

**GUIDELINES FOR
DEVELOPMENT OF WOMEN'S STUDIES IN
INDIAN UNIVERSITIES AND COLLEGES
DURING ELEVENTH PLAN
(2007-2012)**



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GUIDELINES FOR THE DEVELOPMENT OF WOMEN'S STUDIES IN INDIAN UNIVERSITIES AND COLLEGES

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UNIVERSITY GRANTS COMMISSION

Guidelines for the Development of Women's Studies

1. Introduction: The New Focus

- 1.1. The University Grants Commission (UGC) has promoted, strengthened and given direction to the Women's Studies programme in the country since the VII Plan period. Women's Studies Centres have been established in the University System in the VIII, IX and X Plan periods. They have contributed significantly to the expansion of Women's Studies teaching, research and field action.
- 1.2. The guidelines for the XI Plan have taken a broader view of the women's studies constituency by supporting University Women Studies Centres and facilitating them to become teaching and research Departments in the University system. Further, the thrust is to develop field action projects for action, research, evaluation and enhancement of knowledge and partnership across boundaries of caste/class/religion, community and occupations. To meet these ends, the new focus emphasizes mentoring, partnership and clustering as well as orientation and training workshops. The thrust is to involve many more people and many more organisations in the network as well as to ensure the focus and the quality of this newly emerging discipline are maintained. Hence, the need for a Chair for Women's Studies at the UGC level to ensure the same is an added dimension in the approach to the Scheme of Women's Studies in the XI Plan. The Approach Paper which forms Part- 1 of the Guidelines clarifies the new objectives.

2. The Guidelines

The Guidelines will have two parts:

- 2.1 Part I will consist of the Approach Paper, which describes the concepts, goals and roles on the one hand, and strategies and approaches on the other.
- 2.2 Part II gives directions for operationalising the ethos of the Approach Paper.

3. Part I: The Approach Paper

3.1. Introduction

Currently, there are 67 Women's Studies Centres (WSCs) established in various universities and colleges in the country. Many of these WSCs are those newly established under the UGC X Plan and may not necessarily have a clear understanding about the aims and objectives with which the UGC had initiated its Women's Studies programme. WSCs, established during the earlier plan periods, also face considerable difficulties due to the lack of clarity about their roles and the terms under which the UGC disburses its grants. Furthermore, in the last three decades, Women's Studies has gained in academic stature and developed a rich

body of theories based on a complex and multi-layered understanding of the realities of women's lives. This rich material needs to be introduced to students in the classroom.

The world, and indeed India too, is witnessing changes in the new century and these changes are occurring faster when compared to the earlier centuries. Women's Studies was initially conceptualised as a branch of the social sciences and humanities. However, today, the Women's Studies Programme, in addition to social sciences and humanities, must engage with other disciplines and professions such as life sciences, biosciences and other areas of science and technology, such as agriculture and forestry, medicine, and architecture, as developments in these areas have a great bearing on women's lives.

Getting Women's Studies into the National Policy of Education, 1986, was a major initial task and, as a result, many centres have been established in the universities by the UGC and some even outside it by the ICSSR. The approach paper seeks to outline how we may help build on the strengths, critically assess limitations and throw up for the future what we want to do and not be a prisoner of the past.

Broad spectrums of organizations in the country are engaged in women's studies. In the last 10 years, their number has increased in response to the need felt by the:

- i) Academia to develop women's studies as a discipline with a core area of theory in an interdisciplinary framework and as a perspective to transform other disciplines to feminist perspectives.
- ii) Planners for understanding women's particular role in the formulation of policy, particularly in establishing a just and secular society in India.
- iii) Scholars and activists to make more visible in research and policy the issues raised by women from dalit, tribal, labouring and minority religious communities.
- iv) Policy makers to make more visible and empower women in the Panchayati Raj Institutions (PRIs) as also all public institutions including women in universities and colleges.

These organisations can be grouped in many ways, but for the purpose of this paper, they are grouped according to their financial support from the nodal agency. For example,

- i) Women's Studies Centres attached to the University/College, funded by the University Grants Commission;
- ii) Women's Studies Research Institutes being supported by grants from the ICSSR
- iii) Women's organisations such as non-Governmental registered societies, or a department of Central Government, or State Government for specialist sectors;

- iv) Grass-roots organisations as well as feminist resource centres which develop their funding base through projects which are commissioned by a broad spectrum of agencies, government, corporate, financial institutions as well as international donors.

In addition, there are individual scholars attached to development study centres and individual academicians who bring a gender studies window into the larger institution.

Together, this conglomerate or loose structure of individuals and agencies have played a significant role in uncovering the discrimination against women, drawn attention to special characteristics of women in poverty, women in marginalized sections, the impact of political and economic macro systems on women, social factors that militate against women, as well as provide focal points for mobilizing of women's opinion and action on critical social and economic issues. Scholars in women's studies pose a philosophical challenge to all intellectual disciplines. They question the existing discipline-wise concepts, tools and techniques that justify the denial of equity for women and make them marginal and invisible. Their aim in formulating new definitions and methods is to assimilate gender consciousness into all knowledge systems. In the process, they expand the frontiers of knowledge about the multiple facets of societies and economies and give it the necessary critical edge.

Women's Studies has thus emerged as a discipline with a core area of theory, within an interdisciplinary framework that draws on theories from other disciplines, that is, knowledge from various social sciences, humanities and sciences. As a new area of knowledge, it draws from its own studies and field action, while also utilising such knowledge useful to it from the other disciplines, thus being interdisciplinary in focus. Further, it has accepted the implicit social responsibility to transform/influence other disciplines to include the feminist perspective, develop and empower women generally and more specifically increase their visibility in teaching, research and management in the universities and colleges by enhancing their academic strength and competence.

3.2. The Present Situation

In the X Plan, the UGC has funded 51 Centres in the Universities and 16 Centres in the Colleges, under this scheme. The budget allocation for these centres has risen from Rs.50 lakhs to Rs.10 crores in the X Plan and has overspent above it.

The introduction of women's studies in the higher education system was a major achievement for the women's movement in India. Women's studies centres were envisaged as playing an interventionist role by initiating the gender perspective in many domains in the generation of knowledge; in the field of policy and practice.

The Centres for women's studies were designed to act as catalysts for promoting and strengthening women's studies through teaching, research, dissemination of knowledge and field action. In the last Plan period, the Centres for Women's Studies have carried out their work, not only in the above areas, but also in

several other directions. They have been instrumental in the incorporation of women's studies in various courses of teaching as well as facilitated research on socially relevant areas. They have provided consultation to scholars, served as evaluators for development projects, generated resource material and documentation in the regions in which they are located, and established networking both within and outside the university system.

Although much needs to be done, yet, the Centres for Women's Studies have contributed to the visibility of women's issues, tried to combine erudite knowledge with socially relevant theories, and have succeeded in opening a dialogue in multi-disciplinary collaborations.

3.3. The Proposed Approach

In the XI Plan, it is proposed that a broader view is taken of this constituency of Women's Studies Centres and women's studies scholars who have been playing a significant role in facilitating the national goals of establishing a secular, inclusive and just society in the new millennium. It is proposed that support is given to strengthen and sustain the University Women's Study Centres by establishing them as statutory Departments in the university system, as also to facilitate their own capacity to network with other constituents, such that they are mutually reinforcing as well as synergizing one another.

The current configuration of the Centres is such that there are differences amongst them in their age, skills, location within the University in terms of the University's own priorities as well as in leadership. In this approach paper, an attempt has been made to even out the differences in capacity to perform and to have the centres identify their roles and choose their priority area.

