career besides home making and that her education should prepare her for it. A very big stride was taken during this stage in the progress and development of the University. This coincided more or less with the statutory recognition granted to the S.N.D.T. Women's University by the Government of Bombay in 1951 after the Bill was passed in the State Legislative Assembly in 1949.

A proper development of these new disciplines along with the original departments of Humanities, Languages and Sciences of Life kept the University fully occupied for twenty five years. With consolidation achieved in this respect, during the last six years the University has added new dimensions to its work and functions. The first is achieved by instituting a programme of Continuing Education to meet the needs of enlightenment and knowledge of women in society at large at different levels of culture and education. The University's Centre of Continuing Education is expected to be a vital agency in the process of life-long learning,

keeping up and enlarging women's intellectual, social and other personal interests and imparting new knowledge and in bringing the University into close contact with the community at large. One is surprised to learn of the tremendous facilities for such education which exist in some of the developed countries.

Our women, with more or less education, need such opportunities for keeping up their varied interests and enriching their lives. The courses can be of practical interest, connected with Child Development, the Child at School, Family Living, Home Management and such subjects or of academic and intellectual interests. The University's Continuing Education programme has so far taken up themes of practical nature relevant to the needs of living and the role of women in the home and the society. It is now launching on new fields, with its course on 'Introduction to the Theatre.'

The second dimension which the University is making preparation for is to establish a Polytechnic introducing courses with a technical vocational bias, such as Medical Technology, Food Technology, Secretarial and Commercial Practice, Applied Art and Costume Design and Dressmaking. This is a development very much in keeping with the needs of the times when women need

employment in varied fields and trained women's services are needed in such areas. In this effort, one can see, a move toward the Japanese Women's University which inspired Dr. Karve and with the working of which Sir Vithaldas was impressed.

The University as it exists today is both liberal and vocational, justifying the statement of the Radhakrishnan Commission's report of University Education, 'If knowledge is power, all education is both pure and professional'.

A discussion of future trends in Women's Higher Education has become necessary because we are living in a rapidly changing world, when changes are taking place in the entire gamut of life and educational programmes must be geared to them.

There is change first of all in the pattern of family living which is more noticeable in the western countries but is gradually sweeping over to eastern regions as well. Due to various reasons, the development of technology and its application to life in the home, to more and more women being employed in various careers, to the women's liberation movement which has led women in general at least 'to think liberated, though they may live traditionally', family life is changing along with a change in the women's role in the

family. In a recent study * conducted by Redbook Magazine (America's monthly aimed at young women), it was found in a reply to a 100 questions questionnaire answered by 1,20,000 women that 'traditional and non-traditional alike, they share a strong belief in the equality of women, in spite of the popular impression that the women's movement appeals only to a small group of militants.' Although only five percent of the married women among these actually divide their housework with their husbands on a 50-50 basis, 'almost four out of ten married women are attracted to the idea of an egalitarian marriage in which both husband and wife work part time and care for the family part-time'.

Another change in the pattern of family living is the changing relationship among parents and children, which varies from one age level to another. The complexities of life, new discoveries in psychology, the ever increasing problems of adjustment and stability that arise in all walks of life, the unrest among the youth, the widening gap between the generations have made the responsibilities of parenthood highly complicated and call for new depths of understanding the young

* Reference : Readers 'Digest, October 1973' —

and new efforts at bringing about a rapprochement leading to their growth and happiness.

Then there is change 'in the occupational and intellectual vistas' being opened to women, even in India. The distinction between male and female oriented jobs is gradually disappearing and women have entered the fields of business, commerce, management and Government administration and are even occupying higher positions as executives, secretaries and country's ambassadors. It may be noted that in countries like Japan, West Germany *there is a substantial number of women studying subjects like Engineering and Agriculture at the University stage.

Women have begun to play leading roles in civic and social life, though the number of elected representatives in politics may have dwindled in the last elections.

Able women, with experience and capacity, are urgently needed for organising volunteer work in fields of social importance, such as education of the pre-school children from poor homes and from rural areas, programmes of continuing education for the girls who drop out of the system of education from the age of nine onwards, adult literacy and fundamental education programme of

* Japan-Engineer 1582/266, 848., Agriculture 2641/45-747

West Germany - Engineering Schools, Woman 1.6 P.C.

health and nutrition, care of orphans and neglected children, guidance and protection to young women in difficulties, family planning, care of children of the first generation learners—there is a multiplicity of fields where organised volunteer work can achieve a great deal.

It must not be forgotten that Universities are centres of training, as well as centres of thought and learning. They have, on the one hand, to train the young as individuals, as citizens, as members of society, and as professional workers. In addition, they have to foster the advancement of learning and to see that talent is given full scope for development. A remark made about the women of the Federal Republic of Germany is applicable with equal force to India. It is impossible to contemplate the intellectual life of the past and present without calling to mind a number of eminent women writers, poets and artists. The same is true of Indian women and the role they have played in the cultural life of India and the women graduates of this University have never lagged behind in this area.

It is significant that the United Nations General Assembly has decided to proclaim the year 1975 as the International Women's Year and has also decided to devote this year to intensified action :

- (a) to promote equality between men and women
- (b) to ensure the full integration of women in the total development effort, especially by emphasizing women's responsibility and important role in economic, social and cultural development and the national, regional and international levels, particularly during the second United Nations Development Decade
- (c) to recognize the importance of women's increasing contribution to the development of friendly relations and co-operation among States and to the strengthening of World Peace.

Before I conclude this discussion I would like to pose a problem about the establishment of the Women's University. Is it a paradox that a separate University for women was established in the only province (the Bombay Presidency of yore) where there was no separate college for women and all higher education was co-educational? Was such a project of a separate University for women the necessary logical consequence of there being no separate colleges for women? In Calcutta, Madras, Allahabad, though the Universities were catering to men and women there were separate

institutions of higher education for women. These were run by missionaries or Indian leaders, all of whom were idealistic in their vision of higher education for women.

Besides the regular course of the University they introduced a number of socialising activities in their institutions. Miss Brockway in her book 'A Larger Way for Women' has described this broad vision of the founders in a convincing manner. They did not confine the activities in the college to a study of the subjects of the curriculum but devoted their energies towards developing the character and personality of the girls and towards inculcating values that they would need in life. Such idealism towards women students was generally lacking in the mixed colleges of this province and hence a reformer like Dr. Karve had to initiate the radical reform of establishing a separate university for women. Perhaps he was also of the view that women's specific needs could not be attended to adequately in women's colleges affiliated to common universities as effectively and as imaginatively as in a separate University for women.

The Carnegie Commission's report on 'Opportunities for Women's Higher Education' has endorsed women's colleges after a decade of

increasing co-education. 'All the Carnegie reports have favoured diversity, not homogeneity in American education' says Dr. Kerr, the President of the commission concerned, 'but we have found special advantages for women in these schools for women'. The report cites recent research which shows that a high proportion of successful women are graduates of single-sex colleges.

The report adds further that in such institutions, women tend to speak up more in classes, hold more positions of leadership, and have more women teachers to emulate. At women's college students also are more likely to enter such traditionally male fields as sciences.

Before I close, I must say a word about the material presented at the meeting for the service of participants.

There is the working paper prepared by a small group on behalf of the Research Committee. It expresses no views or opinions but gives a background for the discussion and indicates the field for discussion. Some main issues are raised in it under four main heads :

- i. Objectives of Higher Education and their implications with particular reference to the role of women in our modern society ;

- ii. the role of a separate Women's University in modern times and under our social conditions ;
- iii. plausible difficulties that a Women's University may be required to face; and
- iv. a comparison of the socio-educational context when the University was started with the context of modern times with reference to the objectives and functions of the University.

There are most useful papers on the Pattern of Courses and Development of the University prepared by Mrs. Kamalini Bhansali, Principal Phatak and Dr. Mrs. Neera Desai.

Another paper indicates the outcome of a thorough and objective discussion of trends of future development of the University conducted by the senior members of the faculty and Principals of affiliated colleges under the guidance and stimulation of Mrs. Kamalini Bhansali and the members of a small sub-committee consisting of Kum. Shakuntala Mehta, Dr. (Mrs.) Neera Desai, Dr. (Mrs.) Suma Chitnis. They have discussed the question with the insight they have gained from their experience.

A great deal of other material, statistical and descriptive is also presented as supporting

information that may be necessary for the progress of the discussion. Special mention must be made of the survey of Entrants to the Colleges of S.N.D.T. Women's University by Dr. (Miss) Lakdawalla, Dr. Oak and Dr. (Miss) Rajni Asher.

All this preparation is of very great value and provides a solid basis for today's discussion with the participation of persons with vision and insight into the working of Universities in general and the S.N.D.T. Women's University in particular. We can look forward to a discussion that will be stimulating and fruitful."

Background Material

Development of the S.N.D.T. Women's University

Introduction

The nature of instrumental arrangement for woman's education, its purpose and content are to a very great extent influenced by the image of woman in society, the position occupied by her and the role demands from her by society.

Excepting, perhaps for a brief period of the Vedic age, when woman was given opportunities to develop herself, till the first half of the nineteenth century, woman's position in society was very low. As a daughter, she was expected to be shy and restrained in her behaviour, as a wife she had to please her husband and remain faithful to him, whatever may be the husband's behaviour. As a mother and particularly when she had given birth to sons, she was given respect. Largely a woman's life was confined in four walls of her home, catering to the needs of kin relations. In such a situation, it was not necessary for her to get any formal education; whatever training she needed was provided in the family. Further

there were so many social customs, such as child-marriage, sati, permanent widowhood, purdah and others which were working as constraints on the full development of her personality.

After the advent of the British, particularly during the nineteenth century, the attention of the missionaries, some of the enlightened Britishers and the Indian social reformers was drawn to the inferior position of woman. They recognised the evil effects of the above mentioned social practices, and they suggested that along with other measures to improve the status of woman, encouragement to woman's education was a significant one to achieve this goal. They felt that lack of education in woman is a very great obstacle in ushering social change. They thought that if the doors of knowledge are opened for women, not merely the disabilities of women will be removed, but a background will be created establishing equality of women.

Although these were the sentiments of the enlightened few, the ruling East India Company and the mass of people did not realize the significance of women's education. The East India Company in the initial period was more interested in man's education since, 'lady clerks, and officers were not required for administrative purposes'. Only after 1848 with Wood's Despatch

on Education, the Company started thinking about women's education. For parents in general, the main concern was to get the daughter married as early as possible and educated men in earlier stages were not looking for educated wives. Thus there was hardly any incentive for higher education of women. All those who were anxious about educating woman, focussed on spread of learning among women. This could be observed from the fact that though the three pioneering institutions for higher learning were established as early as 1857, higher education remained all male affair till the end of the century. In 1881-82, there was only one girl enrolled in the college while in 1901-02, there were just 169 girls attending the Arts and Science Colleges, in the whole of India.

The social reformers, while pleading for women's education were very much concerned with the plight of the widows. The practice of child-marriage had aggravated the problems of widowhood. The struggle for the abolition of sati helped to achieve a recognition of certain liberal principles such as individual freedom and right of spiritual equality of a widow. In spite of the enactment of Widow Remarriage Act in 1854, there was powerful hostility against those who remarried. Social reformers realising this

attitude found that economic dependence is a formidable obstacle for the widows, in ameliorating their conditions. Many a time they were considered as ill-omens for the family and were driven out of the homes. In this background, the social reformers in Western India, highlighted the programme for education of widows and also of providing shelter to them in dire conditions. D. K. Karve started Anath Balikashram in 1899, the object of which was to give education to helpless widows, so that they could be self-reliant. Institutions like Sharda Sadan of Pandita Ramabai, Seva Sadan of Ramabai Ranade and G. K. Deodhar, Vanita Vishram (Surat) of Naniben Gajjar, were all started with the same purpose. The widows and the distressed women could not attend mix schools, nor could they sit with other students who were of younger age-group. They needed special courses which would help them to earn even bare minimum. All these factors provided a background for separate women's institutions and special courses for women.

Another parallel stream of thinking which seems to be prevailing is with respect to raising the age of marriage. Karve himself describes how he made it a condition with one father who wished to put his three daughters (one of whom

was a widow) in his Ashram, that he would keep them only if the unmarried girls were not married till they were 18 or 20 years of age. It was argued that if girls are married late, it would be necessary to provide activities for usefully spending this period and education was considered to be a very significant activity. The beginnings of educating girls at primary and secondary levels were already made in the nineteenth century; therefore, the next move was for starting institutions which would provide higher education to them.

It is very surprising to find that the only women's University, was started and which spread particularly in Maharashtra and Gujarat was in Western India where the dead weight of certain types of customs was less heavy on woman. The practice of purdah, in its complexity, was not prevalent in this part of the country and the prejudice against woman's education was also not very strong. The main reason seems to be that the movements for emancipation of widows and raising the age of marriage were simultaneously attracting the attention of the reformers. D. K. Karve, founder of the University was also actively associated with programmes of amelioration of widows, raising the age of marriage and education of women. The story of how Karve got the idea

of a women's University is well known and needs no repetition. The opportunity to articulate his dream came when he had to deliver the presidential address at the National Social Conference in 1915.

The main purpose of starting this University was to provide higher education suited to the needs of women, who have to be good wives, good mothers and good neighbours. Karve was further convinced that 'the most efficient medium of instruction is the learner's mother-tongue and secondly women as a class have different functions to fulfil in the social economy from those of men'.

He realized that the objectives of education suited to the needs of women and to be imparted through the mother-tongue could not be realized by starting a women's college affiliated to a University. Practically all the institutions at that time were imparting instruction through English and were giving set courses primarily designed on the British model. Those who wished to tread on new paths had to start special organisations and to work on their own as was being done by Benaras Hindu University or Shanti Niketan of Tagore. Karve was further conscious of the obstacles in the growth of such

a University for two reasons. Firstly, the number of women students going for higher education was bound to be low in the overall atmosphere of apathy to woman's education and secondly those few who went for higher education might not be drawn to this institution since it did not give degrees and certificates recognized by the Government. In spite of all these misgivings the University named as the Indian Women's University was started in 1916 with four students. The need to introduce a special entrance examination with liberal requirements and less rigidity about the attendance was also realised. This examination was popularly known as 'Karve Matric.'

The special features of the University at that time were:

1. Courses of study specially suited to the requirements of girls (e. g. inclusion of Domestic Science, General Psychology, Child Psychology, Hygiene, Fine Arts, etc. in the curricula.)
2. Use of the mother-tongue as the medium of instruction and not a foreign language like English as in the case of schools and colleges for boys.
3. Permission to candidates to appear for the

examinations of this University without attending a school or college (thus making it possible for girls staying in remote places as well as those who were married to take advantage of the University.)

4. Inclusion of English as compulsory subject in the collegiate courses of studies.
5. All India jurisdiction.

The first Senate which met on June 3, 1916 had five lady members and the college conducted by the Hindu Widows' Home started functioning on July 6, 1916 with four students. The first Chancellor of the University was the wellknown scholar Dr. R. G. Bhandarkar and the first Vice-Chancellor was rangler Dr. Paranjape. Karve worked as principal of the College.

Karve was always worried about finances. But as coincidence would have it, Sir Vithaldas Thackersey, an industrialist and the Head of the business house of Thackerseys, went on a world tour with his wife Lady Premililabai in 1919 and visited the same Women's University at Japan, which had inspired Karve to start the Indian Women's University. He was greatly impressed by it and on his return, donated fifteen lakhs of rupees to the Women's University on account of which the University came to be

known as the Shreemati Nathibai Damodar Thackersey Indian Women's University. Sir Vithaldas was a firm believer in educating women as he was convinced that the destiny of a nation depended to a great extent on its women.

The development of the University can be better appreciated if we divide the period into two broad phases. The first phase which was from 1916-1951, is the phase of gestation when the University helped bringing out a number of girls to institutions of higher learning. This period of development was the period primarily, when India had not achieved Independence. The second phase is from 1951 when the University got the Charter from the Government, till the present day. In the second phase one of the memorable events in the life of the University was the celebration of its Golden Jubilee in 1966.

First Phase: 1916-1951

The period between the establishment of the University and its recognition by the Government in 1951, was a period of turbulation both for the University and Indian society.