While the primary role of the Centres located in the University system can be defined as knowledge assimilation and knowledge transmission through teaching, research, field action and documentation, Centres may emerge as specialized/advanced Centres for teaching or research in identified areas.

Strengthening the capability of Centres/Departments to perform the above-mentioned roles has to take place in many directions including:

- i) Teaching and Training,
- ii) Research
- iii) Field Action
- iv) Dissemination (library, documentation and publication)
- v) Advocacy

3.4. Teaching and Training

It is expected that the University located Women's Studies Centres be independent teaching departments under the Faculty of Interdisciplinary Studies and should be given statutory status under the Universities Acts applicable for each State and Central/Deemed Universities. These Centres/ Departments must provide leadership in interventions in curriculum development in addition to the provision of "new" knowledge. Bringing gender from the margins to the centre issues has provided one of the richest territories for challenging existing theories in all disciplines, ranging from epistemology to theology, science and technology, humanities, social sciences and film studies.

At a juncture when the importance of University education and the need to build its strengths is being emphasised, Women's Studies Centres/Departments need to gear themselves to focus on newly emerging complexities and connectivity in the society and the challenges thrown up by these. We need to move in this direction to address the tasks in the 21st century. We believe that the future of universities will lie in their capacity to deal with new social and technological issues by recognising new interdisciplinary fields and in the use of interdisciplinary approaches in addressing these areas. Women's Studies is one such area, which needs to be incorporated in the university curriculum on an urgent basis by restructuring, and rethinking various study programmes. Courses in various disciplines need to be restructured and developed by the Women's Studies Centres/Departments as well as by joint work of faculties across departments. There is also a need at the university level, to encourage joint courses, increase the number of optional courses, and permit students located in all Departments and Centres to choose optional in Women's Studies.

We envisage several possibilities to encourage teaching of Women's Studies at the undergraduate and postgraduate level. Considering this we propose that the Head of Women's Studies should be an academic of distinction. A core staff for teaching and preparation of learning-teaching materials must be given for which sustained financial support is required. We present a broad guideline of the teaching programmes that would help universities to move in this direction.

3.4.1. Master's Programme of Study

- i) Advanced Centres of Women's Studies / full-fledged Departments of Women's Studies could introduce Masters level course in Women's Studies with a full complement of core and optional courses and a dissertation. The core courses will be in feminist theory and methodology with special reference to their contributions to general theory and methodology. The optional may cover the range of courses being developed at different Centres depending upon the competence and interest and thrust of different Centres. At present various universities follow different systems and varying weightage for elective courses. This relative proportion will have to be worked out by each university according to its requirements.

- ii) It should be possible for the students of all disciplines to have courses in their own departments that offer a disciplinary perspective on issues raised by Women's Studies. In addition, interested students should be encouraged to take at least one compulsory course on feminist theory from WS Centre/Department. With one-third of the total credits reserved for Women's Studies courses, sub-specialisations on Women's Studies in each discipline at master's level should be possible. These courses may be run jointly with WSCs and or independently by Women's Studies Centres/Departments. Such Centres/Departments can also offer a Minor degree/specialisation in Women's Studies for students opting for a credit course in Women's Studies in all the four semesters of the Master's Programme.
- iii) Universities, where MA or sub-specialisation within a discipline at the Master's level is not possible at this stage, should encourage students in all other departments to choose optional courses from the Women's Studies Centres/Departments. The latter should offer at least 2 optional courses at the Master's level. These courses should deal with patriarchy, family and gender and the critical issues that are being debated in Women's Studies i.e. focus on conceptual, methodological issues, e.g. issues of development, history, culture and other critical issues that are being debated in Women's Studies. Secondly, the courses on methodology in departments other than Women's Studies will need to integrate academic contributions of Women's Studies into the content of their methodology course.

3.4.2. M.Sc. Programme

Besides introducing short-term and elective courses in women's studies for students of science and commerce with the help of the Centres, there is also an urgent need for developing them in other disciplines such as technology, agriculture, forestry, and environment, through the support of the respective Councils such as the All India Council for Technical Education (AICTE), Indian Council for Agricultural Research, the Medical Council of India and Architects Council, etc. for their respective professional disciplines. The UGC will take the lead in dialoguing with these Councils and support the women's studies movement.

3.4.3. Bachelor's Programme of Studies

a. B.A. Honours

The B.A Honours programme in different subjects again has varying structures ranging from a total of 13 to 18 courses over the three years of work along with four subsidiaries (compulsory to pass only) offered in the first two years of the study programme. It is proposed that one integrated foundation course should be offered at the undergraduate level as compulsory on issues of human rights, environment and globalisation from women's perspectives, or, alternatively, a compulsory course on Women's Studies, as a part of the main courses. This course should be accessible to the students of

bachelor programmes such as humanities, social sciences, commerce, education, social work and sciences. Elective courses from Women's Studies within the perspective of the subject of specialisation need to be introduced in future at this level as well.

b. B.A. Pass

This programme offers the same number of subsidiaries but a much larger number of core courses. The course suggested for the BA Honours, can be offered both at the subsidiary and at the main level.

c. B.Sc.

Elective course on Women's Studies or a preliminary course on the lines of BA needs to be introduced for the science students as well. WSCs should introduce optional and certificate courses to attract science students.

3.4.4. Certificate and Diploma Courses

- i) Postgraduate Certificate and Diploma courses that will train participants to comprehend the major debates on patriarchy culture, history, development from gender perspectives should be promoted. This will help build a strong academic base institutionally for Women's Studies. These courses should deal with conceptual, methodological issues, and encourage students to pursue a paper/dissertation in a specialised field in Women's Studies.
- ii) In addition to the above mentioned courses, short term/Certificate Courses on legal literacy/film studies /comparative literature/media studies from gender perspectives, could be started in some Women's Studies Centres on a pilot basis.
- iii) Short term courses for professionals should be run both on campuses as well as a part of the extra-mural/correspondence course programmes. Courses in legal literacy, gender and development, gender literacy for professionals in diverse areas such as Medicine, Health, Business Management, Social work, Counselling and Media among others, should be encouraged.

3.4.5. M. Phil / PhD

Independent and joint Research programmes in Women's Studies should be encouraged. The Universities must set up Board of Studies and Research Recognition Committees to promote an independent research programme in Women's Studies. Students without any formal training in Women's Studies, seeking to do M.Phil/Ph.D in a full fledged WSC, or within other departments on topics related to gender issues, should be encouraged to avail of the required courses in Women's Studies as preparatory programme to lay the foundations for research.

3.4.6. Practice Skills

The curriculum should include a field practice component so that the graduates of the degree in Women's Studies have opportunities for employment in the vast field emerging today on programmes for women in the governmental and non-governmental sectors as also in the corporate and media sector. Lessons can be learnt from the institutions for social work education on how to manage such field-based skills training.

3.4.7. Developing Reading Material

Developing standard textbooks/readers on Women's Studies, especially in Indian languages would be an immediate task. A committee can be constituted, consisting of experts from Women's Studies and other disciplines to go into the details of this exercise. Nodal centres or specifically identified Women's Studies Departments may be given the responsibility of organising these committees covering different areas of specialisation. The material thus generated would be particularly useful for new centres.

3.5. Research

Research in Women's Studies programmes has ranged from critique and reconstruction of theory to developing new frameworks for identification and analysis of information both quantitative and qualitative. The WSCs need to experiment with interdisciplinary research using a range of methodologies. Purely academic as well as action research are encouraged. Collaborative research, regionally / nationally, should be promoted as this would not only contribute to knowledge building but also academically strengthen the WSCs in the process. Such research projects could seek support from the UGC through its scheme on Major Research Projects. This core element of research is the fountainhead of the programme and needs both support for continuity as well as opportunities, and a vehicle for wider dissemination.