This was the period during which series of struggles had to be launched for gaining Independence. Many social forces were generated which changed the status of woman. The political

movement under the leadership of Mahatma Gandhi emphasised the equal political participation of women in freedom movement which resulted in considerable emancipation of women from traditional restraints. There was a wide awakening among the women as manifested in the growth of women's organizations. These organisations put forth various demands for elevating the status of women, and the demand for advance of education among women occupied a prominent place. Middle class women were gradually entering the employment field. Besides working in the traditional fields of teaching and nursing, particularly after the second world war, women started being employed in offices. The growing needs of the middle class family provided an incentive for woman's participation in economic activities. This period further witnessed the enactment of various social legislations which raised the status of woman. The Sharda Act, the married women's right to property, the right to vote and to contest for election (though on a limited basis) and such others paved the ground for raising the status of woman. Marriage age for the urban educated middle class men was rising and this had its indirect effect on woman's age of marriage. Further, the educated men were beginning to look for educated wives. Thus the political, economic and social factors in

combination created the need for expansion of higher education of women.

During the first two decades of this period the pace of women's education all over the country was not striking. In 1921 only 1.81% of the women were literate while in 1931 the proportion had gone to barely 3%. The gap between the male and female literacy was also very wide as seen from the fact that in 1931 male literacy was 15.59%. In 1921 there were nineteen colleges for women and 905 girls were studying at collegiate level.

In this background of slow progress of women's education the progress of the Women's University was also not very striking. The University conducted two Arts Colleges and had three affiliated colleges out of which two were for Arts and one was a Training College. It ran two schools and had fifteen affiliated schools.

The degrees conferred were G.A. (renamed B.A.), P.A. (renamed M.A.) and B.T. (renamed B.Ed.). Following figures indicate the progress of the University till 1946-47 :

Graduates (G. A.)	-	996
Double Graduates (P.A.)	-	62
B. T.		15
Entrance (Matriculates)		3,185

S. S. S (Entrance Examination passed without English)	922
Trained Primary Teachers	308

During this period the University basically was interested in providing liberal education to women. It was thought that this was essential since this sort of education helps women in broadening their outlook and in properly understanding the life around them. It was in this phase of development that the University played a role of social reform organization, trying to bring out women from orthodox homes, providing them various facilities and encouragement, so that they may get the advantage of higher learning. It was attempting to elevate the status of women via education. This image of the University could also be seen from the fact that many wellknown writers, academicians and social reformers were associating themselves with various colleges of the University. They rendered their services in a honorary capacity and reminded one of such social service done by the scholars of the Elphinstone Institute in 1847 when they were teaching girls attending the institutions started by "Students' Literary and Scientific Society". To name a few of them, Sarvashree K. L. Joshi, Vaman Malhar Joshi, R. K. Lagu, N. R. Pathak, Y. S. Pandit,

Vasantao Naik, H.G. Anjaria, Ramnarayan Pathak, J. J. Anjaria, C. L. Gheewala, C. C. Shah and so many others.

The most striking point about this phase is that the University fought against the social and political forces single handedly. With regard to the objectives of education, the medium of instruction or facilities for the students, it did not follow the normal accepted path. Further it was not a recognized institution by the Government; consequently it had to advance on its own merit without official support. Besides these ideological and institutional differences, it was catering to the educational needs of that section of women who did not provide a broader base from which students could be drawn. The values and norms of society were, no doubt, changing in favour of educating women, yet the acceptance of new values was not on a very wide scale.

In spite of all these hurdles, the University continued its activities. A very significant event in the history of the University occurred, when in April 1948, on the 90th birth day of Karve, the Government announced its intention of giving recognition to the University and in 1951, under the Congress Ministry of Sjt. B. G. Kher, the Bill was passed putting the University on

statute book and renaming it the Shreemati Nathibai Damodar Thackersey Women's University.

Second Phase : 1951-Till To-day

It was a general feeling among the persons associated with the University that since the technical hurdle was over, the University would progress more rapidly. Of course these hopes were not immediately fulfilled since after Independence the social situation was also changing rapidly, and needed changes in the approach to education.

The Indian Constitution provided juridical equality to woman. The political participation of woman through election processes and holding of the offices, the growing economic participation of educated woman in both traditional and non-traditional fields of occupations, the raising of legal status of hindu women in marriage and property through legislations passed in 1955 and 1956 and such other factors widened the array of roles of woman and made more role demands from her various positions. The role of woman in the family was also altering. As a wife and particularly educated wife, she was expected to be partner of her husband in home and outside; she had to share his intellectual and cultural interests; she had to be well poised and smart in her demeanour. As a mother, she had to play a significant role in

moulding the life of her children in this trying period of child rearing; she had to be an understanding mother capable of giving guidance in various situations. Besides the additions of these elements, in her roles, woman herself has been awakening and becoming conscious of her personality development. All these factors call upon the educational system and to this University particularly to so devise the courses as to suit the varied requirements of women.

The University, in this phase had first to adjust itself for being on par with other Universities. It had to consolidate its position, keeping the social reform spirit intact. The University, therefore, while redesigning the courses retained the liberal education approach with addition of a number of specializations. It further introduced the professional courses such as Home Science, Nursing, Education and Library Science. Very recently it has added the faculty of Technology and subjects such as Commerce, Social Work, Home Economics to meet the vocational and other needs of women.

During the second phase, the tasks of the University are fraught with difficulty, since some of the special features in which the University was a pioneer institution are being accepted by many Universities, thus making them no longer

unique. For example, many Universities are now providing instruction through the mother-tongue, and are also admitting students as private candidates. Moreover, attending a co-educational institution is considered to be more prestigious. Further, this period has to meet another baffling situation. Many parents still consider collegiate education of girls as a prerequisite for marriage and not for getting more knowledge or training for job. It is many a time treated as a waiting period before the daughter gets married. This lack of motivation from the parents and to an extent from the students, affects the performance of students who join this University. The lack of role specificity also poses a problem before the University as to plan education of women for which role? The role of woman as a home maker is primary even to-day, but there is a fundamental change in what constitutes a good wife and a good mother. Further, woman has to be trained for some job, which ordinarily she may not hold, but the training for which would go a long way in emergency situation.

The overwhelming response to the private studies has also indicated that educational system has to develop informal channels of imparting knowledge. In fact the modern trend in educational thinking seems to be to reduce the

length of time needed to take a degree and compress knowledge in concise units. The programme of continuing education started by the University since the last three years, is specially functional, for Indian woman, who on many occasions has to leave her studies half-way. The education system has thus to gear itself to the changing life-cycle and work schedule of woman.

It is gratifying to note that the University recognising the new needs is trying to shape its programmes to the altered situation. After five and a half decades of work, the University has travelled on a long path. Starting with a small institution with barely 4 students, to-day it has 22 colleges - 8 conducted and 14 affiliated, the enrolment is nearly 19,000; over 1,25,000 girls have taken advantage of various institutions of the University and 30,000 students have received their diplomas and degrees. The University has now 5 Faculties, viz. Arts, including Library Science, Home Science, Education, Nursing and Technology, It is also proposing to have separate Faculties of Science, Medicine, to begin with for paramedical courses, Commerce and separating the disciplines of Fine Arts and Social Work from the Arts Faculty.

The University has played a pioneering role in taking higher education to women. To-day, the girls in the middle class homes of urban areas have come out of their four walls to be educated. The University has now to chalk out new paths. It has to achieve this goal while retaining its social reform feature and its separate identity. It has to advance in those areas where it can meet the felt needs of women. Of course a University having freedom to experiment, to device courses to suit the variegated needs of women and having more resources, can fulfil this function more meaningfully than a women's college. However, it has to be recognised that this path is full of stresses and strains since it involves in a way flowing against the tide.

It is in this background that the University has to initiate programmes for its growth and development.

Future Contours of Development

The University in the new situation it is felt will have to work on a three pronged basis. It has to serve the needs of the students (both regular and private) who enrol themselves in the University; as an academic institution it has to develop areas of higher learning and research and finally it has also to meet the needs of adult

women who desire to have knowledge and training, yet for various reasons they cannot avail themselves of the normal formal channels of education. We will briefly describe these three foci of development.

1. *The Regular Undergraduate and Postgraduate Programme*

The University being a part of the educational structure, has to retain certain common elements which are of all the Universities. Within this broad framework, as a Women's University, in order to meet the multifarious needs of women, it has to develop a pluralistic approach. It will have to introduce more electives, and particularly certain optional courses which might be needed for family role as well as for job purposes. This University has recently introduced electives of Social Work, Commerce and Home Economics under the Arts Faculty. Electives such as Dramatics, Industrial Arts, Family Adjustment, etc. are some other areas which are worth exploring.

This University has been pioneer in starting the programme of private or external studies. Like his other convictions, the Founder was convinced that the doors of University should be open to women in as many ways as possible.

This facility could be deemed as a first step in the direction of Open University.

It would be very necessary to expand and strengthen this programme. To-day the University is operating a scheme of M.A. Guidance lectures for external students at several centres. This could be extended firstly by providing for guidance at all stages of University education and secondly by increasing the number of centres for such activity, so that students of remote areas also could benefit.

2. *Development of Research and Advanced Studies*

In order to strengthen the academic programmes of the University, it will have to develop areas for research. As a Women's University, it would be in the fitness of things that its focus is on women's studies. This programme could develop on three paths. On the one hand, there should be a research cell which would undertake studies pertaining to different aspects of women. Secondly, it can also develop a documentation centre which may provide material on women. This facility could be used not only by the students and teachers of this University, but could also be made available to scholars coming from any part of the country or from abroad. It could have a residential unit, where a scholar could stay and

make use of the resources of the University. It would be a sex blind facility. Thirdly, this centre could have an experimental division which may devise schemes for new courses required for the needs of society. It can also draw upon its various units, such as Arts, Home Science, Fine Arts, Social Work, Technological Unit, for the above work so as to stress the inter-disciplinary approach. This division can also explore possibilities of offering courses, which inspite of maintaining academic standards, could be flexible, and may not be of the set pattern.

Under this Centre, the University can help society in locating educational needs of women in different areas. It may itself not be in a position to start an educational programme, but can provide its expert services to those interested in starting units in the neglected areas.

3. *Continuing Education Programme*

To-day, the University has been able to organize only extension and short term courses, under this programme. In order to meet various needs of adult women, it will have to plan programmes suited for different levels and age-groups of women. It has also to plan such activities which give adequate opportunities to women to come to the University so that they

may develop a primary bond with the University.

A community college providing flexible programmes and of different durations may meet the needs of a section of women who though inclined to learn may not wish to appear for examinations or may not be possessing the normal qualifications of an entrant.

Through this Unit, the University can offer programmes for women in the 'empty nest' period. There are various factors which are responsible for ushering the 'empty-nest' period earlier in the life of a modern woman. This phase of life requires to be taken care of and the continuing education programme could very ably perform this function.

In this area of development, programmes for those women who wish to join threads either with their learning or job training may also be organized.

In short, the University in order to meet the new challenges will have to strengthen the traditional programmes and plan new paths of development so as to meet the demands of a large section of women population in particular as well as of society in general.

Pattern of Courses at the University

I. *Arts Faculty*

When Dr. Karve founded the University in 1916 he recognised two vital principles, which reflected upon the pattern of courses selected by him. These were the medium of instruction being the learner's mother-tongue and the different functions a woman has to fulfil in social life. He was convinced that if men and women had to contribute their mite to society, they must be brought up on two different lines and to that extent their curricula must differ although one should not be absolutely disassociated from the other. To quote his words :- 'In fact, the courses must be like two branches on one and the same stem and must be fed and sustained by the same vital sap'. The Founder arranged the courses to meet the special needs and requirements of women and planned them in such a way that whichever walk of life they went, they would go forward with all the necessary equipment.

With this in view, the college course framed was of three years, with a University examination at the end of each year leading to the examination for the degree of Graduate in Arts (G. A.) or Grahitagama, meaning, one who has acquired

knowledge and thereafter a study of two years, leading to the examination for the degree of Proficient in Arts (P. A.) or Pradeyagama, meaning, one who imparts knowledge to others. Even in this respect of selecting nomenclatures for the degrees, he broke away from the tradition of B. A. or Bachelor of Arts, which was originally meant for clergymen, who remained unmarried.

Since the courses of studies were modelled to suit the needs of women, subjects which had greater bearing on the life which a woman is generally called upon to lead, were made compulsory. The student however was left to choose one subject of her liking and the list offered a wide scope of selection. Thus the courses aimed at giving the student a sound preparation for her future life as the guardian of her household and a citizen.

The P. A. course consisted of six papers in a subject or a thesis in any branch of the subject the student had selected. The brief outline of courses of studies of the G. A. Degree examination is indicated herebelow :

A. *Compulsory subjects :*

1. Modern Indian Language
2. English

3. History Group

F. Y. A. : Period of Indian History
and Indian Administration

S. Y. A. : History of the British Empire
and History of the British
Constitution

G. A. : Sociology

4. Domestic Science and Hygiene Group

F. Y. A. : Biology and Hygiene

S. Y. A. : Physiology and Hygiene

G. A. : Psychology and Study of Child-
Mind

B. *Voluntary Subjects : Any one of the following*

1. A Classical Language (Sanskrit or Persian)
2. Physical Sciences (Physics and Chemistry)
3. Natural Sciences
4. Comparative Religion
5. History and Economics
6. Ethics and Philosophy
7. Mathematics
8. Geography
9. Music
10. Drawing and Painting
11. Additional English
12. Additional Modern Indian Language
(Vernacular)

13. A Modern European Language

The same optional subject had to be studied throughout the course of three years.

The salient features of the pattern of courses can be enumerated as under :

- a. The above was a well-balanced three year integrated degree course in which all the areas of Humanities, Social Sciences and Physical and Natural Science were duly represented.
- b. As the teaching was through mother-tongue, one compulsory paper of 100 marks of mother-tongue was kept for all the three years, so that students should get command over language.
- c. Importance of English as Library Language was recognized hence two papers were kept during all the three years of the degree course.
- d. There was a University examination at the end of each year.
- e. Sociology formed part of the compulsory course. This University was perhaps the first to introduce compulsory paper of Sociology at B.A.
- f. Subjects like Biology, Hygiene, Physiology

and Child Psychology, which were of utmost importance to housewives were also compulsory.

The subjects offered at the Bombay University in F. Y. A. in those days were :

1. English	200 Marks
2. Classical or European Language	100 Marks
3. Mathematics	200 Marks
4. Physics	75 Marks
Total	<u>575 Marks</u>

In time to come this University, which was then known as the S. N. D. T. Indian Women's University, substituted the paper of Physics by Biology and Hygiene. The subjects of Mathematics and Classical Language were put under optional group and Indian Administration was put under compulsory group. The list of optional subject at S. N. D. T. gave ample choice for selection and in 1948, the revised frame-work read as under :

Compulsory Subjects

1. Modern Indian Language (Mother-tongue)
2. English

Group No. I

F. Y. A. : Indian Administration

S. Y. A. : Elementary Economics and
Civics

B. A. : Sociology

Group No. II

F. Y. A. : Biology

S. Y. A : Physiology and Hygiene

B. A. : Psychology and Study of Child-
Mind.

In each of the above Compulsory Subjects,
except English, there was one paper
carrying 100 marks. In English, there were
two papers, each carrying 100 marks.

*Any one optional Subject for the F.Y.A. and
the S.Y.A.*

1. A Classical Language (Sanskrit or Persian)
2. Modern Indian Language
3. Modern European Language (English or
French)
4. History
5. Logic
6. Music
7. Drawing and Painting
8. Mathematics.

In each of the above Optional Subjects,

there was one paper of 100 marks for the F.Y.A. and two papers, carrying 100 marks for the S.Y.A.

Any one optional subject at the B.A.

1. A Classical Language (Sanskrit or Persian)
2. Modern Indian Language
3. Modern European Language (English or French)
4. History and Politics
5. Geography
6. Economics including Modern Economic Development with special reference to India
7. Ethics and Philosophy
8. Music
9. Drawing and Painting
10. Mathematics

There were three papers for each of the above optional subjects, each carrying 100 marks.

The College at Bombay was also running a Department for imparting instruction to the B. T. students.

At the Bombay University, during Junior and Senior B.A., a student had to study 2 papers

of English, 6 papers of Principal subject and 2 papers of Subsidiary subject. In the S.N.D.T. pattern, 2 papers of English were retained while the Principal subject had only 3 papers, while the two papers of Subsidiary subject were replaced by 2 compulsory papers—one in Sociology and the other in Psychology.

When the University received its Charter in 1949, a Committee was appointed by the Government to look into existing courses and suggest changes, if any, to bring the courses on par with other universities so as to facilitate the process of equivalence. As all other universities in the State of Maharashtra and Gujarat had a four year Degree Course, the committee felt it was necessary to add one year and hence decided to add one year of Pre-degree and thereby upgrade the B.A. Course. However, the previous pattern continued till 1958.

During the first forty years i.e. till 1956, post-graduate programme did not receive much attention, as there was no great demand for post-graduate studies. Further, there was no uniform pattern for the subjects which were offered. e.g. in Marathi there were 6 papers for the subject which the student had to offer. There was no grouping of Principal and Subsidiary. The

syllabi of Gujarati and English were drawn on similar lines. Hindi was not introduced in the curriculum in those days.

In Social Sciences, such as History, Politics, Sociology, Economics, there were four papers of principal and two papers of subsidiary.

In the subject of Psychology and Philosophy, there were three papers in Psychology and three in Philosophy. Students could also offer Pedagogics for M. A. Besides these various patterns, a student was permitted to write a thesis in lieu of all the papers.

The year 1959 is very significant for the University. In this year pre-degree year was added, thus making the S.N.D.T. Women's University undergraduate courses of four years instead of three years. The introduction of pre-degree naturally called for revising the other undergraduate courses and most of the courses were revised on the lines of Bombay University.

In order to give more liberal background to the students it was decided to introduce at Pre - University and F.Y.A. each paper on General Education, on the lines of M.S. University of Baroda.

The revised pattern of undergraduate courses

which came into operation from June 1959 was as under :

Pre-University

Compulsory

1. English or Higher Hindi	200
2. General Education	100
3. Mother-tongue	100
4. Biology, Hygiene, Home Science	100
5. Hindi	100
6. Voluntary or Optional	200

Total	800
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The optional subjects were divided into three groups. The candidate had to select two subjects, one from Group I and the other from Group II or any one subject (Two Papers) from Group III.

Group I

1. Sanskrit or Persian or Ardhamagadhi
2. Geography
3. Introductory Course in Social Sciences

Group II

1. Cultural History of India
2. English
3. Modern Indian Language but not

mother-tongue

4. French
5. German

Group III

1. Home Science
2. Drawing
3. Music
4. Mathematics

F.Y.A.

Compulsory

1. English or Higher Hindi	200
2. General Education	100
3. Mother-tongue	100
4. Physiology & Mother-craft & Family Relations	100
5. Administration & Civics	100
6. Voluntary or Optional subjects	200

Total	800
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The optional subjects were divided into three groups. The candidate had to select two subjects, one from Group I and the other from Group II or any one subject (Two papers) from Group III.

Group I

1. Sanskrit or Persian or Ardhamagadhi
2. Geography
3. Economics

Group II

1. Elements of Political Science
2. An outline of World History
3. Logic
4. English
5. Hindi (For those whose mother-tongue is not Hindi)

Group III

1. Home Science
2. Drawing
3. Music
4. Mathematics

B.A. (Special) Junior & Senior

- | | |
|----------------------------|-----|
| 1. English or Higher Hindi | 200 |
| 2. Principal Subject | 600 |
| 3. Subsidiary Subject | 200 |

Total	1000
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Optional Subjects

English, Gujarati, Hindi, Marathi, Sanskrit,

Ardhamagadhi, Mathematics, Drawing & Painting, Music, History, Economics, Politics, Geography, Philosophy, Ethics, Sociology, Psychology, Home Science and Anthropology.

B. A. (General)

Students who offered B. A. (General) had to offer following as compulsory subjects :

- | | |
|--|-----|
| 1. English or Higher Hindi | 200 |
| 2. Sociology | 100 |
| 3. Psychology | 100 |
| 4. Three other subjects each carrying 200 marks from the optional subjects | 600 |

Total	1000
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Optional Subjects

English, Gujarati, Hindi, Marathi, Sanskrit, Ardhamagadhi, Home Science, Mathematics, Drawing and Painting, Music, History, Politics, Economics, Ethics, Philosophy and Geography.

(N.B. : Higher Hindi course (in place of English) was introduced in the year 1955 at the F.Y.A. (Old Course) and first examination of the F.Y.A. was held in the year 1956 with Higher Hindi in place of English.

The Pre-University examination with

Higher Hindi (in place of Compulsory English) was held for the last time in the year 1962.)

To summarise :

1. At the Pre-University subjects like Sanskrit and Introductory Course in Social Science were included in Voluntary Group I. In Group II Cultural History of India, Additional English or Hindi were included. In the Group III, Home Science, Drawing, Music and Mathematics were included.
2. At the F.Y.A. in Group I Economics was added while in Group II An Outline of World History, Elements of Political Science and Logic were added in addition to Hindi and English.
3. From June 1966 at F.Y.A. only one paper in English Compulsory carrying 100 marks was introduced. At Pre-degree 200 marks in English were retained but the subject of Hindi Compulsory was dropped.
4. At B. A. the main subjects offered were related to Languages, Social Sciences and Fine Arts.

The postgraduate courses had most of the subjects generally offered at other universities and

in addition facilities to offer Music and Drawing and Painting were also given.

Since the undergraduate courses were revised, it was felt necessary to alter M. A. courses too. In subject such as Drawing, Music, Sociology, Economics and Psychology entire course of eight papers was introduced. With regard to languages, the basic pattern accepted was six papers in the principal language and two subsidiary papers in the other language. However, from 1971, a student is permitted to take entire papers if she so wishes in Marathi and Hindi.

Having experienced the new pattern for thirteen years, it was felt necessary to bring in some modifications.

Hence from June 1972 the pattern of Pre-University, F.Y.A. and B.A. is as under :-

Pre-University

1. English or Hindi	100
2. Mother-tongue	100
3. Biology & Hygiene	100
4. Cultural History of India	100
5. Hindi Compulsory	100
6. Optional subjects	200
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Total	700
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Optional Subjects

Group I (Any two)

Gujarati (H.L), Hindi (H.L), Marathi (H.L), English (H.L), Sanskrit, Pali, Ardhamagadhi, Geography, Indian Administration & Civics and Home Economics

OR

Group II (Any one subject)

Art & Painting, Music, Mathematics & Home Science

F.Y.A.

1. English or Hindi	100
2. Mother-tongue	100
3. Physiology & Mother-craft	100
4. Modern India	100
5. Logic or Ethics	100
6. Optional Subjects	200

Total = 700

Optional Subjects

Group I (Any two)

Ardhamagadhi, English (H.L), Gujarati (H.L) Hindi (H.L), Marathi (H.L), Pali, Sanskrit, Economics, Elements of Commerce, Politics, History, Geography, Sociology, Psychology

and Home Economics.

OR

Group II (Any one)

Art and Painting, Music, Mathematics and Home Science

B.A. (Special and General)

No major changes in the course, but new examination will be at the end of each year.

(N.B.:— Hindi (in place of English) is again introduced from June 1973 and students are allowed to appear at the Pre-University and F.Y.B.A. Examinations, offering Hindi (in place of Compulsory English) from the examination to be held in March 1974. This facility will be extended to B. A. thereafter.

Recently three new electives, which are distinct from the traditional electives are introduced under the B.A. Course. They are, Social Work, Home Economics and Commerce.

The elective of Social Work as an entire group at B.A. or a subsidiary group of 2 papers is introduced since it has been increasingly recognised that professional training in social work is necessary. Its main objects are to prepare students

for post-graduate professional training in Social work and also to train them for auxiliary jobs in fields of Social Work.

Home Economics is introduced as a subsidiary group with a view to train the student to be a good home-maker by acquainting her with the broad principles of the science of the home. Being a Women's University, it was felt very necessary to introduce courses of this type to prepare the student for her role as a home-maker and at the same time, not lessening the importance of the principal group, selected for a career.

Commerce as a subsidiary group was introduced to give some technical training to the student who desires to seek a job related to office work. This course is linked with Economics at the principal level thus offering an opportunity to the student to get a general academic background of a Bachelor's programme and still giving some training in skills required for a job oriented course.

There is also a move to offer Music and Art as subsidiary groups, over and above them being offered as entire groups of 8 papers at B.A.

As per the revised pattern, a student is permitted to have any type of combination between the principal subject and the subsidiary

subject and is also permitted to change the discipline from undergraduate to postgraduate.

Reviewing the pattern, the following points can be highlighted :

1. The Pre-University is an introductory year.
2. The subjects are now integrated from F. Y. to the B. A. over a period of 3 years.
3. In the combination of subjects there is a lot of flexibility permitted and Social Science specialization can be combined with a language or a Fine Arts Group and vice versa.
4. Between undergraduate and post-graduate also lot of flexibility for changing discipline is permitted.
5. The Arts Courses in fact are very broad based, combining Humanities, Social Sciences, Home Science and Fine Arts and thus can be termed as liberal arts courses in the real sense,

In fact at the time of every revision, the University has tried to introduce courses which are relevant to the needs of woman. To-day while reframing the courses a perennial effort is going on between providing the courses which are needed for woman as a home-maker and for woman who

is to extend her life beyond family and home. A delicate balance has to be maintained between the courses needed specially for women and the courses which are in line with the other universities.

Another trend is to explore the possibility of offering certificate and diploma courses, independently of the main stream to equip the woman better to meet her various expected roles to be a wage earner, a housewife, a mother and a citizen. At present, certificate and/or diploma courses are offered in Russian and German languages, Light Music and English conversation.

II. Other Faculties

Till the University was recognised, it only had the Arts Faculty. But soon after 1951, the Faculties of Home Science, Nursing and Education were added to meet the professional needs of women. Library Science as a discipline was also introduced under the Arts Faculty.

Recently the Faculty of Technology is also added with a view to introducing technical courses related to Food Technology, Medical Technology, Professional Arts, Costume Design and Dress Making, Secretarial and Commercial Practice, and the like. These will be job oriented courses and

training is being planned, wherever possible, either to work at full-time or part-time jobs or go in for self employment. Thus, it will be seen that the University is going in now for more professional and vocational courses suited to the specialised needs of women.

The Home Science undergraduate programme is a four year programme leading to the B. Sc. Degree in Home Science, with core courses for three years followed by a specialization or major in the fourth year. The compulsory courses are made up of Languages, Social Science and Home Science. The majors offered are Child Development and Family Relations, Foods and Nutrition, Textiles and Clothing, Home Management, Home Science Education and Extension and General Home Science.

The postgraduate programme is of two years leading to the M.Sc. Degree in Home Science and at present specialization in Foods and Nutrition, Child Development and Family Relations and Textiles and Clothing is offered.

The Nursing programme is of four years and gives training in professional and practical work, leading to the B.Sc. Degree in nursing. A two year programme leading to a Master's Degree in Nursing is planned to be introduced in the near

future. There will be two specializations, namely Medical-Surgical Nursing and Community Health Nursing.

The Library Science programme is of one year after graduation, leading to the B. Lib. Sc. Degree. A revised course is being introduced from the academic year 1974-75 which will be on semester system.

Shortly Master's Degree in Library Science is being introduced. It will be of one and half year's duration after B.Lib.Sc. and is intended to cater to specialized needs of academic, research and commercial units.

The Library Science School also offers regularly extension courses under their 'Library Continuing Education Programme' to meet the challenging needs and demands in various fields and to help the Librarians aware of latest developments.

The Education programme is of one year after graduation leading to the B.Ed. Degree and two years after the B.Ed. Degree leading to the M.Ed Degree. At M.Ed. besides the core subjects the following optional groups are offered :

1. Comparative Education inclusive of problems in Modern Indian Education

2. Curriculum and Teaching
3. Measurement in Education
4. Guidance & Counselling
5. Administration of Education
6. Early Childhood Education
7. Teacher Education

In addition, the Education Faculty offers a number of extension courses to meet the needs of changes of curriculum and in this way it has succeeded in coming closer to the community.

Ph D. programme is operating under the Arts and Education Faculties and is recently introduced at the Home Science Faculty.

Dr. Karve gave a reorientation to women's education and the University through its various developmental stages its striving to make education relevant to the needs of society and women.

The above information is co-ordinated by Shri D. S. Phatak, Principal, S. N. D. T. College for Women, Bombay.

A Survey of the Entrants to the Colleges of the University

A status-study enables an educational institution to know itself and its student population. The objectives of this study are:

1. To know the level of educational achievement of the entrants into the colleges conducted by and affiliated to the S.N.D.T. Women's University.
2. To know the socio-economic status of the entrants into the colleges conducted by and affiliated to the S. N. D. T. Women's University.
3. To know about the students' expectations from the college.

Limitations

The study is limited to (i) the level of educational achievement of the Pre-University students at the time of their admission, and (ii) the regular students.

Population

The study covers Pre-University students of all the conducted and affiliated colleges of the University except the arts colleges at Umreth and Sangli. The distribution of the colleges and the students according to the type of the college and the faculty is as under.

Faculty-wise Distribution of the Pre-University Students

	No. of Colleges			No. of Students		
	conducted colleges	affiliated colleges	Total	conducted colleges	affiliated colleges	Total
Arts	2	14	16	1142	3008	4150
Home Science	2	—	2	337	—	337
Nursing	1	—	1	65	—	65
Total	5	14	19	1544	3008	4552

The mediumwise distribution of the students is as under :-

**Medium-wise student population of
the Pre-University Classes**

Medium Faculty	Marathi	Gujarati	Hindi	English	Total
Arts	1264	2748	138	—	4150
Home Science	132	82	—	123	337
Nursing	—	—	—	65	65
Total	1396	2830	138	188	4552

Sample

The sample is selected by the method of systematic sampling. A questionnaire was sent to 583 students through the heads of the respective colleges. Due to some difficulty data from two colleges is not received. The total expected returns are 559. The number of respondents is 485 i. e. 86.8% of the expected number. The study covers 10.65% of the total population.

Findings of the survey are included in the ensuing tables.

TABLE 1-A

Caste-wise distribution of Students

Faculty	N/%	Upper	Inter- mediate	Artisan	Lower	Schedule caste	Schedule Tribe	Muslim	Christian	Others	Omitted	Total
Arts	N	193	174	14	21	9	2	5	8	5	4	435
	%	44.4	40.0	3.2	4.8	2.1	0.5	1.2	1.8	1.2	0.9	
Home Sc.	N	18	12		1	1			4	6		42
	%	42.9	28.6		2.4	2.4			9.5	14.3		
Nursing	N	2							6			8
	%	25.00							75.00			
Total	N	213	186	14	22	10	2	5	18	11	4	485
	%	43.9	38.4	2.9	4.5	2.1	0.4	1	3.7	2.3	0.8	

The castes of the students are classified into broad categories according to the general convention. More than 82% of the students come from upper and intermediate castes of Hindu-society, but 75% of the students in the nursing college are Christians.

TABLE 1-B
Age-wise distribution of students

Faculty	N/%	Age					Total
		Below 16	16-18	18-20	20 & above	Not Ans	
Arts	N	37	175	137	61	25	435
	%	8.5	40.0	31.5	14.0	5.8	
Home Science	N	14	20	5	1	2	42
	%	33.33	47.61	11.90	2.38	4.76	
Nursing	N	1	2	2	3	-	8
	%	12.5	25.0	25.0	37.5		
Total	N	52	197	144	65	27	485
	%	10.7	40.6	29.7	13.4	5.7	

Age-wise classification of students indicates that 41% of the students belong to the average age group for the Pre-University class. About 38% of the students of Nursing Faculty belong to the age group of 20 and above.

TABLE 2
Marital Status of Students

Faculty	N/%	Marital Status				Total
		U.M.	M	S	O	
Arts	N	428	4	-	3	435
	%	98.4	0.9	-	.7	
Home Science	N	40	-	1	1	42
	%	95.3	-	2.4	2.4	
Nursing	N	3	-	-	5	8
	%	37.5	-	-	62.5	
Total	N	471	4	1	9	485
	%	97.1	.8	.2	1.9	

M - Married
UM - Unmarried
S - Separated
O - Omitted

More than 97% of the students are unmarried.