An overview of the achievements of Women's Studies in India during the last quarter of a century indicates that recovery and translations of lost writings by women in different languages has been one of the most positive outcomes of this movement. Women's Studies scholarship has recovered texts dating back to the ancient period, which provide extraordinary source material for not only literature scholars, but for students of intellectual, cultural and regional history. In the last few decades, several oral narratives of women in the peasant, tribal and dalit struggles have been documented, giving new insights into the history of modern India. The important linkages between Women's Studies, recovery of lost voices and Comparative Literature should be explored within the University System.

In the inception phase, Women's Studies was logically seen as a part of the humanities and social sciences streams. However, it is important to move beyond these limits - to engage with science and technology with particular reference to reproductive technologies, genetic sciences, agriculture, medicine and other

disciplines. Other areas that also need to be engaged with in a sustained manner are education, social work, rural development and critical globalisation studies.

There are other areas that are equally compelling and challenging. The new ways in which caste and communalism emerged in the 1990s pose serious challenges to the women's movement and women's studies scholarship in the country. Over the last two decades Women's Studies in India had raised important questions about the invisibility, distortion and marginalisation of gender as a category of analysis in mainstream disciplines and their canonization. Despite the feminist critiques of mainstream social sciences, the classical frameworks of caste have cast their shadow in Women's Studies too. Women's Studies need now to seriously engage with the specificities of caste and community in gender issues. Women's Studies need to be seen in the wider context of common democratic struggles, of linking women's rights to the rights of other marginalized groups.

There is an emerging discipline, Film Studies, active collaboration with which, in our view, will benefit Women's Studies. India is the largest producer of films (in many languages) in the world, which certainly have a social impact, particularly on women's lives. Mass Communication and Research on the expanding visual media have led to significant films documenting women's history. An active collaboration between Women's Studies and Film Studies should be encouraged.

Since the publication of the Report of the Committee on the Status of Women in India (CSWI), the discipline of Demography became integrally connected to the twin movements of Women and Women's Studies and debates on the declining sex ratio as evidence of marginalization of the majority of women in Indian Society. The Indian Census of 2001 revealed an internal shift in the sex-ratio trend. "Missing Girls" replaced "Missing Women" – during the decade (1990s) dedicated by the SAARC Summit to the Girl Child. This is an area that requires urgent exploration, field action, action research, and other types of research and advocacy efforts.

The emergence of the International Conventions on Human Rights, Women's Rights and Child Rights has increased the importance of legal studies for specialists as well as for general education. Women's Studies must promote interaction with these new legal aspects of social existence. The following subjects requiring inquiry are only some examples of the vital areas for study suggested above:

- i) New Economic Policy and its impact on women.
- ii) Women and the Political Process, with special focus on women in PRIs
- iii) Science, technology and women; with special focus on women and reproductive health.
- iv) Forms of violence both public and private against women and girl children
- v) Women headed households and women as major family earners.
- vi) Migration and Displacement – internal and international.
- vii) Women in the organised and unorganized labour force.
- viii) Interlocking of gender, caste and ethnic inequalities

- ix) Gendered character of caste and communal violence
- x) Feminist theories in the Indian context and the critical reconstruction of concepts of work, power, autonomy, patriarchy, class-caste, sexuality, sex-work among several others.
- xi) Gender and Cultural expressions: Oral, printed and audio-visual forms
- xii) Women's Rights within the new legal discourse of Human Rights

Emphasis should be on a variety of research projects such as those requested by and sponsored by various organisations, as also self-initiated research, both applied and fundamental, even when funded externally. Collaboration should be promoted between universities/colleges in order to develop regional and national databases and recommendations. Since Women's Studies as a subject has developed its own unique research methodology, it is necessary to have special workshops to promote quality research.

It is proposed that the field action, research, documentation, teaching and extension activities to be undertaken by the WSCs should build upon each other to consolidate certain areas of specialisation. It is, therefore, suggested that, besides extension education, which is educational activity in outreach work, other activities to be undertaken should be field action projects, advocacy or policy development and research, the latter being frequently commissioned by various agencies or Government, such as evaluation of programmes, special surveys, all India co-ordinated projects, etc.

3.6. Field Action Projects/Outreach/Advocacy

The word Extension has been replaced by the term Field Action Projects (as in the IX Plan document) for field action, which leads to the enhancement of knowledge. Where research is built into such field action projects, the term Action Research is recommended indicating (a) that it is a two-way learning process – for the women in the field as well as the WSCs; (b) that each party brings different skills, knowledge and capacity to the partnership, while they share a common concern, and (c) that they identify and undertake work for change/development of new knowledge in their respective fields through the partnership.

In undertaking field action projects and action research projects, it may be ensured that these projects lead to the development of new knowledge, or demonstrate a new area of service, a new strategy or methodology of work. As academic institutions, the focus of WSCs is not service but developing new knowledge by undertaking such projects. These projects should set off processes of change that bring progress to both partners. The WSCs can document these changes in an innovative manner – demonstrating the process of transformation in the nature of the relationship between the partners – and of the implicit social hierarchy at the starting point, which begins to give way over the years. Documentation of such projects/experiments advances the development of Women's Studies, while contributing to general advance of knowledge in human,

social and cultural development. Thus, Outreach/ Advocacy/Field Action may be envisaged as

- i) Enhancing academic component in action and advocacy either with research or documentation, developing new knowledge, alternative models/designs for developing programmes and strategies and move away completely from a service only approach. .
- ii) Influencing policy and discourse on women's development in the country, by either demonstrating through field action projects or researching and analysing a variety of policies, programmes and entitlements created for women, particularly poor women and women in marginalized communities. For instance, programmes like the Mahila Samakhya, a large education and empowerment programme for rural poor women, initiatives such as the formation of the Self Help Groups and micro-credit and microfinance interventions targeting women that are the principal strategies for women's development across the country, and the role of women in Panchayats need critical evaluation and comparative assessment regarding their contribution to women's empowerment, which was the ultimate objective.
- iii) The advocacy role is the cutting edge of Women's Studies programme. Ranging from critique of macro policies to research methodologies, these programmes can influence a wide range of institutions and actors in the public arena such as the civil society and the state. Building informed public opinion on women's courses and capabilities, rights and oppressions, both within and outside the university, can emerge from these programmes.

3.6.1 Dissemination (Library, Documentation and Publications)

A critical aspect of women's studies is the new information and analysis, which generate new theories. Reports of conferences, seminars, meetings, issue-based affirmative action and so forth, generate knowledge, which must be documented as an important resource for designing policy and programmes for women's empowerment.

There is still a great paucity of good books, readers and texts for teaching Women's Studies in India. In the absence of learning- teaching material, both in English and Indian languages, the academic component of Women's Studies has been diluted. The following are suggested for promoting sharing of teaching and research materials:

- i) Preparation of text books, Readers/Reference Lists especially annotated ones, which would be useful in teaching and research,
- ii) Thematic compilation of published/ completed research for wider circulation,
- iii) Compilation of regional data bank of research on Women's Studies in each region.

iv) High quality teaching/ learning materials and dictionary/glossary of terms in English and Indian regional languages.

v) State-wise directory of women in prominent positions.

Women's Studies Centres should also undertake

i) Documentation of oral narratives,

ii) Translation of women's writings,

iii) Documentation of campaigns of women's and other democratic movements,

iv) Develop and provide database to strengthen struggles for gender equality.