TABLE 3
Type of schools attended by the students

Faculty	N/%	Type of school			Total
		Girls	Co-educational	Omitted	
Arts	N	242	190	3	435
	%	55.6	43.7	.7	-
Home Science	N	23	19	-	42
	%	54.8	45.2	-	-
Nursing	N	5	-	3	8
	%	62.5	-	37.5	-
Total	N	270	209	6	485
	%	55.7	43.1	1.2	-

Fiftysix percent of the students come from girls' schools and those coming from co-educational schools are 43%. This indicates that the feeding of the University is not dependent only on girls' schools.

TABLE-4
Number of attempts for Passing S.S.C.

Faculty	N/%	No. of attempts				Omitted	Total
		1	2	3	More than 3		
Arts	N	328	68	19	9	11	435
	%	75.4	15.6	4.4	2.1	-	-
Home Science	N	37	5	-	-	-	42
	%	88.1	11.90	-	-	-	-
Nursing	N	8	-	-	-	-	8
	%	100.00	-	-	-	-	-
Total	N	373	73	19	9	11	485
	%	76.9	15.1	3.9	1.9	-	-

About 77% of the students have passed their S.S.C. examination at first attempt, the percentages for the same being 88 and 100 for the students of Home Science and Nursing Colleges respectively.

TABLE 5

Subjects at S. S. C. Examination

Faculty N/%

Subjects at S. S. C. Examination

English	285	65.5	42	100	8	100	335	69.1	
Marathi	165		21		1		187		
Hindi	433		41		6		480		
Sanskrit	316		21		1		338		
Gen. Sc.	422		39	6	62.5	5	467	17.1	
Physics-Chemistry	55	12.7	22	52.4	2	82	82		
Physics	367		17		2		386		
Hygiene					1		23		
Home Sc.	20		2		5		371		
Social Studies	348		18		5		74		
History	64		5		5		226		
Geography	211		10		5		111		
Civics-Adm.	100		11		5		143	32.4	
Ele. Maths.	(114)	28.0	(24)	(66.6)	(5)	87.5	(14)		
Higher Maths.	(8)		(4)		(2)				
House Craft	2		-		-		2		
Accountancy	5						5		
Book-Keeping	7						7		
Gujarati	238		11				249		
Fine Arts	11		5				16		
French					1		1		
Additional Maths.					1		1		
Biology			1		1		2		
Cooking			1				1		
Typing	44		5				49		
Others			2				2		
Arts	N	%	N	%	N	%	N	%	
Home Sc.	N	%	N	%	N	%	N	%	
Nursing	N	%	N	%	N	%	N	%	
Total	N	%	N	%	N	%	N	%	

If the subjects English, Physics-Chemistry and Mathematics are considered the percentages for the students of Nursing College are the highest and next stand the colleges of Home-Science. In Arts Colleges 65% of the students have offered English at the S.S.C. Examination but 38% of them passed in the subject. (Table 7).

TABLE 6
Percentage of marks at S. S. C.

Faculty	N/%	Below 45%	45% to 59%	60% to 69%	70% & above	Omitted	Total
Arts	N	186	238	8	-	3	435
	%	42.8	54.7	1.8			
Home Science	N	3	33	5	1	-	42
	%	7.1	78.6	11.9	2.4		
Nursing	N	1	6	-	-	1	8
	%	12.5	75.0				
Total	N	190	277	13	1	4	485
	%	39.2	57.1	2.7	.2		

Fiftyseven percent of the students have secured a second class at the S.S.C Examination. The percentage of students getting more than 70% of the marks is only 2.4. Comparatively Home Science college seems to attract a larger percentage (14%) of students securing first class marks at S.S.C. Examination.

TABLE 7
Number of students passing in English at S.S.C. Examination

Faculty	N/%	Yes	No	Total
Arts	N	165	270	435
	%	38	62	
Home Science	N	42		42
	%	100		
Nursing	N	8		8
	%	100		

In the Faculty of Arts only 38% of the students have passed in English at the S.S.C. Examination.

TABLE 8

Type of work the students do if earning and their monthly income

Faculty	N/%	Earning (Yes)						No	Total
		Type of work			Income				
		Tui- tion	Typ- ing	Cler- ical	Others	Less than 100	200 & 199-above	Total	
Arts	N %	4 0.9	1 0.2		3 0.7	6 1.4	1 0.2	1 0.2	427 435
		1.8						1.8	98.2
Home Science	N %								42 100
Nursing	N %								8 100
Total	N %	4 0.9	1 0.2		3 0.7	6 1.4	1 0.2	1	477 485
		1.8						1.8	98.3

The percentage of students who earn is very negligible viz. 1.8% only. The earning students are found only in the college of Arts and most of them earn less than Rs. 100 per month.

TABLE 9

Entrance to the college of any other University before joining this University

Faculty	N/%	Entrance to the college of other Univ.			Total
		Yes	No	Not answered	
Arts	N %	29 6.7	390 89.7	16 3.7	435
Home Science	N %	2 4.8	39 92.8	1 2.4	42
Nursing	N %	4 50.0	4 50.0		8
Total	N %	35 7.2	433 89.3	17 3.5	485

Only 7% of the students had joined some other University before joining this University; but, 50% of the students of Nursing College have migrated from some other University.

TABLE 10

Reasons for joining this University.

Faculty	N/Rank	Reasons									
		1	2	3	4	5	6	7	8	9	10
Arts	N 308 Rank 4	320 3	365 1	334 2	42	123	146	141	140	201	24
Home Sei.	N 33 Rank 2	38 1	20 4	26 3	1	8	11	1	6	18	2
Nursing	N 6 Rank 2.5	7 1	2	6 2.5	3	2	1	1	1	1	1
Total	N 347 Rank 4	365 3	387 1	366 2	43	132	159	143	147	220	26

The three important reasons as given by the students for joining a college of this University in order of preference are (i) mother-tongue as medium of instruction, (ii) a college of women's university and (iii) facility for the choice of subjects. According to the students of Home-Science college, facility for the choice of subjects is the first reason and prestige of the college comes next.

TABLE 11
Type of Students' Family

Faculty	N/ %	Type of Family			Total
		Nuclear	Joint	Omitted	
Arts	N %	303 69.6	127 29.3	5 1.1	435
Home Science	N %	29 69.04	10 23.8	3 7.2	42
Nursing	N %	5 62.5	2 25.0	1 12.5	8
Total	N %	337 69.5	139 28.6	9 1.9	485

About 70% of the students come from nuclear type of family and there is no considerable difference with regard to this aspect so far as the three faculties are concerned.

TABLE 12
Monthly income of the students' family

Faculty	N/ %	Monthly Income of Family					Omit- ted	Total
		100 & Below	101- 300	301- 600	601- 1000	1000 & above		
Arts	N %	21 4.8	96 22.1	115 26.4	132 30.4	64 14.7	7 1.6	435
Home Science	N %	—	3 7.1	8 19.01	13 30.9	16 38.1	2 4.7	42
Nursing	N %	1 12.5	2 25.0	2 25.0	— —	2 25.0	1 12.5	8
Total	N %	22 4.5	101 20.8	125 25.8	145 29.9	82 16.9	10 2.6	485

The students are more or less evenly distributed in the three central income groups. Thirty-eight percent of the Home Science students belong to families whose monthly income exceeds Rs. 1000/-.

TABLE 13-A
Educational status of parents

Relation: Father

Faculty	N/ %	Non- S.C.	S.S.C.	Under graduate	Graduate	Post gra- duate	Total
Arts	N %	184 45.4	151 37.3	29 7.2	23 5.7	18 4.4	405 100.0
Home Science	N %	11 26.8	9 22.0	6 14.6	6 14.6	9 22.0	41 100.0
Nursing	N %	2 40	1 20	1 20	— —	1 20	5 100.0
Total	N %	197 43.7	161 35.7	36 8.0	29 6.4	28 6.2	451 100.0

Relation: Mother

Arts	N %	337 87.3	41 10.7	2 .5	4 1.0	1 .3	385 99.8
Home Science	N %	24 57.1	12 28.6	2 4.8	4 9.5	—	42 100.0
Nursing	N %	4 50.0	3 37.5	1 12.5	—	—	8 100.0
Total	N %	365 83.7	56 12.9	5 1.2	8 1.8	1 0.2	435 99.8

The fathers of about 80% of the students have not studied beyond S.S.C. level and the fathers of about 13% of the students are graduates.

Just as the educational standard and the economic level of the students of Home Science colleges are comparatively higher, in the same way the educational standard of their fathers is also high.

The mothers of only 3% of the students have studied beyond S. S. C. ; but the percentage in the case of the mothers of Home Science students is 14%. The educational level of the mothers of 84% of the students is below S. S. C.

TABLE 13 B

Occupation of Fathers

Faculty	N/%	Service	Business	Home Industry	Agriculture	Doctor	Advocate	Engineer	Teacher	Artist	Journalist	Total
Arts	N 121 % 43.06	125	44.48	-	26 9.23	4 1.44	1 .36	1 .36	1 .36	1 .36	1 .36	281 100.01
Home-St.	N 17 % 44.73	17	44.73	-	1 2.6	1 2.6	-	-	1 2.6	1 2.6	-	38 99.8
Nursing	N 3 % 60.0	3	20.0	-	-	-	-	-	1 20.	-	-	5 100.00
Total	N 141 % 43.52	143	44.14	-	27 8.34	5 1.55	1 .31	1 .31	3 .93	2 .62	1 .31	324 100.03

The percentage of students whose fathers form a professional group such as Doctors, Advocates, Engineers, Teachers, Artists and Journalists is only 3%.

TABLE 14
Study of students' sisters at this University

Faculty	N/%	Studied				Is Studying			
		Yes	No	Omitted	Total	Yes	No	Omitted	Total
Arts	N	53	363	19	435	44	364	27	435
	%	12.2	83.5			10.1	83.7		
Home Sc.	N	2	35	5	42	4	32	6	42
	%	4.8	83.3	11.9		9.5	76.2	14.3	
Nursing	N		6	2	8	6		2	8
	%		75.0	25.0		75.0		25.0	
Total	N	55	404	26	485	54	396	35	485
	%	11.3	8.33			11.1	81.7		

The percentages of students whose sisters are or were studying in a college of this University are about 11%

TABLE 15
Reasons of sisters joining other Universities

Faculty	N/%	Reasons									Remarks
		1	2	3	4	5	6	7	8	9	
Arts	N	32	38	16	9	18	15	19	3		65 students have answered
	Rank	2	1					3			
Home Science	N	6	7	-	2	4	5	5	7		14 students have answered
	Rank	3	1						2		
Nursing	N	-	3	2	1	-	-	1	1	1	3 students have answered
	Rank		1	2							
Total	N	38	48	18	12	22	20	25	11	1	72
	Rank	2	1					3			

Students were asked to answer this question provided any of their sisters have ever joined a college of any other University. Response to this question is received from 72 students. The reasons expressed by students for joining a college of any other University in order of their preference are i) well conversant with English ii) higher academic achievement and iii) availability of the courses of choice.

TABLE 16
Students' expectations about the college life
before joining the college

Faculty	N/R	Expectations							
		1	2	3	4	5	6	7	8
Arts	N	200	153	349	196	113	161	115	
	Rank	2		1	3				
Home Science	N	16	16	26	24	12	13	12	
	Rank	3	3	1	2				
Nursing	N	6	1	6	3	-	1	3	3
	Rank	1		1					
Total	N	222	170	381	223	125	176	130	3
	Rank	3		1	2				

TABLE 17
Experience of the college life according to expectations

Faculty	N/%	Yes	No	Omitted	Total
Arts	N	390	41	4	435
	%	89.7	9.4		
Home Science	N	37	5		42
	%	88.1	11.9		
Nursing	N	8			8
	%	100.0			
Total	N	435	46	4	485
	%	89.7	9.5		

Academic advancement, contact of learned teachers and intellectual atmosphere are the first three expectations of the students regarding their college life.

About 90% of the students have expressed that their college life is better than what they had expected.

The Survey was undertaken by Dr. Miss Urmila T. Lakdawala,
 Dr. A. W. Oak and Dr. Miss Rajni Ashar.

The Role and Relevance of the University in Changing Times

Views of Faculty Members

Introduction

At a time when the University is analysing its role in context of changing social situation, it is natural that the faculty members, who are vitally connected with the process of imparting education, and with students, may have their own ideas with regard to future programmes of the University. It was with the objective of gaining more understanding from the experience of the faculty members that three discussion meeting with different groups of Principals and faculty members, were held when, inter-alia, the following main aspects were considered :

- I. Changing Role of Woman in Society
- II. Goals of the University
- III. Students of the University
- IV. Relevance of the Women's University in Modern Times
- V. Suggestions of the Faculty Members about the future of the University

I The Changing Role of Woman in Society

The role of woman has been changing from what it was some fifty years back. Besides this, to-day society also expects that educated woman should contribute more to the national development. The main question is whether the present educational system prepares a woman for her multifarious roles.

As far as men are concerned, there is very little vagueness with regard to the objectives of education. The man is the provider of the family, and therefore he has to be primarily trained for that job. However, there is no such clarity with regard to woman's role in society. The primary role of woman is that of home-making; she is expected to run her home efficiently and look after the family with understanding. Occasionally she is expected to be economic partner also. All these roles jointly make a large demand on her. Further, even in advanced countries woman is rarely considered as a separate entity, possessing intellect which needs stimulation. Consequently, planning educational programmes for woman is fraught with great problems. Under these circumstances, it is very necessary to review the curriculum and courses in the terms of their relevance to

women. It is vital for colleges and universities to recognize this need because of the leverage they exert on society and the Women's University in comparison has a greater responsibility in playing a leadership role in this respect. This leads to the question of the types of courses and special facilities necessary for woman. Through education, woman should be able to meet life with confidence, whether it be to focus on her role as wife and mother, or to pursue her career or to combine the two. To meet her different roles, education and training of woman should be geared to the needs of family life, and to earning a livelihood. Thus, generalised courses, with a great number of electives, leading to subject specialisations, would have to be woven with career-oriented training.

Besides the overhauling of courses, it is also necessary to provide facilities which may help a woman to take advantage of education, though married or employed. Child care facilities, transferring credits, part-time studies, greater number of scholarships and similar facilities would make it easier for woman to complete her academic career.

While considering the role of the woman and the training to be imparted to her, to meet the

needs of to-day's complex society, not only the expectations of husband, family and society from her will have to be considered, but also the expectations of the employers will have to be given weightage. Thus, while planning education the projection of her contribution as an earning member of the family has to be taken care of.

II. Goals of the University

The role of woman logically leads to the question of goals and functions of the University in the changing context, vis-a-vis, the needs of women.

The University was started with specific objectives and goals which became its special features and characteristics and the aims and objectives of the Founder continue to be the aims of the University even to-day.

Two important questions in this connection, posed to the faculty members were:

Should the University continue to work with its accepted goals and change the emphasis wherever needed or add a few more goals to the existing ones ?

O R

Is there a need to redefine the goals ?

The faculty members in this matter were of the opinion that the goals and objectives set by the Founder should be retained but the emphasis should be reviewed to fit into the changed value system and needs of women in this period of great social change. While rethinking about this matter, the concept about woman's needs as generally visualised by society, be borne in mind. According to them these needs related to :

- a. Equipping the woman for earning, if necessary
- b. Preparing a good housewife
- c. Preparing her to rear children and to understand problems of growing children
- d. Training her to be knowledgeable about many matters, as the entire efficient running of the home depends on her.
- e. Training her to be proficient in general knowledge and general education.

To fulfil these general needs, it was felt that the University should endeavour to :

- i. prepare a generation with a new outlook and a new attitude of mind;
- ii. act as pace setters in various aspects of women's higher education;
- iii. endeavour to prepare a girl for her adult life through academic and specialized training e.g.

- in addition to the traditional courses given at the other Universities, courses in adjustment, in family relationship, in children's and women's problems and the like should be introduced and
- iv. introduce more vocational and job-oriented courses

III. Students of the University

In any institution, students are the focal point, the pivot on which the institution revolves.

Hence, the third important issue that was discussed with the faculty related to their impressions about students of the University, the facilities given to them as a part of encouragement to women's education and their effect on their performance.