It is suggested that special budgetary provisions be made for the library and documentation units of the women's studies programmes with attention to building up their requirement for capital equipment in the field of information technology. An existing library on Women's Studies can sign a Memorandum of Understanding with other university centres for developing and managing resources including publications, documentation and library.

3.7 Orientation and Training of Staff, Colloquia, and Workshops

It has been observed that a number of new centres are groping to find their focus. As women's studies is a new discipline with an interdisciplinary focus and field action and advocacy built in, besides research, few have had such an academic exposure. Sometimes, anything to do with women is seen as women's studies. In the XI Plan, a large number of women's studies centres are proposed, so that in time, it becomes a regular subject in the university like all other emerging subjects such as biotechnology. Hence, it is essential to have periodic orientation programmes to develop courses, research and related activities. Even the Librarians will require knowledge and skills to source appropriate materials, which go beyond the usual publications. Therefore, financial allocation will be made to conduct these activities through specific grants, in addition to the routine grant of the Centres that will be specially selected for the purpose, from those in Phase III.

Colloquia and workshops will be organised bringing in both the UGC and the non-UGC Centres and activists for better understanding and sharing:- such as of evolving concepts, field action strategies and research.

An annual meeting-cum-conference organised by the Standing Committee of Directors of Women's Studies Centres, as a part of on-going dialogue for better understanding of academic and administrative aspects, needs to become a regular feature for which funds are allocated in the Budget.

3.8 Monitoring and Evaluation

To establish women's studies on a firm footing within the university system, women's studies need to acquire academic rigour, which will influence

academics from other disciplines to incorporate the concepts and theories into their curricula. Further, to ensure accountability and quality of performance, an ongoing system of monitoring is necessary by laying down the parameters. Some of the mechanisms are self-evaluation, external evaluation, periodic reviews, peer reviews at the regional level and other strategies. The UGC Standing Committee needs to play a more pro-active role in shaping women's studies in the country.

- 3.8.1 To ensure accountability and quality of performance and excellence, an ongoing system of monitoring and evaluation is necessary.
- 3.8.2 The Women's Studies Centres will be monitored and evaluated periodically by the UGC Standing Committee. Consideration will be given to both internal and external evaluation.
- 3.8.3 Every year, the Head of the Centre will present a report on its working to its Advisory Committee and then submit it to the UGC. The report will describe achievements, limitations, difficulties faced and action taken. Activities should not be merely enumerated but a brief abstract on the theme and its perspectives need to be highlighted. The report should have a quantitative as well as a qualitative thrust.
- 3.8.4 The activities which will be evaluated will cover :
 - Teaching and Training.
 - Research.
 - Field Action Projects and Action Research, Outreach and Advocacy.
 - Documentation (Dissemination ,Library and Publication).
 - Twinning between a new Centre and one in Phase II/II.
 - Clustering and reaching out to non-UGC Centres of Women's Studies, Colleges, Students and Teachers of other Departments in own and cluster of universities/colleges, NGOs, neighbourhood communities etc.
 - Publication of material, particularly in regional languages
 - Special / Innovative activities and features of the Centre.
 - Organisational capabilities.
- 3.8.5 In addition to annual reports, the Centre will forward to the UGC a mid-term review and a final review at the end of the five-year plan period.

3.9 Chairs in Women's Studies in the UGC

UNESCO has a scheme to constitute a Chair in Women's Studies. The UGC will fund the cost of the Chair and the core professional and administrative staff, which is included in the budget, while UNESCO will fund the various activities to be conducted by the Chair to facilitate the development of Women's Studies in

the Universities and Colleges. The focus of the XI Plan will be to reinstitute the UNESCO chair in UGC to give the needed push to place women's studies on firm ground like other disciplinary and interdisciplinary subjects.

3.10 Organisation

Since the existing Women's Studies Centres display a diversity in history and characterization, and have developed areas of specialization, a system of phasing is proposed as an evolutionary process on the basis of the capabilities of each Centre. The classification will have three phases:

- (a) Phase I
- (b) Phase II, and
- (c) Phase III

Moreover, as a result of the experience of the last ten years, the concept of networking of clusters, of complementing skills within the broad constituency of university based programmes, and networking with outside women's action and research agencies, has emerged.

Teaching- Training, Research – Documentation, Field Action – Advocacy , will form the core activities of all the Centres under Phases I, II and III, although the level and emphasis will differ from phase to phase and Centre to Centre.

A set of illustrative criteria of expectations is described below. These are not mutually exclusive tasks and in view of the same, there will be overlap of work at Centres under different phases.

3.10.1 Phase I

Phase I will have two stages:

- A. Preparatory
- B. As the Centre matures, it will move on to stage B.
- A. The preparatory, or initial stage, will start work by:
 - Understanding independent research and publication
 - Publication and translation in local languages
 - Library and documentation
 - Building data and disseminating information
 - Organising seminars, workshops
 - Cultivating relationship with other Departments, Centres, scholars, colleges, Non-Government Organisations (NGOs).

- Most importantly by participating in Mentoring programmes organised by Centres in Phase II and III

B. As the Centre matures, it will move on to:

- Organising orientation programmes for students, teachers, NGOs; organising study circles; providing access and guidance to students and teachers for research on women's studies; interaction with scholars outside the university.
- Understanding independent and collaborative research, disseminating available information and data, building up library and documentation.
- Nurturing relationship with colleges and departments and networking with scholars, NGOs and participating in women focused schemes and activities.

3.10.2 Phase II

In order to take advantage of special capabilities of research in certain areas or skills, or capabilities developed in curricula building and teaching programmes in Women's Studies, some of the special activities, which can be considered as illustrative, are described below:

- Facilitating in conducting Foundation and other optional courses in Women's Studies courses, assisting in incorporating women's studies in other disciplines.
- Concentration on and consolidation of research on special themes/areas such as technology / agriculture / media / environment/ reproductive health/ literature/caste/religion and community/ labour etc.
- Developing Degree / Diploma courses and Research programmes in Women's Studies
- Organising seminars, conferences, and workshops to develop areas of specialization and for different target groups including students and activists.
- Innovative training programmes for specific target groups, curriculum development.
- Undertaking independent research and collaborative research at national level and involvement in Government sponsored programmes and schemes;
- Nurturing partnerships and other relationships with identified clusters of colleges and NGOs, and guiding new Centres of Women Studies in the neighbourhood.

3.10.3 Phase III

These Centres will serve as resource or Nodal Centres for teaching, research, and documentation for the region. Such Centres must consolidate their research to develop as an advanced research Centre or/and strengthen existing and develop new teaching and research programmes in Women's Studies.

Further, they are to act as clusters or Nodal Centres within their regions and for other regions, for all university-based bodies, colleges, women's action and research agencies and NGOs. The adoption of a twinning approach will facilitate the development of new centres through mentoring programmes by the experienced centres. Additional funding will be provided to Phase III twinning centres to provide academic support to new centres that are being set up. There is also a need to mentor new scholars and to facilitate the process of mentoring. The UGC will enable junior researchers to accept junior research fellowships and in-house mentoring for a month in the advanced centres. It will also enable the various research centres to invite senior scholars in residence to mentor and develop the research capacities of the junior researchers.

In addition, Centres in Phase III are to undertake the following functions:

- Developing a strong Resource Centre and disseminating data and information through traditional and modern technology, information dossiers, information network, etc.;
- Offering training to teachers and initiating innovations in curricula
- Building linkages with national and international bodies and initiating teaching and research exchange programmes at national and international level;
- Refresher courses in Women's Studies will be offered in different regions.
- Preparing teaching / learning materials, texts, reference works etc.

3.10.4 Transition from One Phase to the Next

Transition from one phase to another will be considered by the UGC Standing Committee on the basis of proposals received from the Centre (Annexure – II), its review and where found necessary visits by members of the Standing Committee / Experts appointed by the Standing Committee.

3.11 Advanced Status

Women's Studies Centres, which have functioned as lead Centres, will be identified for Special Assistance Programmes of the UGC, namely,

- i) Departmental Research Support,
- ii) Departmental Special Assistance (for promoting teaching and research in identified areas)

iii) Centre for Advanced Studies, as also for all other schemes of the UGC.

4 Proposed Centres in the XI Plan

It is proposed that a very special thrust for women's studies be made in the XI Plan, which is based on the cornerstone of inclusiveness of various groups. Women are joining the system in larger numbers but there is a strong patriarchal culture that prevails in academic content, organisational structure, and the ethos of the system. Women's studies can have an influence in bringing the feminist perspective and changing the current focus in teaching, research, and the administration of the higher education system.

The expansion of the Women's Studies Programme has been slow. Although the first scheme was introduced in 1986, after two decades and four Plans, there are only 51 university centres and 16 college centres. It is, therefore, proposed to start Women's Studies Centres at universities as well as in colleges with a good track record.

With orientation, training and monitoring in place, twinning with older centres and the cluster approach will make it possible as older centres are drawn in to assist in this task. A Chair in Women's Studies will greatly facilitate the task as it will be its specific mandate to put women's studies centre stage in the higher education system as an interdisciplinary subject on par with those emerging in frontier areas like biotechnology and biosciences.

5 Part II: THE OPERATIONAL THRUST

5.8 Administrative Aspects

5.8.1 Status

Women's Studies, as a distinct teaching and research discipline needs to be a department and not a centre in the university. Time and again, the UGC has been requesting universities to use the plan period grants for new teaching positions to create posts in Women's Studies Departments. Hence, universities are requested to take necessary action to constitute departments with the Director as a Professor and full-time Head, and Readers and Lecturers.

The Centre / Department will be interdisciplinary and will have the status of an academic University Department with the core faculty eligible for representation on University Bodies, corresponding to other University Departments. It will not be part of any Department / Institute. The university should give the above Department / Centre a statutory status, if needed, by amending the University Acts and Statutes.

5.8.2 Nomenclature

Selection of nomenclature for the Centre / Department is left to each university; however, for the purpose of the UGC, all Centres / Departments will be referred to as Women's Studies Centres (WSCs) because their focus will be interdisciplinary.

5.8.3 Activities

The main activities of the Centre will cover:

- Teaching and Training
- Research
- Field Action, Outreach and Advocacy
- Dissemination of Information
- Clustering
- Mentoring (especially in case of Centres in Phase II and III)

When there are two university and college Centres or Cells in the in the same city, as far as possible, their area of operation and focus of work should be spelt out to avoid overlap. Efforts may be made to build consortiums at the city and regional levels.

5.8.4 Faculty

The universities are advised to include the posts needed for Centre for Women's Studies (Professor / Reader/ Lecturer) in their Development Plans. The State Government's concurrence will be needed to give permanency to these posts. If permitted under university rules, existing unutilised posts in the university could be utilised with the concurrence of the Department / Authority by relocating to the Women's Studies Centre/Department. Central/Deemed Universities receiving maintenance grants from the UGC, will similarly obtain permission from it for permanency or shifting of posts.

(a) Head of the Women's Studies Centre/Department

Each Centre will have a full time Head. The Centre will be headed by a Professor / Reader, directly responsible to the Vice-Chancellor or the Dean of the faculty to whom she / he will report.

The person so appointed will either be directly recruited as per university procedures for teachers, deputed or appointed on contract through a Selection Committee corresponding to that of Professor / Reader. The universities are advised to invite one member of the Standing Committee as one of the experts on the Selection Committee. In case of deputation or a person appointed on contract, the person concerned must possess the

required qualifications in the concerned discipline for Professor / Reader and in addition fulfil the requirement of additional qualifications specified below.

In universities where the process of rotation of headship is in practice, it will apply only up to the level of Reader's position, as per UGC rules, from within the core faculty in the Women's Studies Centre/ Department.

The Head of the Centre may be selected from any discipline but must have a proven track record in research and/or teaching of Women's Studies. The duties of the Head of WS Centres/ Departments will be, in general, similar to those of any other academic departments with additional responsibility of implementing strategies laid down in the guidelines.

(b) Additional Qualifications for the Head

In addition to the required qualifications laid down for Professor / Reader, the following will be requirements of additional qualifications and qualities needed.

Head for Phase I

- Experience in terms of research / teaching and field action and a known person in the field of women's studies. Publications related to women's issues / women's studies.

Head for Phases II and III

- The Head should be known for contribution in women's studies in terms of research and teaching in women's studies and other extension / field action experience.
- Some experience of curriculum development and teaching in women's studies desirable.
- Initiative to put into practice innovative programmes and structures.
- Capacity to build relationship within the university, with other - Department and Colleges, NGOs and Women's Studies Centres outside the university system.
- Capacity to meet administrative challenges.

(c) WS Centre/ Department, Academic Faculty and Staff

The academic faculty and staff of WSC will consist of (i) Core faculty (ii) Other Academic Staff and (iii) Administrative Personnel.

i) Core Faculty

The Core faculty will consist of Professors, Readers, and Lecturers, Coordinator of teaching-learning materials, Teaching Associates, who will be considered academic staff with benefit of vacations and other benefits available to teachers. They will be treated on par with other teaching faculty. The Head of the Centre will also be on a vacation post. However, the Head will have to be available when needed during vacations.

The Core Faculty will be directly recruited, deputed or appointed on contract through a Selection Committee corresponding to that of Professor / Reader / Lecturer, following procedures for selection of teachers.

Faculty appointed for women's studies must necessarily have experience in teaching / research/field action and extension and field action in women's studies.

ii) Other Academic Staff

The other academic staff will consist of Project Officer (research / extension), Librarian, Documentation officer, Computer Assistant, Research Fellow and others in similar positions. They will be considered non-vacation, with regular office hours. They will be entitled to the benefits (other than vacation and office timings) available to academic staff. They will be selected following procedures for corresponding staff at the university/college and on similar scales / scales approved by the UGC.

iii) Administrative Personnel

Administrative Personnel of the Women's Studies Centres/Departments will be in cadres similar to those existing in the university/college and will have the status of non-teaching staff of the university and will be recruited as per prevailing rules of the university/college.

5.9 Organisational Structures

(a) The Advisory Committee

There will be an Advisory Committee for every WS Centre/Department with the Vice-Chancellor/College Principal as the Chairperson and the Head of the Centre as the Member-Secretary. Its composition will be broad based. In the University, it will draw members from within the University as well as experts / specialists in other fields who are working on women's issues including Members on Statutory Committees. The Committee will consist of 7 members with the outstation members, if any, not exceeding 3. In the absence of the Vice-Chancellor, Pro-Vice-Chancellor / Proctor / Dean may be nominated to chair the meetings. Similarly, the composition of the Committee in the College (7 members) will be of the Principal, and teachers in various departments working on

women's issues and 3 Experts from outside. In the absence of the Principal, the Vice Principal or a senior Head of Department may chair the meeting. The main functions of the Advisory Committee will be to give advice and take an overview of the progress and functioning of the Centre. It will meet at least once a year.

(b) **The Standing Committee**

In order to facilitate the functioning of the Centre, a Standing Committee consisting of 3 to 5 members will be constituted with the Head of the Department as the Chairperson. The Standing Committee will meet at least once in 2/3 months.