The general impressions about students of the University were that there is not much difference between average students of this University and other Universities. On the whole, students of this University are more disciplined, more sincere, better behaved, more affectionate and more eager to please but in no way lack in potential.

In spite of these factors, the prevalent impression is that students joining the Arts Colleges of the University are by and large weak in academic

achievement and come from orthodox homes. After discussion it was felt that the former was stronger than the latter, but both factors combined to make the general composition of students of the Arts Faculty, although this generalisation was not supported by any scientific study.

The faculty members also expressed the view that the medium of instruction being the regional language, the impression about the University that only limited courses are offered, lack of information about the progress made by the University during the last few years in different fields, present trend in favour of co-education, enrolment mainly from middle and lower socio-economic groups, non-introduction of Science, Engineering, Medical, Commerce and allied faculties (which—normally draw students from the top academic levels) were some of the major factors which limited the enrolment of students coming from certain homes only.

The faculty members further stated that students were weak in English, inspite of the fact that at undergraduate level, English is a compulsory subject. This could be due to two facts: firstly, as the teaching is through regional language they do not get enough exposure to the English language; secondly, as they largely come from homes which

do not provide facility for conversing in English, they do not have enough practice. Another limitation of students is that they are not up-to-date in general knowledge. However, it was also mentioned that these limitations are of student population in general and not specially of students of this University. Further, it was also felt that many of the students of this University are lacking in motivation for higher learning. They were less ambitious about their career. Many of the students considered their life in college as a 'waiting period', before they got married. Perhaps this attitude may be found in women students of other universities.

In spite of these limitations, the faculty felt that the colleges and teachers were making continuous efforts to train students, so that they may suffer less due to these limitations.

The experience with students joining professional colleges of the University was quite different as they joined the institution with a definite purpose and motivation and in comparison to students of other Universities their achievement and standards were equal and at times even better.

Performance of students and standards are closely related to each other. Hence, the faculty

members made some important suggestions in this respect, namely:

- a. Students joining this University have good potential, but to meet limitations of general knowledge and lack of fluency in English, ways and means should be found out to eliminate this lacuna.
- b. A crash publication programme, specially in regional languages which are used by the University should be taken up. This programme would provide reading material to equip them more for their studies.
- c. Courses formulated after indentifying the needs of particular urban areas may be offered. As far as rural areas are concerned, it was suggested that courses geared to the needs of rural people should be formed and efforts, must be made to take education to rural people.
- d. In Arts courses, efforts should also be made to select students, rather than give admission to all those who apply.
- e. Proper library habits should be encouraged to give an impetus to independent study by making library the nucleus of learning. These habits, if properly formed would

help students to continue their education at all stages of life.

Often an opinion is expressed that standards of this University are somewhat lower, due to the concessions or facilities offered to students. This aspect has also created an impression in minds of the student-world that it is easier to pass from this University than from any other university.

It was opined that this is not quite true. Undoubtedly, some facilities are given to students, so that the doors of higher learning are not closed for them permanently. However, at various points e.g. through tutorials, better rapport between the students and the teachers, higher student-teacher ratio and such other measures, effort is made to maintain the academic standard. But one should not forget that values of students all over the world have changed and they are frequently attracted more where the path is easier and the pace more leisurely rather than where academic pursuit in their view is more irksome.

Besides, what are considered as concessions are very often facilities to encourage women's education and if these concessions are given as a policy of the University, based on convictions, we

should not be afraid of giving them and should not consider them as factors lowering the standards.

It should not be forgotten that when the University started to teach through the mother-tongue, it was started with the conviction that this was the best medium of learning. This continues to remain a strong conviction even to-day and many other universities have adopted this practice.

Certain special facilities for entry to the University, like premitting students to join the Arts faculty, even if they have failed in English or not offered English at the S. S. C. or Science, Mathematics and Sanskrit not necessarily being required subjects for joining the University are special encouragements given by this University to women students, who would have been otherwise denied higher education. Gradually, other universities have also started offering similar facilities as it is realised that these facilities help in democratisation of education.

Further, there is a tremendous lag between the education of boys and girls, which lag increases, as we go up the ladder of education. There is also another type of gap, and that is between the educated and the uneducated woman. The

function of the women's University, justifiably is to offer as many facilities as possible, to reduce these two gaps, without appreciably lowering the standards.

Specific suggestions to give more facilities that were put forth by the faculty members indicated—

- a. strengthening external studies through full-fledged correspondence courses, encouraging centres for private studies not only in Maharashtra and Gujarat but in places outside these two States, also starting examination centres wherever there is a fairly large group of external candidates;
- b. permitting appearance at examinations in parts under the Arts faculty by evolving a type of credit system;
- c. increasing the number of freeships and requesting the Government to be more liberal in this matter as far as women students are concerned;
- d. planning refresher courses to help women to pick up the threads of education after a gap and
- e. offering a larger number of job oriented courses and courses which would help in taking up self-employment.

IV. Relevance of the Women's University

Very often a question is posed about the relevance and role of a separate women's University.

Before expressing their views on the relevance of a women's University, the advantages and disadvantages of separate women's colleges were considered by the faculty members and the views expressed by them are summarised below.

Advantages of separate women's institutes which have a distinct identity as such when affiliated to a women's University.

- a. But for them, education would be denied to girls coming from traditional homes, as even during present times there is a large section of society which is against their children joining co-educational institutes.
- b. Students in a homogenous group, i.e. only in a group of women, will find more freedom for discussion and dialogue and this will help in their fuller development.
- c. New areas of specialisation, specifically suited to women, can be started more easily.
- d. Women get greater opportunities for leadership.

- e. It is easier to get admission in courses traditionally meant for boys if started at such institutes
- f. In sports and other co-curricular activities, students can be more free
- g. To-day behaviour of youth causes a lot of anxiety to parents and they feel more secure sending their daughters to separate institutes.

Disadvantages of separate women's institutes :

- i. Lack of competition and hence less challenge
- ii. Not enough exposure to normal life situations
- iii. Certain sections of sophisticated and educated parents are against the idea of sending their daughters to women's institutes as they feel this decreases social status and prestige ;
- iv. It is the general view that vocationalised and highly professional courses are not adequately provided in such institutes
- v. There are less opportunities for advanced studies and research, specially if they are costly set ups and are not traditionally women's fields. When more and more

specialisation is found necessary, it is difficult to locate these at purely women's institutes

- vi. In to-day's context courses and structures are more or less identical at separate and co-educational institutes and hence special gain is not envisaged by attending separate institutes

Coming to the relevance of a separate women's University, views in favour and against were expressed.

It was opined that fifty years back when the University was established, it had a special mission to perform, which it has not only fulfilled, but fulfilled well. It was due to the special features of the University, namely the media of instruction being the regional languages, that thousands of women could be brought out to join the University and through external studies that higher education reached rural areas and remote places.

The University has also helped several women in distressing situations to be on their own. However, difficulties and handicaps in the way of women's education are now gradually diminishing and in these changed times even female students prefer to go to a mixed institution as co-education

is the present mode. Women's institutions are still needed, but whether separate Universities for women would continue to serve as useful a purpose or not, is to be seen and in this reference, very often a question is posed whether women's colleges could not fulfill the need of specialised courses, satisfying the traditional sections of society, etc., if affiliated to a mixed University.

The need of separate women's education still persists both in urban and rural areas. In urban areas several girls, even to-day, would be denied education, if separate institutions were not there. This need persists, perhaps more in rural areas and the need for separate education is going to remain for a long time to come. Moreover, such institutes would have a better identity if they were affiliated to a women's University.

In comparison to women's colleges affiliated to a mixed University role and function of a women's University are much wider and more specific. Within the framework of subjects generally provided by all Universities, a women's University can have overtones, emphasising the special needs of women. Moreover, it can offer many more electives and specialisations. A mixed University would not be interested in offering these or giving a special emphasis to the curriculum.

In order to make education relevant, programmes for changing needs and changing roles should be offered. A women's University with the various resources at its disposal is in a much stronger position to reform education for the above purpose.

To-day the attitude of society regarding the concept of equality between a boy and a girl, a man and a woman, is mainly in theory. Society in general, and men in particular, brainwash woman and create a sort of inferiority complex in her, specially about her ability to think intelligently, judge rationally and express freely and with conviction. Unfortunately, due to ago-old habits, women accept this belief of men and society as a fact, and do not even try to think, reflect and express their views. A University through its various programmes is in a better position to try to change this social attitude.

The foregoing discussion amply justifies that a separate women's University is still necessary, as only a separate college for women affiliated to a mixed University may not be in an equal position to achieve the full requirements of women and the faculty members felt that this University had an important role to fulfill, but may be through newer directions and through greater specialization.

V. *Future of the University*

In the above background, the suggestions of the faculty members about the future role of the University are summarised hereunder :

- a. Introduction of a number of extra courses so as to give something more than given at other institutes of higher learning.
- b. Developing a few centres of excellence.
- c. Introducing where required, an additional English stream, particularly at post-graduate level and for professional courses specially in Bombay, to meet the needs of employment as also to raise the standard.
- d. Having co-ordinated programmes with other institutes of higher learning in the country.
- e. Having collaborative programmes with similar institutes abroad.
- f. Starting a community college with flexible programmes on the lines of open universities, as far as admission procedures are concerned.

- g. Expanding diversified programmes of informal learning.
- h. Creating special cells to give guidance to the alumni of the University.

This summary is prepared by the Organising Secretaries on the basis of the views expressed by Principals and some faculty members of colleges affiliated to and conducted by the University, during the three group discussion convened by the Registrar.

Working Paper

In order to facilitate and pin-point the discussion, the relevant issues were circulated in a working paper which is reproduced below:

I. The Objectives of Higher Education may be in Brief as Follows:

- a. To impart knowledge and to lead to its advancement
- b. To help to develop the potential of students as individuals to the full
- c. To prepare individuals for their role in society and
- d. To develop a sense of social purpose and competence to play one's role in social and national developments.

In this context, we might have to answer a few specific questions:

1. For what role/roles are women to be prepared? To-day at least the following three roles can be visualized :

- a. An individual who is a cultured enlightened citizen imbued with a sense of social purpose, making her contribution to the life of the society and nation.
- b. An efficient home maker, a good wife and an understanding mother.
- c. A competent person trained for a vocation, capable of supporting herself (and if need be, the family) economically.

Perhaps the last role may not be for all women, but an educational system worth its name, must provide for all eventualities. The Round Table may find it desirable to discuss the future role of women in these contexts and to discuss, in particular employment prospects for women in different fields. It may indicate the new potentialities in "Women Power" and offer guidelines for planning educational programmes for women.

2. If education is one of the socializing agencies, what value and norms should it impart?

3. If social change and development are assisted by education, how could women be prepared for development and change?

4. In this world of ever increasing knowledge, what is the type and content of knowledge that women need and will continue to need?

5. What should be the formal and informal agencies of education to reach out to the mass of women?

6. What are the adaptations that Indian education should make in order to ensure that education for women in India is in tune with the developments occurring in women's education at the international level? What are the international trends of thinking on women's education? Do they emphasise co-educational or separate institutions? Do they demand that institutions for the education of women should develop as centres of excellence in fields, particularly relevant to women? In what way do they prepare women for their special roles? How have the programmes for expansion of women's higher education developed.

II. *What Should be the Role of a Separate Women's University in Modern Times?*

The answer to this question could be provided from three vantage points:

1. The relevance and the role could be established on the basis of the existing value system. Is there a section of society which considers that adolescent young girls should not study in mixed institutions? If so, so long as such a view prevails, separate institutions have their relevance. But for this facility, education would be denied to girls coming from traditional homes.

2. Women students need special courses in order to equip themselves for their role in life. These courses could be provided most effectively by separate universities for women. Besides, new areas of specialization suited to the changing needs of women, would have to be continuously developed. Where competition for certain courses is high, e.g. Medicine and Commerce, women are likely to find it difficult to compete for admission with men. Women's institutions should provide courses in such fields and thus ensure women's entry into highly competitive fields, where competition for admission is high.

3. There are certain personality characteristics of women students which can develop only in

women's institutions affiliated to a Women's University. Women in homogenous group find it easier to participate in all activities. Opportunities for leadership could be provided to girls more effectively in such institutions.

III. What Are Considered To Be The Difficulties of a Separate University?

It is generally opined that there are three or four difficulties faced by a separate University for women:

1. Institutions purely for women and affiliated to a women's university may work in a restricted atmosphere and not offer enough competition or challenge to intelligent girls.
2. Specialized courses at an advanced level entail a large expenditure. Separate institutions for women may end up, unnecessarily in duplicating programmes and in consuming limited resources.
3. As things stand it is often considered infra-dig for a good student to attend institutions, meant exclusively for women. This makes for a two-way loss. Girls who consider it infra-dig to attend a women's institution are

not able to utilize the special facilities offered. The institutions in turn often lose good students by being rejected by women who disapprove of segregation for education.

Thus the basic question is to what extent a separate university for women is relevant and what is its role in today's context in comparison to its relevance and role in 1916 when the University was first started.

VI. The Socio-Educational Context Of The Period When The University Was Started Needs To Be Compared With The Context Of Modern Times:

1. What were the goals of the University at that time? Have they changed significantly now?
2. What are the unique traditions or features of the S. N. D. T. Women's University
 - a) It is exclusively for women
 - b) It has been teaching through the regional languages
 - c) It provides for courses in subjects specifically suited to the needs of women

- d) It has provided for the development of courses according to the changing role of women
 - e) It provides facilities for private students
 - f) It has an all India jurisdiction
 - i. Do any of these features lead to limitations in the development of the University?
(Is it true that all institutions having such features face the same problems?)
 - ii. How could the University retain its basic features and meet the changing needs of women in a more meaningful way?
3. In the context of the changing times is it necessary to change the functions of the University? If so, in what way?
4. The University has been a pioneer in several areas which are now adopted by other Universities. What further pioneering areas can the University explore to meet the needs of women ?

Round-Table Discussion.

Morning Session

After the introductory speech and presentation of the working paper, Miss Panandikar stated that the morning session would be spent on general discussion related to the theme, namely "Future Trends in Women's Higher Education and the Role of the S. N. D. T. Women's University in it." She informed the members that the Working Paper was circulated as a base for the discussion and it was not necessary that the discussion should only revolve round the issues raised in it.

Thereafter Prof. S. R. Kamat presented the summary of his note, "Trends in Women's Higher Education" wherein he emphasized the following points:

- i. Our Higher Education largely fails to reflect many vital elements of the social processes which they are supposed to shape.

- ii. Those getting higher education should be made conscious of their social obligations and their role in bringing about rapid transition towards a more egalitarian society as the society incurs heavy expenditure on their education.
- iii. The responsibility of all institutions of higher education increases with scientific advancement and consequent changes in social structure. The family planning programme may be mentioned in this connection.
- iv. The need of exclusive institutions for women may not be to the same extent as when the University was established. But its manageable size and compact structure offer greater scope to plan programmes which are relevant to social reality.

Dr. M. S. Gore continued the discussion and said that the distinctive contribution of the S. N. D. T. Women's University must be recognised. The historical need, which was felt at the time of the establishment of this University as a separate University for women, does not exist now. However, he emphasised that if certain sections of the community still want separate educational institut-

ions for women then many more such institutions should spring up all over the country. He was doubtful, whether women have different personality and professional needs and consequently require separate institutions. However, he did not rule out the need for 'separate and equal but in no way inferior' institutions for women, exploring substantive areas for specialisation.

Dr. Mrs. Chitra Naik reviewed the state of women's education in the country and the State of Maharashtra in particular and maintained that the state of affairs was quite unsatisfactory at both the levels. She posed and highlighted the following issues :

- i. Would the girls that go in for higher education be fruitful consumers of education in proposed polytechnics?
- ii. Should education be segregated on the basis of biological categories?
- iii. Can segregation and equality go together?
- iv. Would not segregation hamper the dignity of women?

While elaborating her point about dignity of women she stated that if separate institutions were

going to hurt their dignity, these should be abolished. But if this is not so, there should be no objection to them. She further mentioned that Dr. Karve founded this University when women were diverted from the total stream and needed protection. In rural and backward areas, women are still a suppressed class. By and large women are even-today considered merely as unproductive agents of society and this impression requires to be removed.