(c) **The Statutory Board**

To advise the Centre in academic matters and monitor academic activities, a Statutory Academic Board will be constituted as per university procedure either in the form of a regular Board of Studies or Board / Committee of Interdisciplinary Studies or an Adhoc Committee Board. e.

(d) **Faculty (Authority)**

The University authorities may decide whether they want to create an independent Faculty of Women's Studies or the Centre in the University/College should function under any other Faculty in consultation with the Advisory Committee of the Women's Studies Centre/ Department. If there is no independent Faculty of Women's Studies, the head should always be allocated a seat as a Member.

6 Approach

The Centres are classified under Phases I, II & III. This will be an evolutionary process on the basis of capabilities and performance of each Centre.

Illustrative criteria of expectations from Centres under the different Phases are described under item 3.11.

Teaching–Training, Research–Documentation, Field Action and Action Research, Outreach and Advocacy will form the core activities of the Centres.

The main strategies for implementing the activities and programmes, under Phases I, II and III, would be through the concept of networking of clusters and through the process of partnership.

7 Modalities: Partnership and Clustering

7.8 Partnership

Partnership is envisaged at different levels as a process of networking for a specific purpose.

To illustrate, It is envisaged between:

- (a) An established UGC Centre under Phase II and III and a UGC Centre under Phase I to mentor the latter to develop and grow.
- (b) A UGC Centre and a Centre outside the University system for joint programme / research / documentation and so on.
- (c) A UGC Centre and a NGO for Programme / activity.
- (d) A UGC Centre and State/ District level agencies for training, awareness generation etc.
- (e) A UGC Centre / Centres and a Government Department (e.g. Ministry/Department Of Women and Child Development at Centre and State level, National and State level Women's Commissions for macro or special research / projects / documentation/training.)
- (f) A UGC Centre and an organisation or agency at national / inter-national level.
- (g) A UGC Centre in the later period of Phase II or a UGC Centre in Phase III will twin with a newly established centre to assist it in its initial phase. Generally, the two Centres will be in the same State or the same region for easy accessibility. Special funds will be given to the Phase II or Phase III Centres selected for undertaking this task and will have to be accounted for under their grant.

7.9 Clustering

Clustering will involve:

- (a) A UGC Centre under any phase and colleges in that area under any university in the neighbourhood.
- (b) A UGC Centre and other universities in the State not having Centres.
 - (i) The main focus of clustering under (a) and (b) will be activity oriented.
 - (ii) The organisation and implementation of clustering will be the responsibility of the Head and faculty of the UGC Centre.
 - (iii) The identification of the college / university for clustering will be done directly by the UGC Centre and then sent to the Advisory Committee or Board as decided by the Centre for further consideration.
 - (iv) A member of the Core Faculty or Academic Staff to be put in charge of co-ordinating the above work, assisting Colleges / Universities to develop project proposals, guide them in implementing the programme, monitor the performance and

network with Colleges / Universities which have joined the cluster.

- (v) A Co-ordinating Committee with representatives of the UGC Centre, concerned Colleges and Universities to be set up to monitor and oversee the work related to cluster activities and share information about the work undertaken.
 - (vi) The UGC Centre will need to include a separate budget head for administration of cluster activities under its budget from separate funding given by the UGC specifically for this purpose. The UGC Centre, College / University will also be responsible for raising funds for the project activity.
- (c) A UGC Centre under Phase III and Centres inside and outside the university system, selected colleges, NGOs, Women's action and research agencies and other bodies in the area.

i) Focus

The UGC Centre will function as a resource or Nodal Centre. The main purpose of the cluster activity will be promoting and strengthening interest in women's studies in the above bodies through diverse strategies listed in the Approach Paper under Organisation in Phase III.

ii) Process

The UGC Centre; acting as a Resource or Nodal Centre, will lay down the process of forming the cluster and planning activities through a Co-ordinating Committee drawing members from the Nodal Centre, cluster partners and experts; this Committee will oversee and monitor the work related to the cluster activities. The report should be placed before the Nodal Centre Advisory Committee.

The Head of the Centre or a senior faculty member will be in charge of co-ordinating cluster activities. Funding for administration of nodal activities will be drawn from the grant allocation made by the UGC to the Phase III Centres specifically for this purpose. The funds will enable the Nodal Centre to set up the activities and include funds for travel by the Nodal Centre Staff and from the cluster centres. Centre Partners in the cluster, together with the UGC Nodal Centre, will be responsible for raising funds for specific collaborative projects / research activities.

8 Budgeting and Funding

As a result of the new concepts recommended for the structuring of Women Studies Centres, it is proposed that financial support is not made into very strict boxes, but instead grants are given with some earmarked group of activities rather than each activity financed separately, allowing flexibility and discretion to the Women's

Studies Centres to use the grant according to its own area of emphasis, capacity and the capacity available in that area.

Currently, there are 51 centres in universities and 16 centres in colleges in the country. During the Plan Period, it is envisaged that the Women's Studies Programme will expand. The exact number of new centres to be opened is contingent on the resources available and will be decided in consultation with the Standing Committee. To meet the needs of the system of classification of Centres in three phases, Phase-I, Phase II and Phase III, the grant allocation for the above phases for each centre for the entire Plan period is proposed as under:

| Phase | Allocation to Universities in Lakhs | Allocation to College in Lakhs |
|-----------|-------------------------------------|--------------------------------|
| Phase - I | Rs. 25 lakhs | Rs. 15 lakhs |
| Phase-II | Rs. 40 lakhs | Rs. 25 lakhs |
| Phase-III | Rs. 60 lakhs | Rs. 40 lakhs |

After they complete the third year, X Plan Centres, based on a mid-term review may move to Phase II. Since 30 new University and 20 College Centres were envisaged to be started each year, but actual numbers will depend on funding. The phasing will differ for each batch over a five –year period.

The projected budget requirements for the above proposal, which will include the funding of the Centres, the Chair in Women's Studies and Core Staff in the UGC and all activities under the Standing Committee and the Chair would be adjusted as per funds available for the scheme. As indicated above the expansion plan as well as proposed activities will be adjusted or pared down within the approved budget. The activities to be funded include:

- a) Present 51 Universities + 16 Colleges
- b) Opening of new centres in Universities and Colleges (the actual number of centres to be decided based on available resources).
- c) Additional amounts to Phases II and III for expenditure on Twinning and Clustering.
- d) Orientation, Training Workshops, Colloquia.
- e) Annual Meeting of Directors of Centres.
- f) Biennial Meeting of Women's Studies Centres.
- g) Development of materials required for training.
- h) Monitoring and evaluation.
- i) UGC Chair in Women's Studies and Core Staff located in the UGC.

Regarding the Core Staff located within the UGC, the Committee recommends that the Commission should develop a practice of inviting one senior women's studies scholar to spend a limited period on assignment to the UGC Secretariat. The duration of such assignment could be negotiated with the University/concerned. Another possibility would be to select freshly retired scholars, who are willing to spend 1-2 years assisting/guiding the Commission's Secretariat to carry out their allotted responsibilities in a better informed fashion. We feel such a step may help to arrest the increasing bureaucratisation of the secretariat, and the inordinate delays in responding to requests for assistance – received from various centres/Universities/ Colleges.

It would be necessary to empower such deputationists with needed authority within the Commission's Secretariat, with the right of access to the Standing Committee as well as the Vice Chairman/Chairman of the Commission.

The Committee is of the view that such an experiment, following the review exercise undertaken during 2006-07, would enable the Commission's Secretariat to absorb some of the dynamic changes taking place in the role and nature of Women's Studies in India.