In conclusion she recommended that the S. N. D. T. Women's University should evolve courses to make women economically independent and should impart education for character training and for maintaining their dignity.

Dr. Miss. Dastoor complimented the S.N.D.T. Women's University for imparting education in the mother-tongue of the students. She further stated that while old established universities were particular with regard to attendance, S.N.D.T. Women's University by offering external courses, provided facilities of education to women who could not attend college. Further, as women were tied down to household needs they could not find time to attend institutions. Hence, this was a boon to them. She disagreed with the

suggestion given in the working paper of preparing women for the role of home-maker, wife and mother, since all this training could be given in the home which is the natural place for such development. She stressed that whatever training is imparted should be primarily to train women as individuals.

Mrs. Wankhede maintained that the three roles, mentioned in the working paper, are specific to women and that the courses suitable to prepare women for these roles are necessary. She expected the S.N.D.T. Women's University to go to the rural areas to meet the needs of rural women and suggested that all girls' colleges should necessarily be affiliated to this University.

Dr. G. K. Karandikar emphasized that whatever may be the nature of planning, the society's need for medical personnel will remain unfulfilled for years to come, hence in any plan of higher education a core course in health understanding and health education is very essential.

Dr. Mrs. Madhuri Shah suggested that while thinking of training programmes for women, our thoughts should be geared to the fact that woman is first an individual and we should plan programmes to meet this need. To encourage women

to go in for higher education, the University should allow them to make up credits for specific programmes, whether they have cleared the school final examination or not.

In the above background, she suggested:

- (i) Vocational courses
- (ii) Core courses of studies for self satisfaction
- (iii) Special need based programmes to meet changing demands
- (iv) Establishment of a strong research division to look into the various problems of women
- (v) Adopting a flexible approach due to rapid changes in expectations of employers, students, society, etc.
- (iv) Provision of courses to cater more to the needs of middle class so that they may be more instructed members of the family.

Dr. A R Desai pointed to three trends of social development, namely, decrease in the rate of women's employment, need for economic independence of women and education leading to more inequalities.

He pointed out that the proportion of employed women to that of men has been steadily decreasing. With every plan the number of educated unemployed, both men and women has been considerably increasing. The question of economic independence of women, therefore, needs review, more so as house work is not being treated as remunerative. In to-day's society mainly through purchasing power one could get security, and hence women must be equipped with this purchasing power.

Further, education is an elementary right in democracy; however, only a small section of upper and middle strata is getting higher education.

In the light of the above, he urged that the place and pattern of women's education should be considered in the context of emerging socio-economic structure. He supported Dr. Karandikar's suggestion of providing health education as a core subject in the syllabus.

Dr. Mrs. Suma Chitnis thereafter drew the attention of the members to three inequalities, namely, economic inequality, social inequality and inequality of institutions.

- i. Inequality in terms of poverty, namely, economic inequality, is faced today in all universities and not only the S.N.D.T. Women's University and hence it is necessary to provide greater opportunities for economically backward groups.
- ii. Women as a social group are considered lower than men.
- iii. Historically, in higher education women are considered to be educationally inferior to men and this factor affects institutions catering to women's education.

Dr. Phillips Altbach requested the members not to look for solutions to the advanced countries as the position of women in the family in these countries remains virtually unchanged. He commended this University for its significant role in women's higher education both in the past and the present, and suggested that its work be known in and out of India. He supported Dr. (Mrs.) Madhuri Shah's suggestion of establishing a research division where focussed research by and about women may be developed. As regards the curriculum he suggested that the courses should create in women ideological consciousness of their place in society.

Dr (Mrs.) Chitra Naik intervened to emphasize the importance of education for family planning and family living. In her opinion a good programme of family planning and sex education would enable women to attain economic independence and dignity. This University could take up a study for promoting these aspects. She also remarked that teaching through the mother tongue as a medium of instruction is a modern thought and forward looking programme. When the University was founded, its policy to teach through the mother-tongue, nearly six decades back, took higher education to women. She further recalled that through external studies also this University took education to the homes of women and recommended that now is the time for the University to take vocational education to the homes of women as needs have remained the same although they have changed in essence, and measures taken in this direction to an extent will help in establishing equality of opportunity in education for women. Unless this is done the University may not be in a position to progress and flourish. She also pointed out that training in home-making was necessary for both men and women. The question remained, whether this was to be given before marriage or after marriage and whether marriage

and home-making should be looked upon as a career by women. To-day, most women have a dual role to play, that of earning and of home making. She felt that short courses would suffice for the purpose of training in home-making and did not favour degree courses for this purpose.

Dr. R. S. Trivedi posed three questions to the social scientists present in the assembly, namely: (i) How can a Women's University help women to face occupational and social hazards? (ii) What are the social obligations of a University and (iii) What measures should be taken to fulfil them.

He remarked that instead of new colleges being added to the University, it should extend its facilities to the society by offering services through (a) counselling centres (b) centres of continuing education and (c) resource centres.

Mrs. C. K. Dandiya pleaded that our higher education in general and vocational education in particular should be tuned to meet the needs of rural areas.

Dr. Mrs. Dhairyabala Vora pointed out that attitude of the people towards higher education of women is not favourable primarily because the personality of educated woman does not fit

in with the traditional concept of Indian woman. Mrs. Manu Desai stressed the need of integrating social and economic aspects of education.

Dr J. C. Sandesara complimented the University for its positive contribution in (i) attracting the students from lower income groups and (ii) reducing the social inequality by educating women in large numbers.

The measures suggested by him were (a) extension to rural areas, (b) financial assistance to bright students and (c) undertaking research.

He categorically stated that there was a definite need for this University as a separate University and put forth the following arguments to support his statement.

- i. Researches have proved that men and women have equal intellectual abilities. However, in view of the facts that supply of superior intelligence is limited and the largest unused supply is found among women, a separate University catering to the various needs of women is necessary to give optimum facilities for their development.
- ii. Women who take training in a women's colleges get greater opportunities for leader-

ship for pursuing specialised courses, for participation in co-curricular activities and hence are better trained.

- iii Indiscipline is greater in mixed institutions.
- iv S. N. D. T. Women's University is managing its institutions well and as students are from more or less a homogenous group, it can forge ahead better.

Afternoon Session

In the after-noon the chairman identified the following specific issues which had emerged from the discussion of the morning session.

1. Development of courses in core and optional subjects and additional programmes so as to attract persons from different strata to take advantage of the programme offered by the University and to meet the changing needs.

2. Contribution of the University for women in rural areas.

3. Scope, work and functions of the research division.

4. How to make the national jurisdiction of the University more effective.

She stated that recommendations made should help the University to be more meaningful by facilitating formal and informal education in both rural and urban areas.

The detailed discussion of the issues raised is described hereunder:

1. Development of Core and Additional Programmes

It was recommended that expansion and diversification should be on vocational lines so as to provide the new vistas and avenues of employment to women without neglecting their family role. Training in other areas to meet the needs of modern life was also necessary. Here emphasis was laid on exploring the feasibility of part-time employment in different fields and organising courses suitably.

To meet the above need it was felt necessary to study the future job needs and opportunities for employment and on the basis of the findings, to introduce new courses. Further, it was suggested that while introducing any course, 'input' 'output' relationship and the financial burden of the course, should be taken into account. Accountability in education is a modern concept, but necessary

measures to avoid uneconomical courses during the present times when the nation is passing through a period of financial crisis require serious consideration.

A degree programme at a particular University has to be on par with other degree programmes as being chiefly academic but to meet the present day needs, options should be introduced at various levels from certificate to diploma and degree, to meet the enormous need of society. A whole series of new vocations have come up and a study of job opportunities for women needs to be made, so that the expansion of courses and programmes can be oriented accordingly.

In short, while formulating the courses and curriculum of the University, the following distinct elements, should be borne in mind, namely;

- i. Formulation of higher education courses with more academic orientation, so as to eliminate the belief that S.N.D.T. Women's University courses are inferior to the courses of other Universities.
- ii. Re-orientation of courses in order to meet the needs of generating (a) civic awareness (b) home making and (c) vocational needs.

- iii. Training courses at degree, diploma and certificate level for developing skills for jobs in various fields.
- iv. Core courses giving knowledge of health, nutrition, sex knowledge.
- v. Introduction of inter-disciplinary courses and of environmental sciences.
- vi. Courses aiming at generating a new consciousness in women through liberal education, which has always been a distinct feature of this University should be considered along with those, preparing women academically and vocationally.

2. Future Role of The S.N.D.T. Women's University in Rural Areas

Before commenting on this item a view was expressed whether catering to the needs of the rural areas is the purview of the S N D.T. Women's University or the Government and other organisations. It was opined that before trying to reach the rural areas, it was necessary to have a picture of the student population of this University. From the survey it was noticed that the present students of the Arts Faculty were mostly from upper and

intermediate Hindu castes and business communities; Home Science students from higher income groups and Nursing students mostly from one religious community, namely Christians. Thus the University was generally catering to middle class students and would it not be overreaching the services of the University, if it tried to reach rural areas?

It was essential however for the University, in its future programme of expansion to meet the needs of women in rural areas. It could do this through extension education, using the colleges attached to the University as outposts for this work and as service centres. Fortunately, the University has colleges spread over large regions and each college could adopt an area round about for extension work, thus meeting the needs of the rural population. The programme could be implemented effectively if information could be collected about the educational level of the population to be served in the concerned area and the needs of girls.

The extension programmes suggested related to:

i. Courses in health, hygiene, nutrition and the like

ii. Training in poultry keeping, dairy, kitchen gardening, etc.

- iii. Publication of ancillary literature in local languages to train rural ladies.
- iv. Opening counselling and resource centres
- v. Mobile services like library and other activities in keeping with the objectives of the University.

3. Research Unit

Setting up of research Unit on:

- i. Various problems of women
- ii. Vocational and service opportunities open to them and
- iii. Women's education,

This Research unit should have provision for:

- a Area studies programme on women
- b Documentation centre on women serving as a clearing unit in India and outside
- c Experimental division to experiment on courses useful to women. It should also carry out research on women's problems, evaluate courses and recommend courses for future.
- d Undertaking follow-up study of graduates of S.N.D.T. Women's University.

Each college should also conduct studies of their students after every two or three years. For this purpose collaboration with other research units attached to other Universities and organisation at state and national level was also felt necessary. In its research work, the University should concentrate on specific aspects and issues, collection of documents, location of problems, evaluation of courses and like matters.

It was suggested that the S.N.D.T. Women's University can make a valuable contribution to intellectual life and to uplifting the status of women by dealing with areas and issues concerning various facets of a woman's life.

Concluding remarks

While 'summing up', Miss. Panandikar, reiterated that with regard to research activities one cannot be too ambitious. So it would be better to confine to specific research fields. She suggested the following lines of research suitable to the University :

- (a) Research about women's problems should be the main study area
- (d) Another useful area for research should be the evaluation of the different University

courses from time to time. She also stressed the need of starting core courses and optional courses to meet the needs of society.

- (c) Setting up of some machinery to do the follow-up study of those students who have graduated from this University. In this study, she pointed out, efforts should be directed to find out what these students do after their graduation, what difficulties they come across in their life etc. With regard to this she suggested that some machinery should also be set up at each college level for such empirical follow-up study of college graduates every two to three years.
- (d) Lastly she stated that the research unit should not confine itself only to the problems of women, but should study the University problems.

In the end, Miss Panandikar remarked that the discussion during the seminar on various problems in the light of future trends was very fruitful as it had reached the depth of the problems, future trends and requirements. This University has a compact structure and a progressive out-

look and the suggestions made in the Round Table Discussion would be useful not only for the Research on "The S.N.D.T. Women's University—A Case Study", but for the future development of the University.

The session concluded with a vote of thanks by Dr. Mrs. Neera Desai, to the Vice-Chancellor, the Chairman, participants, observers, faculty members, the librarian, the University authorities and all those who had helped in the various aspects of the Round Table Discussion.

Future Contours

Observations

There was no time to arrive at conclusions or to make general recommendations, but the editorial committee, has drawn the following framework of recommendations from the discussion and background material. It is contended that this will provide the guide lines for development and progress of the University in the 70s and 80s and also in the decades to follow.

Relevance of A Separate University And Future Expectations From It

Responsibility of all institutions of higher education increases with scientific advancement and changes in social structure. S.N.D.T. Women's University which is an exclusive institution for women students has played an important role in the past in the field of women's education. The need for exlutive institutions perhaps may not be

as keenly felt now as when it was first started. But its manageable size and compact character offer greater scope for changing the existing educational pattern, so that it has greater relevance to social reality. The S N.D.T. Women's University which is a pioneering institution in women's education should take pioneering step in this direction too.

The necessity of having separate institutions because women have different personalities and different professional needs is less urgent now than it was when the University was started. But separate institutions for women are in a better position to explore substantive areas for specialisation and may continue to flourish provided that they are equal academically and further this society does not consider them less prestigious.

The need of the University as a separate one for women continues to exist, but the role has changed. Gradually the University would have to change its dimensions and introduce greater specialisation and inter-disciplinary approach.

Future pattern of women's education should be considered in the context of emerging socio-economic structure, keeping in view the multiple role

of women, their economic independence, employment opportunities for them, and the differentiation in the role of men and women in certain areas

Recommendations

I. *What can be considered the General Objectives Of Women's Higher Education ?*

To impart knowledge for the advancement of the peronality

To develop competence among women for contribution in social and national development

To prepare women for a changing world

To prepare women for their multiple role in society

II. *How can this University Dovetail its Scope and Functions to fit in to the above Objectives?*

By reviewing its objectives and goals

By rethinking about the programmes and curriculum

By designing suitable courses, programmes and activities

By retaining its basic objectives of generating a new consciousness in women and yet meeting changing needs of women in a more meaningful way

By introducing new dimensions and innovative features

III. *Suggested guidelines for a framework within which the University may plan for its future needs*

A. **Objectives and Goals**

Keeping in view the accepted goals, programmes be geared to :

- i. Meeting the needs of the individual by contributing to the development of her whole personality
- ii. Providing guidance and training to meet the demands of the different roles of women, namely in her capacity as an individual, a citizen, a home-maker and as a worker and an economic partner
- iii. Ensuring equality of opportunity, despite educational and social differences through positive measures

B. Programmes

It is necessary to think about the contents of education to meet the new challenges and fresh expectations and to explore the formal and informal agencies of education to reach out to the mass of women. Following are some of the suggestions :

1. Types of courses - General academic programmes including technical skills and practical work which should attempt at meeting individual and social needs, by keeping in conformity with the current professional situation; professional and semi-professional, vocational, technical and skilled training which will include academic and general education.
2. Level of courses - Degree, diploma, certificate
3. Supplementary courses for students under continuing education programme or informal education
4. Extension courses, specially framed to meet the needs of rural population with the help of affiliated colleges located in different parts of the country
5. Vocational guidance with a view to help in equipping students and alumni for work

6. Courses for multiple role of woman to meet the needs of home and work.

C. Innovations

- i. Centre of women's studies to undertake researches, surveys and studies on women's problem pertaining to education, family life, employment, etc. and specific problems related to the University, like follow-up studies of past students, attitude studies to mark out new areas, employment prospects of part-time employment and self-employment, utilisation of education by students of this University and soon.
- ii. Co-operative and collaborative programmes with national and international organisations
- iii. Exploring areas of greater specialisations of interest and utility to women, thus reaching out to women in newer ways
- iv. Strengthening the national characteristic of the University through a larger number of examination centres, centres for private studies, counselling services to alumni, establishing sub-centres for continuing education and extension work, helping in locating variegated needs of women through women's studies centre and many more.

Appendices

Programme

- Date : Saturday, December 15, 1973
- Duration : 10.00 A.M. to 5.00 P.M.
- Venue : Conference Hall, Sixth Floor of Patkar Hall Building.
- Chairman, Executive Committee, Sir Vithaldas Thackersey Birth Centenary Celebrations : Mrs. Sharda Divan, Vice-Chancellor, S. N. D. T. Women's University.
- Chairman of the 'Round Table' Discussion : Miss Sulabha Panandikar, Syndicate Member, S. N. D. T. Women's University and Former Director of Education, Government of Maharashtra.