9 Administrative and Financial Procedures

- 9.1. UGC office will forward standardised and simplified formats to each Centre for administrative and financial procedures.
- 9.2 The accounting system, facilitating timely release of grants, will be laid down by the UGC.
- 9.3 Accounting will be based on quarterly grant norms with an annual certification of utilisation in the prescribed format given in at Annexure-IV and Head-wise Statement of Expenditure given in the guidelines .
- 9.4 Re-appropriation within the budget heads up to 15 percent will be permitted to the WSC with approval of the Vice-Chancellor/College Principal. If more re-appropriation is needed approval of the UGC will have to be sought.
- 9.5 The quantum of plan grant will be communicated. Carrying forward the grant, during the period of the plan, will be permitted.
- 9.6 Manuals detailing procedures, both administrative and financial, are proposed to be prepared for greater efficiency.

With a view to meet the needs of a flexible approach, the budget will have the following heads with a ceiling of permissible *percentage* spending as shown against each head/s:

Centres

| S. No. | Head | Permissible spending Percentage |
|--------|---|----------------------------------|
| 1 | Salaries (Project, ad hoc, contract positions) | 40 |
| 2 | i. TA/DA, Visiting Faculty, Short –term scholars, Fellowships, Meetings, etc. ii. Documentation, material development, Retrieval, storage dissemination of information, library. (iii) Seminars, Workshops, Short-terms courses (iv) Publications, translations, News Letters, Journals (v) Programmes, to illustrate, curriculum development, (vi) Research, Evaluation, Monitoring | 30 [to cover items (i) to (vi)] |
| 3 | Equipment | 20 |
| | Communication and Stationary | 5 |
| | Contingency | 5 |

Basic of the programme grant to existing college centres, which are permitted to continue, will remain the same as in the X Plan.

Grant sanctioned will be for the plan period and, hence, permitted to be carried forward from year to year, depending on need, till the end of the Plan period. However, it will be accountable within the grant norms with simplified procedures and standardized formats.

In order to give greater stability to the programme, the core staff should be included in the Plan proposal of the concerned university.

The Centre will have the option to appoint other project / teaching/non-teaching/technical staff (temporary) as per its need within the salaries provided under the scheme. In addition this head may be utilized for contract and ad-hoc positions, which would be tenure or temporary positions. Considering the special needs of Women's Studies posts for creation of learning -teaching materials may also be created as contract teaching posts.

Women's studies will function under the structures of a centre/Department with either a Board of Studies or an Interdisciplinary Committee or an ad hoc Board to advise the Centre on all academic matters.

It will be the responsibility of the concerned university to provide accommodation, furniture and other infrastructural facilities.

Besides UGC assistance, the Centres will need to explore other sources for raising funds.

10. Funding Criteria and Pattern of Assistance

- 10.1 Financial support will be through a flexible mode by giving grants for earmarked group of activities enabling the Centres to use the grant according to their own area of emphasis, capacity and the capacity available in that area.
- 10.2 The pattern of assistance and the items of the budget are given under different heads with a ceiling on permissible spending as shown against the different heads under the item entitled "Budgeting and Funding Criteria".
- 10.3 The grant allocation to each Centre will be for the entire plan period (5 years or end of plan whichever is earlier) and will depend under which phase it is categorised. However, where a Centre fails to show progress, the UGC retains the right to stop the funding/return the grant, based on the recommendation of the Standing Committee. There will be mid-term review of every Women Study Centre.
- 10.4 It will be the responsibility of the concerned university to provide accommodation, furniture and other infrastructural facilities, and where necessary, administrative staff.
- 10.5 UGC assistance for establishment and further development of the Centre will be for the specific plan period.
- 10.6 It will be advisable to include the posts needed for the Centre in the University/College development plan.
- 10.7 The University/College will have to seek State Government's concurrence and, in the case of UGC assisted Central and Deemed Universities, from the UGC for maintenance grant to give permanency to the posts created.
- 10.8 Besides UGC assistance, Centres will need to explore other sources for raising funds for the activities of the Centre.
- 10.9 Women's Studies Centres, which have functioned as Phase II/III Centres at least for five years, will be eligible for the special Assistance Programmes of the UGC as per UGC norms.

11. Submission of Proposals

- 11.1 Proposals for setting up new Centres for Women's Studies should be submitted in the format given in Annexure – I.
- 11.2 Proposals for transition from one phase to another should be submitted in the format give in Annexure – II.

- 11.3 Existing Centres will have to give concurrence to the new guidelines signed by the Vice-Chancellor / College Principal and to send the information in Annexure-III to the UGC.
- 11.4 For special activities, proposals should indicate objectives, strategies, modalities, financial requirements and monitoring mechanisms.
- 11.5 Proposals for research / summer institutes / workshops – seminars – conference etc. should be submitted as per the guidelines of the UGC for such activities under other UGC Schemes.
- 11.6 Proposals for Department of Special Assistance (DSA), Dept. Of Research Support (DRS) and Centre for Advanced Studies (CAS) and other schemes of the UGC should be submitted as per UGC guidelines as prescribed for other disciplines.

12. Guidelines for UGC Standing Committee

- i) Role and Responsibilities: To establish new Centres / facilitate continuation of established Centres.
 - a. Establish new Centres in Universities and Colleges following due process.
 - b. Plan annual meetings with Heads of Women’s Studies Centres, and colloquia and biennial conferences for all staff of the Centres as a part of the ongoing dialogue for better understanding of academic and administrative dimensions.
 - c. Participate in regional meetings / workshops as representative of UGC/the Standing Committee.
 - d. Represent the UGC on Selection Committees to appoint Heads of Centres.
 - e. Prepare / revise guidelines, approach papers etc. for plan periods.
 - f. Prepare the guidelines for report writing, performance appraisal etc.
 - g. Periodically review work of the Centres through visits and other modalities.
- ii) Lay down a process for identifying Centres under different phases and approving new Centres.
- iii) Network with the Ministry of Women and Child Development and other concerned Ministry/Departments, National Commission for Women, the Planning Commission for Joint Programmes, national level consultations policy interventions and so on.
- iv) General

- a. Hold continuous dialogue with Heads of the UGC Centres and representatives of colleges / universities / departments/ centres outside the University system with a view to facilitating collaboration between these bodies.
- b. Facilitate colleges / universities / departments / Centres in higher education system outside the UGC to approach the UGC Centres for partnership and clustering.
- c. Prepare profiles of the UGC Centres and Centres / Bodies outside the UGC system.
- d. Consider other items that may be relevant for the development and strengthening of Women's Studies.
- e. Establish and facilitate the work of the UGC Chair in Women's Studies who will report to the Standing Committee and Chair/Vice Chair of the UGC. The work of the Chair will be to:
 - Assist universities and colleges in formulating proposals and scrutinise the proposals before placing before the Standing Committee.
 - Organise visits of Experts for the approval of new centres.
 - Place reports of Experts with own observations for the approval or rejection by the Committee.
 - Develop orientation programmes for the new centres.
 - Develop training programmes for the staff of centres on specific skills, e.g., field action projects and research.
 - Develop colloquia and other programmes for women's studies with emphasis, for example, on issues or a group of Centres in a specific phase.
 - Prepare various formats for evaluation such as initial visits to recognise centres, and periodic monitoring or evaluation visits.
 - Organise the Annual Meeting of Directors and a Biennial Conference for all staff in UGC Centres.
 - Develop and nurture centres/twinning/clusters and intervene where help is needed.
 - Facilitate the development of research especially collaborative regional/national/international projects.
 - Identify materials needed for teaching and commission them to various experts/centres.