Organising Secretaries
of the 'Round Table'
Discussion

: 1. Dr. Mrs. Neera Desai,
Head, Department of
Sociology, S. N. D. T.
College for Women,
Bombay.

2. Miss. Shakuntala
Mehta, Principal,
P.V.D.T. College of
Education for Women,
Bombay.

3. Mrs. Kamalini H.
Bhansali, Registrar,
S.N.D.T. Women's
University.

Rapporteurs :

1. Dr. Miss. Rajni Ashar, Head, Audio Visual
Department, P.V.D.T. College of Education
for Women, Bombay.

2. Mrs. Kusum Damle, Psychology Department,
S.N.D.T. College for Women, Bombay.

3. Miss. A. A. Dabholkar, Head, Language Laboratory, P.V.D.T. College of Education for Women, Bombay.
4. Mr. R.M. Gangal, Head, Extension Department, P.V.D.T. College of Education for Women, Bombay.
5. Miss Sudha Gogate, Sociology Department, S.N.D.T. College for Women, Bombay.
6. Mrs. Bharati Mazumdar, History Department, Smt. M.M.P. Shah Mahila College, Bombay.
7. Mr. M.K.R. Naidu, Deputy Librarian, S.N.D.T. Women's University Library, Bombay.
8. Mr. R. G. Panse, Economics Department, S.N.D.T. College for Women, Bombay.
9. Miss. Ranjan Parekh, Education and Extension Department, Sir Vithaldas Thackersey College of Home Science, Bombay.
10. Miss. Bhanu Shah, Head, Guidance and Counselling Department, P.V.D.T. College of Education for Women, Bombay.

First Session

(10.00 A.M. to 1.00 P.M.)

Welcome :

Mrs. Sharda Divan

Introductory Remarks :

Miss Sulabha Panandikar

Discussion of the issues raised.

LUNCH BREAK

(1.00 P.M. to 2.00 P.M.)

Second Session

(2.00 P.M. to 5.00 P.M.)

Continuation of discussion
of the issues raised.

Conclusion and summing up :

Miss Sulabha Panandikar

Vote of Thanks :

Dr. Mrs. Neera Desai

*Sir Vithaldas Thackersey Birth Centenary
Celebrations Research Programme*

The University from November 30, 1972 onwards celebrated the Birth Centenary year of the late Sir Vithaldas Thackersey, principal donor of the University, whose 100th birthday was celebrated on November 30, 1973.

Sir Vithaldas Thackersey Birth Centenary Celebrations Committee under the patronship of Shri Ali Yavar Jung, Governor of Maharashtra and Chancellor of the University and the Presidentship of Shri G. L. Mehta was appointed to chalk out a suitable programme. Various Committees were appointed by the main Committee for undertaking different programmes.

One of the programmes planned was to undertake a research on an interdisciplinary basis, preferably on some important aspect of women's education or women's problems.

A Research Committee with the following members was appointed to formulate the scheme:

1. Miss Sulabha Panandikar, Chairman
2. Dr. Mrs. Neera Desai
3. Dr. B. K. Sohoni
4. Miss Vidyut Khandwalla
5. Dr. Mrs. Suma Chitnis

6. Dr. Miss Panna Mody
7. Dr. Miss Urmila Lakdawalla
8. Dr. Mrs. Chandrakala Hate
9. Dr. A. W. Oak
10. Dr. B. D. Punekar
11. Dr. S. G. Malshe
12. Mr. J. G. Trivedi
13. Mrs. Mani Kamerkar
14. Dr. Mrs. Kamala Bhoota
15. Mrs. K. H. Bhansali, Secretary.

In the first instance the Committee had recommended two researches, one pertaining to the University and the other to the socio-economic background of students of the University.

An Advisory Committee consisting of the following members was appointed to make recommendations in the matter :-

1. Miss Sulabha Panandikar, Chairman
2. Mr. B. D. Karve
3. Principal D. S. Phatak
4. Dr. Mrs. Neera Desai
5. Dr. Mrs. Suma Chitnis
6. Miss Vidyut Khandwala
7. Dr. U. M. Maniar
8. Dr. S. G. Malshe
9. Mrs. K. H. Bhansali, Secretary.

After weighing all the pros and cons, the Advisory Committee recommended that at this stage, only a Library Research on 'S. N. D. T. Women's University — A Case Study' be undertaken.

A small Sub-Committee of the following persons was appointed to work out the details of the research :-

1. Miss Shakuntala Mehta
2. Dr. Mrs. Neera Desai
3. Dr. Miss Urmila Lakdawalla
4. Dr. G. B. Shah
5. Dr A. W. Oak
6. Dr. Miss Rajni Ashar
7. Mrs. K. H. Bhansali

While finalising the outline of the research the above Committee felt that questionnaires should be administered to students, faculty members, members of University authorities, and persons associated with the University to collect data on certain items, included in the research outline, which may not be available in any books. Hence, it was recommended that the scope of the research should be increased to have an empirical study. It was further suggested that eminent educationists and workers in the field of education, and specially women's education should be invited to participate

in a 'Round Table' discussion to discuss 'Future Trends in Women's Higher Education and the Role of the S. N. D. T. Women's University in it'. The suggestions were approved and it was decided to invite Dr. J. P. Naik, Educational Adviser, Ministry of Education, Government of India and Member Secretary, I. C. S. S. R., to lead the discussion. On his acceptance of the invitation an Action Committee of the following persons was appointed to organise the details of the discussion and prepare the working paper :

1. Miss Sulabha Panandikar
2. Dr. Mrs. Neera Desai
3. Dr. Mrs. Suma Chitnis
4. Miss Shakuntala Mehta
5. Mrs. Kamalini Bhansali, Convenor

Dr. J. P. Naik could not attend the discussion and so, Miss Sulabha Panandikar, at the request of the Vice-Chancellor, Mrs. Sharda Divan, took the chair and led the discussion.

Participants

1. Prof. K. S. Basu : Director, Jamnalal Bajaj Institute of Management Studies, Bombay
2. Dr. Smt. Kamala Bhoota : Head, Child Development Department, Sir Vithaldas Thackersey College of Home Science, Bombay
3. Dr. Smt Suma Chitnis : Head, Department of Sociology and Education. Research Unit, Tata Institute of Social Science & member of the Senate, S. N. D. T. Women's University
4. Dr. A. R. Desai : Head, Sociology Department, University of Bombay
5. Dr. (Kum.) Alloo Dastur : Head, History & Politics Department, University of Bombay & member of the Senate, S.N.D.T. Women's University

6. Smt. Manu M. Desai : Head of Family & Child Welfare Department, Tata Institute of Social Sciences & Hon. Director, Department of Continuing Education, S. N. D. T. Women's University
7. Smt. C. K. Dandiya : Director-in-Charge, Department of Adult Education (Extension), Rajasthan University, Jaipur
8. Dr. M. S. Gore : Director, Tata Institute of Social Sciences
9. Dr. Smt. Chandrakala Hate : Former Head of Department of Sociology, S.N.D.T. College for Women, Bombay
10. Shri Ram Joshi : Principal, S. I. E. S. College of Arts and Science, Bombay

11. **Shri A. R. Kamat** : Jt. Director, Gokhale
Institute of Politics &
Economics, Poona
12. **Smt. Mani Kamerkar** : Principal, Nootan
Mahila College, Bombay
13. **Dr. G. K. Karandikar** : Director, Directorate of
Medical Education and
Research, Bombay
14. **Kum. Vidyut
Khandwalla** : University Librarian &
Head of S. H. P. T.
School of Library
Science, Bombay &
Syndicate Member,
S. N. D. T. Women's
University
15. **Prof. A. N. Kothare** : Director, Department of
Correspondence Courses,
University of Bombay
and Syndicate Member,
S. N. D. T. Women's
University
16. **Dr. Kum. Urmila T.
Lakdawalla** : Professor of Education,
P. V. D. T. College of
Education for Women

17. Dr. U. M. Maniar : Dean, Faculty of Arts,
S. N. D. T. Women's
University, Bombay &
Head, English Dept.,
SNDT College, Bombay
18. Shri Vijay Merchant : Syndicate Member,
S. N. D. T. Women's
University
19. Dr. Smt. Chitra Naik : Director of Education.
Government of
Maharashtra
20. Dr. A. W. Oak : Reader in Education,
P. V. D. T. College of
Education for Women
21. Dr. P. R. Panchmukhi : Department of Econo-
mics, University of
Bombay
22. Shri D. S. Phatak : Principal, S. N. D. T.
College for Women,
Bombay & Syndicate
Member, S. N. D. T.
Women's University

23. Smt. Kumud Patwa : Principal, Sir Vithaldas Thackersey College of Home Science & Member of the Syndicate, S. N. D. T. Women's University
24. Dr. B. D. Punekar : Dean of the Faculty of Home Science and Head, Dept. of Foods & Nutrition, Sir Vithaldas Thackersey College of Home Science
25. Dr. J. G. Sandesara : Prof. of Industrial Economics, University of Bombay
26. Dr. G. C. Shah : Prof. of Education and Head, Research Dept., P. V. D. T. College of Education for Women
27. Dr. Smt. Madhuri Shah : Education Officer, Bombay Municipal Corporation and Syndicate Member, S.N.D.T. Women's University

28. Shri C. C. Shah : Syndicate Member,
S. N. D. T. Women's
University
29. Dr. B. K. Sohoni : Principal, S. N. D. T.
College of Education
for Women, Poona and
Syndicate member
S. N. D. T. Women's
University
30. Dr. Smt. Premlila V. Thackersey : Chairman NCWE and
Syndicate member,
S. N. D. T. Women's
University
31. Dr. Smt. Jyoti Trivedi : Dean, Faculty of
Nursing, S. N. D. T.
Women's University,
Hon. Prof. at the
Leelabai Thackersey
College of Nursing,
Bombay & Syndicate
member, S. N. D. T.
Women's University
32. Dr. R. S. Trivedi : Principal, M. B. Patel
College of Education,
Vallabh Vidyanagar
33. Dr. Smt. Dhairyabala P. Vora : Principal, M.M.P. Shah
Mahila College, Bombay

34. Smt. Kusum Wankhede: Chairman, Board of Social Work, S. N. D. T. Women's University & eminent social worker

Special Invitees

1. Prof. Suresh Dalal : Head of Gujarati Department, S.N.D.T. College, Bombay
2. Dr. Smt. S. Gupta : Principal, Smt. B.M.R. Mahila Mahavidyalaya, Bombay
3. Smt. Pranayabala Koticha : Principal, P. N. Doshi Women's College, Ghatkoper
4. Shri B. P. Kothari : Principal, Nagarpalika Arts College, Umreth
5. Shri B. D. Karve : Member of the S.N.D.T. Women's University
6. Dr. K. S. Kelkar : Principal, S. N. D. T. College for Women, Poona

7. Prof. K. T. Merchant : Member of S. N. D. T. Women's University Academic Council
8. Dr. Kum. Usha Mehta : Member of S. N. D. T. Women's University Academic Council
9. Dr. S. G. Malshe : Head of Marathi Department, S. N. D. T. College, Bombay
10. Smt. Chandrika Patel : Principal, Mahila Mahavidyalaya, Baroda
11. Shri Mohanbhai Patel : President, Jan Seva Samiti, Malad
12. Shri P. S. Sabnis : Principal, Mahila Mahavidyalaya, Vile Parle
13. Dr. Smt. Gargi Sardesai : Vice-Principal, SNTD College, Bombay
14. Smt. Gladys Sigamani: Principal, Leelabai Thackersey College of Nursing
15. Smt. Sunita Sheth : Vice-President, Bhagini Seva Mandir Kumarika Stree Mandal, Vile Parle

6. Shri L. H. Tengshe : Principal, Mahila
Mahavidyalaya, Sangli
17. Dr. Smt. Ansuya B. : Principal S. N. D. T.
Trivedi College, Bombay
18. Smt F. Z. Tarapore : Principal, S. N. D. T.
College of Home Sc.,
Poona

Observers

- 1 Smt. Anila Barot
- 2 Smt. Pushpa Bhimjiani
- 3 Kum. D'Souza
- 4 Dr. Smt. Jasvanti Dave
- 5 Smt. Rajni Dhruv
- 6 Smt. Rohini Gavankar
- 7 Smt. Tara Goradia
- 8 Smt. V. V. Govilkar
- 9 Shri I. N. Kaji
- 10 Smt. Kusum Kelkar
- 11 Smt. Usha Khandwala

- 12 Smt. Subhadra Kapadia
- 13 Smt. N. V. Lineswala
- 14 Shri Manerikar
- 15 Prof. P. K. Mokashi
- 16 Kum. Kumud Maniar
- 17 Smt. Murugkar
- 18 Smt. L. V. Naik
- 19 Smt. Harshida Pandit
- 20 Shri Jayant Parekh
- 21 Kum. Nalini Panchnadikar
- 22 Smt. Neeta Ramaiya
- 23 Shri Bakul Rawal
- 24 Kum. Tara Sheth
- 25 Kum. Zarin Sanzana
- 26 Smt. Sulochana Shah
- 27 Smt. S. R. Shirgaonkar
- 28 Kum. Hemlata Suryvanshi
- 29 Smt. Yashomati Mehta
- 30 Smt. Jyoti Vora
- 31 Dr. Smt. Rajni Vartak

Trends in Women's Education in Selected Countries**United States of America**

Nearly 42% of Universities and Colleges are under the control of Federal, State or local bodies; the remaining 58% are controlled by religious denominations, professional organisations and private bodies. However the former institutions tend to be larger; nearly 70% of all college students attend public institutions.

Together with a steady increase in the total number of women enrolled in institutions of higher education there has been a diversification in their fields of study.

Table: Women enrolment in institutions of higher education

Year	Total No. of Students	No. of Women Students
1950	2,281,298	720,906
1955	2,653,034	919,850
1960	3,582,726	1,325,849
1965	5,526,325	2,151,722
1966*	5,928,000	2,351,000
1967*	6,392,000	2,570,000
1968	6,928,115	2,809,113
1969*	7,299,000	2,982,000
1970*	7,612,000	3,134,000

* Estimates.

Table : Enrolment for advanced degree by field of study 1969

Field	Enrolment in Full 1969.		Percentage change from 1968 to 1969	
	Total	Women	Total	Women
Biological Science	34,861	9,367	+ 5.5	+ 11.4
Business & Commerce	76,372	3,798	+ 16.2	+ 44.8
Education	234,042	128,617	+ 8.8	+ 12.4
Engineering	65,048	796	+ 2.2	+ 21.2
English & Journalism	34,569	18,932	+ 7.0	+ 10.4
Fine & Applied Arts	26,614	12,481	+ 11.0	+ 12.4
Foreign Lang. & Lit.	20,721	11,755	+ 4.5	+ 9.2
Health Profession	12,564	5,372	+ 10.5	+ 19.4
Home Economics	4,038	3,671	+ 15.9	+ 16.2
Library Science	12,092	9,633	+ 10.1	+ 7.2
Mathematical Science	22,974	5,639	+ 1	+ 9.8
Philosophy	4,893	969	- 8	+ 10.4
Physical Science	39,885	4,240	- 2.6	+ 7.4
Psychology	22,726	7,827	+ 5.0	+ 6.9
Religion*	10,765	1,799	- 14.7	+ 18.1
Social Sciences	90,569	28,274	+ 8.2	+ 11.0
Broad general and miscellaneous	19,264	8,322	+ 14.5	+ 19.0
Medicine (M.D.)	37,463	3,385	+ 4.8	+ 8.2
Law (LLB or J.D.)	67,256	4,719	+ 4.7	+ 26.0

* Decrease may be attributable, at least in part, to the changes in classification.

Table : Selected characteristics of graduate students, spring 1965

Profile Variables	All Students	Men	Women
No. of students	477,535	335,277	142,308
		Percentage	
	100	100	100
Age :			
23 and under	14	13	18
24 - 28	40	43	34
29 and over	45	44	49
Race :			
White	96	97	95
Negro	3	2	4
Other (chiefly oriental)	1	1	1
Citizenship :			
U. S.	92	91	96
Others	8	9	4
Marital Status :			
Single, no dependents	35	32	42
Single, with dependents	4	2	7
Married, no dependents	20	18	26
Married, with dependents	41	47	25
Enrolment Status :			
Full-time	44	49	33
Part-time	56	51	67

Source: Digest of Educational Statistics (Washington, U. S. Department of Health, Education and Welfare, 1970)

Review of the Report "Opportunities for Women in Higher Education" of The Carnegie Commission of Higher Education, USA

(Reference: Time, Issue of October 1, 1973)

Women : Still Unequal

"Women have intellectual abilities equal to men's". With that ringing truism, the Carnegie Commission on Higher Education last week launched its latest report, *Opportunities for Women in Higher Education*. "What a great start!" muttered one of the reporters assembled at a press conference in Boston. The commission's chairman, Clark Kerr, was unruffled. "We know that, of course," he said, "but we had to make the statement because not all men accept it."

Begun nearly three years ago, the 282-page report has 'more basic information and better statistics' than any of the commission's 19 previous studies, says Kerr, former president of the University of California. Women continue to constitute "the largest unused supply of superior intelligence in the United States." With each step up the academic ladder, their participation decreases. Women are 50.4% of high school graduates, 43% of college graduates, but only 13% of those receiving doctorates. Less than one-fourth of all

college-level faculty members are women, only 8.6% full professors. The gap between the sexes in faculty salaries for comparable positions averages \$1,500 to \$2,000 a year.

The remedy, says the commission, is nothing less than the removal of "all improper barriers to the advancement of women; an active search for their talents; and a special consideration of their problems and for their contributions." This means change at every level, from more maths for school-girls (so they can enter science and engineering programs in college) to tenure for part-time faculty women (so they can combine careers and families).

Distressing Aspect.

The most controversial conclusion of the commission's report may be its endorsement, after a decade of increasing coeducation, of women's colleges "All the Carnegie reports have favored diversity, not homogeneity, in American higher education," says Kerr, "but we have found special advantages in these schools for women." The report cites recent research which shows that a high proportion of successful women are graduates of single-sex colleges. In such institutions, they tend to speak up more in class, hold more positions of leadership, and have more women teachers

and administrators to emulate. At women's colleges students also are more likely to enter such traditionally "male" fields as science. Recalling his own college days at coed Swarthmore, Kerr said, "We men felt the girls there were brighter than we were, but we felt the girls at Bryn Mawr were even brighter."

What Kerr calls "the most distressing aspect of this reports" is the commission's estimate that women cannot possibly achieve academic equality "until about the year 2000." To-day, when new college teachers are still being hired, there are not enough women available with the right training. In the '80s sagging enrollments will reduce the need for new professors, and "pressing for more women faculty will be like pressing for more women conductors on passenger trains." Not until the 1990s, when enrollments are expected to rise again, can women really expect to catch up. Says the commission, "This is a task for a generation of effort"

German Democratic Republic :

In order to make equality between men and women more real, special attention has been paid to women's education in GDR. This ranges from skilled workers' training technical colleges and

university education to separate post-graduate training facilities for working women with children. In 1971, 41% of all working women had completed a course of training. By the end of the 1970s the proportion is expected to double. This is feasible because 97% of all girls leaving school learn a vocation. The proportion of women students at technical training school is 51%; at University level it is 37%.

Landmarks:

1967 : Special classes for women set up in technical training schools where working mothers could be deputed as internal or external evening students.

1968 : Special post-graduate women's courses set up.

1969 : Special women's classes extended to agricultural engineering schools so that women co-operative farmers and farm workers could take advantage.

1970 : Special classes for women established at universities and colleges.

An increasing number of women make use of these facilities.

Table : Women enrolment in higher education institutions

Year	Total No. of Students	Female	%
1951	27,822	6,510	23
1955	60,148	17,650	29
1960	69,129	21,900	32
1965	74,896	23,354	31
1967	74,705	26,367	35
1968	78,308	30,336	39

Sources : 1) Women in Socialism (Dresden, 1972)

2) Unesco Statistical Yearbook 1970 (Paris, Unesco, 1971)

Federal Republic of Germany :

Institutes of higher education in FDR include universities, technical universities, theological seminaries, teacher training colleges, special colleges of engineering, academics of art and colleges of music. For admission to all these (except the last two) a secondary school leaving certificate is required. In 1970-71, 25.6% of students at universities and colleges were women, although at teacher training institutions the constituted 66%. In 1970, only 9.7% of the students at technical colleges and 2% of the students at engineering colleges were women.

Table : Women enrolment in higher education institutions

Year	Universities		Teacher Training Colleges			Other institutions			Total
	Total Students (a)	Women (b)	Total Students (c)	Women (d)	Total Students (e)	Women (f)	Total of (a) (b) (c)	Total of Women Students (b) (d) (f)	
1961/62	200,204	41,072	37,616	23,428	50,562	3,345	288,382	67,835 (24%)	
1962/63	228,438	52,554	40,715	25,308	54,738	3,403	323,891	81,259 (25%)	
1963/64	240,869	55,579	43,638	27,497	58,249	3,794	342,766	36,890 (25%)	
1964/65	247,255	57,246	46,902	29,824	62,732	3,985	346,889	91,055 (26%)	
1965/66	253,201	52,109	50,391	31,571	69,337	4,404	372,929	88,084 (24%)	
1967/68							416,384	114,474 (27%)	
1968/69							430,904	115,165 (27%)	

- Sources: 1) World survey of education; iv Higher Education (Paris, Unesco, 1966)
 2) World survey of education; v Educational policy, legislation and administration (Paris, Unesco, 1971)
 3) Unesco Statistical yearbook, 1970 (Paris, Unesco, 1971)
 4) Report of the Federal Government on Education (Bonn, 1970)

People's Republic of China :

Women's higher education in China has been greatly influenced by the following ideological beliefs :

1. Education is social, because although books are consulted, it is in social practice that an individual will correct his ideas and make them his own.
2. Education must be combined with productive labour.
3. Credentialism and careerism are discouraged. Each person must be trained to do some meaningful work within the minimum amount of time. Courses are shorter, narrower in scope but intensive.
4. Everyone needs periodical re-education because circumstances change but people do not always change with them.

Higher education is imparted both through full-time and part-time institutions. Full-time institutions include Universities, (generally restricted to non-technical fields), technical universities

and other special institutes (e.g. medicine, teacher's training etc.). Part-time institutions offer a variety of courses such as agriculture, horticulture, forestry, teacher training etc. and by their nature are particularly suited to housewives' who are not otherwise working and have not been trained in other fields.

In 1934, 15% of the students in institutions of higher education were women; by 1946 it was 18% and by 1958 25%. The favoured fields are education and health although women also work at a number of other jobs—factory workers, police, airplane pilots, bus drivers, as members of the People's Liberation Army etc. To-day, in all nearly 90% of women work outside the house.

Japan :

Higher education in Japan is provided in universities and junior colleges. The Universities require graduation from an upper secondary school and offer curricula of four or more years leading to a bachelor's degree. Some universities have graduate schools which offer two or more years of study after the first degree. Junior colleges offer

2 or 3 years courses for upper secondary school graduates which do not lead to a degree. Some universities and Junior college also provide evening or correspondence courses. Since 1962 technical colleges have been established. They offer a five year curriculum and combine the upper secondary school and junior college level. The programme is designed to train middle level technicians but does not lead to a degree.

Table: Women enrolled in Universities and Junior Colleges.

Year	Total No. of Students	Women	%
1950	390,817	36,453	9
1955	548,871	89,824	16
1960	709,878	142,323	20
1965	1,087,261	262,523	24
1967	1,396,777	394,521	28
1968	1,526,764	438,510	29
1969	1,618,189	460,569	29
1970	1,669,740	470,413	28

Table : No. of University Students by Faculty (Undergraduate only)

Subject	1968-69		1969-70		1970-71	
	Total	Women	Total	Women	Total	Women
Humanities	160,957	85,036	171,867	89,272	170,907	89,423
Social Science	511,614	24,170	543,037	27,196	562,162	29,141
Science	38,414	5,299	39,957	5,461	42,071	5,629
Engineering	242,816	1,270	268,437	1,509	283,674	1,812
Merchantile Marine	1,652	—	1,658	—	1,651	—
Agriculture	45,398	2,213	48,361	2,614	49,853	2,946
Medicine, Denistry Pharmacy & Nursing	46,418	17,441	49,658	19,136	52,279	19,927
Home Economics	21,324	21,256	23,069	22,988	23,292	23,192
Education	85,717	42,386	90,080	45,023	92,619	46,990
Fine Arts	25,170	15,756	28,380	17,178	29,722	17,418
Liberal Arts & Others	31,588	5,115	31,267	5,609	36,128	7,528

Source : (1) World survey of education, iv. Higher Education (Paris, Unesco, 1966)

(2) Education in Japan 1968-70 (Tokyo, Ministry of Education, 1971).

Information co-ordinated by Miss Harsha Parekh, Lecturer, S. H. P. T. School of Library Science.

Why a Women's University

Dr. G. B. Shah,
Professor and Head, Research Department,
P. V. D. T. College of Education, Bombay.

Sargent Report (1944) deemphasised the treatment of women's education as a special problem. The policy changed for the better when the National Committee on Women's Education was appointed in 1958 and the Government of India prepared a scheme of Rs. 2.5 crores for financial assistance to programmes for the expansion of women's education. The question is whether women's education requires such a patronising treatment today. A natural extension of the question would be: Do we require a women's university? Let us scan through the following facts before we venture to answer the question.

1. Considering India's population of about 550 million, roughly half, i.e. 275 million, are women and girls. That little over a million could be regarded as 'educated women' speaks volumes for what remains to be done in the field. (An 'educated woman here is "a woman with a first university degree that should equip her to choose her field of further study wisely; continue her study, with necessary field training, by herself, do her own reading, acquire her own expertise, and organise her own way of learning and living".)

2. There seems to be a consistent lag between the enrolment of boys and that of girls at all the stages of education including higher education. In 1965-66, out of 6,97,000 students in undergraduate courses in arts and science, there were 1,47,000 girls and 5,50,000 boys. In undergraduate courses in commerce there were 1,000 girls as against 61,000 boys. At the postgraduate level there were 17,000 girls as against 68,000 boys. In the age-group 18-23, out of every 1,000 students there were 8 girls and 33 boys who went to colleges.
3. The proportion of women-students to the total enrolment in Indian universities is increasing steadily. It was 13 per cent in 1955-56, 17 per cent in 1960-61 and 21 per cent in 1965-66. Much, however, remains to be done for home-bound and working women who could not go to the colleges. Facilities for education in general and women's education in particular are to be extended to remote areas and a big number of *adivasis*.
4. There are some agricultural and technological universities in India. They are established with a view to giving an additional emphasis to the disciplines. In the same way a women's university could function.
5. A women's university could be a clearing house for matters related to women's education in the

country. S.N.D.T. Women's University being the only one of its kind in India 'suffers from' the vastness of jurisdiction with multilingual population with the result that there are problems of overlapping jurisdiction and conflicting loyalties.

6. There are two ways in which the university could possibly strengthen the case for its meaningful existence :

- (i) Developing in the University a Centre of Advanced Study in Women's education.
- (ii) Instituting a multitude of correspondence courses in various disciplines and running them in Hindi and/or English.

Research and correspondence education taken up by the University would cut across all the states and would give an all India character to the University which it really deserves. Correspondence education would also strengthen a number of external courses run by the University for a good number of women students. That there are people who want their daughters to be educated in an exclusively women's institution is no longer an adequate basis for the existence of a women's University. In view of the increasing trend in favour of co-education in the country, the university would do well to open up new areas of field work and excellence which are related to women's education.

A Note on Future Trends in Women's Higher Education :

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1. One obvious way of approaching the theme is to assess the changes that have taken place in the student body in institutions of higher education over the last 15 or 20 years and project them for the next generation. Having thus estimated the trend in the numbers, social composition and social thinking of the next generation of women students and their family milieu one may plan for the type, the content and facilities of education that will meet their needs and expectations. This may be called the service or business approach; and although educationists may not like the use of the word 'business' in this connection this approach has much to commend it from the view-point of successful management of institutions of higher education like the S.N.D.T. Women's University and its various faculties and colleges.

Another approach is the normative approach starting from what, according to the present generation of educationists, should be the kind of education which young men and women must secure so that they fulfil their roles smoothly in

the Society in which they live. Although this approach often bases itself on some basic educational principles which have all the semblance of universal or fundamental axioms they are more or less abstractions extracted from the social structure and the social thinking in which the current or the passing generation of educationists has lived or is living. A little of futurology is sometimes thrown in to modernise both the fundamentals and the normative educational structure built on them. This approach has also something to commend, if used critically, since it carries with it the wisdom of the past.

3. This short note follows neither of the above-mentioned approaches nor does it take a futurologist's view of the shape of things to come by invoking rapid advances in physical sciences and technology as well as biological sciences and human psychology. Instead the note puts forward for the consideration of this Round Table a problem which I have felt very keenly for the last many years. The thirty-five odd years which I had the privilege to spend in the teaching profession have convinced me that our higher education largely fails to reflect many vital elements of social reality. To that extent our young men and women leaving the portals of our colleges and universities remain mostly ignorant of the real

nature of the social processes of which they are a part and which they are supposed to shape, however well-equipped they may be in formal knowledge and skills. Let me illustrate what I mean by considering briefly two or three important aspects of our social life.

4. Only a small fraction of the concerned age-group can have the opportunity of having higher education; this is true of all countries and more so of India and (particularly about women). A large majority of this privileged minority studying in institutions of higher education belong to the top layers of the social pyramid in terms of status, affluence and all the good things of life; and they expect to continue to remain there in virtue of the acquisition of higher education.

The small section of college students coming from the lowlier positions in society hope to make the grade and join the serried ranks at the top in course of time. The scarce resources diverted towards higher education and the highly disproportionate advantages which it ensures for the college-trained persons should make one realise that this rare privilege which society confers on students of higher education also charges them with a necessary obligation towards the mass of deprived sections of society. Every one knows,

however, that such awareness of social obligation is mostly absent among the recipients of higher education. Every college student thinks that his own merit and/or money, and in many cases the latter, *ipso facto* entitles him to the privilege of having higher education and to elitist positions, remunerations and privileges thereafter. Only a few exceptionally perceptive or sensitive youngsters feel otherwise that this is at the cost of the large mass of the socially deprived forming the base of the pyramid. It is well known that higher education is highly subsidised and the subsidy is much higher for the more elitist professions like engineers, doctors and managers. It is sad to see, however, that the more highly subsidized the higher education the greater the isolation of its product from and the indifference to the lot of the common people.

5. Ours is a highly unequal and severely stratified society, and one of our sworn objectives is rapid transition towards a more egalitarian society in which differences due to sex, status, privilege or property will cease to operate.

It therefore stands to reason that a keen awareness of the present patently inequitable situation together with the search for the root causes of its continuation and measures for their

eradication should constitute an important element of the ethos of the leading sections of society viz. the university-educated young men and women. Unfortunately all our higher education manages to safely bypass this stark social reality. The teaching of social sciences in our higher education avoids to face the issue squarely, that it is the existing social structure which allows some persons or classes to use their status, privilege or property to dominate other persons or classes. It is only by making young students aware of the underlying factors that one can hope for rapid social transformation. Moreover, it is only this way that one can adopt a correct approach towards women's struggle for equality with men and think of the short-term and long-term measures for improving in general the lot of women in our society.

6. Another important element in the developing social reality is the rapid advance in contraceptive science and the emphasis on family planning programmes. Clearly this has both individual as well as far-reaching social consequences. On the one hand this advance greatly helps women to overcome the biological handicap in their quest for freedom and equality ; on the other hand it forces us to think afresh about many of our traditional social norms. It is sad to see, however that while all this knowledge is inevitably perco-

lating, often in a distorted manner, to our young men and women it finds no reflection in our higher education.

7. These and other important elements of the existing social reality cannot be ignored while considering the future trends in women's higher education. Exclusive institutions for women students like the SNTU Women's University and its colleges have played an important role in the past in the field of women's education. The need for exclusive institutions perhaps may not be as keenly felt now as when they were first started. But their manageable size and compact character offer greater scope for changing the existing educational pattern so that it has greater relevance to social reality. It is hoped the SNTU Women's University as a pioneering institution in women's education will also be able to take pioneering steps in this direction.