- Facilitate the development of field action projects on relevant issues and facilitate the measurement /evaluation of their impact.
 - Develop such other activities as needed from time to time.
- v) Policy Role
- a. Recommendations on critical issues to be forwarded to policy makers.
 - b. Reports of annual conferences and general findings, to be forwarded to Centres for implementation.

ANNEXURE – I

PROPOSAL FORMAT

**UNIVERSITY GRANTS COMMISSION
ESTABLISHMENT OF CENTRES FOR WOMEN’S STUDIES
PROPOSAL FORMAT**

1. UNIVERSITY PROFILE

- 1.1 Name of the University :
- 1.2 Address :
- 1.3 State :
- 1.4 Date of Establishment :
- 1.5 Name of the Vice Chancellor :
- 1.6 Name of the Registrar :
- 1.7 Type of the University(Central/State/Deemed/Private)
(Urban /semi-urban/rural) :
- 1.8 Number of Colleges, if affiliating
Type (Co-ed/Women’s /Men’s college) (Unitary/Affiliated):

1.9

| FACULTY |
|---------|
| a. |
| b. |
| c. |
| d. |
| e. |
| f. |

- 1.10 Mission defined by the University

2. **BACKGROUND INFORMATION ON WOMEN’S STUDIES**

Specific programmes offered on women.

In the last three years what activities and Women’s Studies programmes have you offered? (Research/ teaching/training, community outreach/short term courses)

- 2.1 Books and other documentation available in the library/departmental libraries on Women's Studies :
- 2.2 Computerisation and communication facilities available :
- 2.3 Please circle links with :
- (a) University Women's Studies Centres
No
Yes
- (b) Autonomous Women's Studies / Women's Research Organisations
No
Yes
- (c) Interdepartmental Links
No
Yes
- (d) Any Other
- If Yes, attach names of Centres / Organisations and types of linkages established.
- 2.4 Do you offer foundation courses in Women's Studies?
No
Yes
(If Yes , attach the course outlines)
- 2.5 Do you offer Certificate/Diploma in Women's Studies? In which Department/Discipline are these courses offered?
No
Yes
(If Yes, attach the outlines of all the courses offered)
- 2.6 Attach a list of Research Projects in Women' Studies undertaken by faculty members and specify their Department/Discipline.
- 2.7 Experience of faculty in Women's Studies (teaching, research etc. and from which discipline)

| Name | Discipline | Experience in Years |
|------|------------|---------------------|
| | | |
| | | |
| | | |
| | | |

3. Proposal (Within the frame-work of Eleventh Plan Guidelines)

- 3.1 Initial Focus of Activities:
(Any special issue, themes, thrust areas your university would like to work on) Programmes / activities proposed :
- 3.2.1 Teaching
 - 3.2.2 Research
 - 3.2.3 Training
 - 3.2.4 Documentation
 - 3.2.5 Field Action
 - 3.2.6 Linkages
- 3.3 Resources :
- (a) Proposed Structure of the Centre (Outline interdepartmental linkages and new positions required)
 - (b) Material (Space, equipment, furniture, building available and needed)
 - (c) Others
- 3.4 Budget (as per the XIth Plan scheme)
- 3.4.1 Capacity to generate resource
- 3.5 Phase – Readiness for same
- 3.6 Any other details

Place

Date :

*Name and Signature
of Vice Chancellor*

(Please attach separate sheets if the space provided is insufficient)

ANNEXURE – II

TRANSITION FROM ONE PHASE TO THE NEXT

UNIVERSITY GRANTS COMMISSION CENTRES FOR WOMEN'S STUDIES TRANSITION FROM ONE PHASE TO THE NEXT

PROPOSAL FORMAT

1. BACKGROUND OF THE WOMEN'S STUDES CENTRE

- 1.1 Name of the University :
- 1.2 State :
- 1.3 Address :
- 1.4 Date of Establishment of the WSC :
- 1.5 Date of Assignment of present phase :
- 1.6 Name, Qualification and experience of Director and date from when in position :
- 1.7 Full – time / Honorary :
- 1.8 Name, qualification / experience of Core staff :
- 1.9 Supportive Faculty :
- 1.10 Administrative Staff :
- 1.11 Accommodation:
- 1.12 Library – Documentation :
- 1.13 Computer and communication Facilities :

2. PERFORMANCE

- 2.1 Highlights of Core Activities and their impact

- 2.1.1 Teaching
(Attach details of the courses)
- 2.1.2 Training
(Attach outlines of the training modules)
- 2.1.3 Research
(Attach abstracts of completed projects /brief outline of objectives and methods of on-going projects)
- 2.1.4 Publications
(Attach lists)
- 2.1.5 Documentation and dissemination
(Print and audio-visual)
- 2.1.6. Field Action
(Attach brief report)
- 2.1.7 Advocacy
(Attach brief report)
- 2.1.8 Clustering / Networking
- 2.2 Fulfilment of criteria under the phase
- 2.3 Evaluation – Enclose report
- 2.4 Status report of Faculty/Research /Administrative staff
(Temporary/Permanent, State Concurrence for posts etc)

3. NEXT PHASE

- 3.1 Rationale
- 3.2 Major Thrust
- 3.3 Equipment of faculty for new responsibilities
- 3.4 Additional requirements:
 - From UGC
- 3.5 Any other (specify)

*Name and Signature of
Vice – Chancellor*

*Name and Signature of
Director*

Date :

[Please attach more sheets if the space provided is insufficient]

ANNEXURE – III

BROAD FRAMEWORK: REPORT WRITING

UNIVERSITY GRANTS COMMISSION CENTRE FOR WOMEN'S STUDIES BROAD FRAMEWORK: REPORT WRITING

1. GENERAL INFORMATION

- 1.1 University :
- 1.2 Centre :
- 1.3 Address :
- 1.4 Date of Establishment :
- 1.5 Phase Assigned :
- 1.6 Name of Director :

2. PROGRAMME

- 2.1 Objectives :
- 2.2 Fulfilment :

3. DETAILS

- 3.1 Teaching
(Specify participating faculty within and outside the University)
- 3.2 Training
- 3.3 Research
- 3.4 Field Action
- 3.5 Information dissemination –
(Library, Print and audio- visual documentation and publication)
- 3.6 Advocacy

Note: Following criteria should be considered while reporting:

- (a) Brief description of each activity (e.g. research – title, perspectives, findings, impact, methodology)
- (b) Target groups covered and time-frame
- (c) Impact – success, obstacles
- (d) Future thrusts
- (e) Integration into University system

3.7 Success stories

4. STRATEGIES

4.1 Partnership

4.2 Clustering

- with other Department of the University
- with non – UGC Women’s Studies Centres
- with other Universities
- with colleges within the University and outside the University
- with any other University

4.3 Networking / outreach

4.4 Any other

Following criteria should be considered while reporting:

- (a) Interaction – with whom – how frequently – impact
- (b) Organisation
- (c) Difficulties – achievements
- (d) Leadership role

5. RESOURCES

5.1 People

(Details of Teaching/Research/ Administrative Staff structure, Permanent/ Temporary)

5.2 Material

5.3 Documents

5.4 Any other

- Note : (a) Reporting should be quantitative as well as qualitative
(b) Above parameters will be considered for performance appraisal.

Name and Signature of
Vice – Chancellor

Name and Signature of
Director

Date:

[Please attach more sheets if the space provided is insufficient]

ANNEXURE – IV

UNIVERSITY GRANTS COMMISSION

UTILISATION CERTIFICATE

Certified that the grant of Rs. _____
(Rupees _____)
sanctioned to _____ by the University
Grants Commission vide their letter No.
_____ dated _____ towards _____ has been
utilized for the purpose for which it was sanctioned and in accordance with the
term and conditions as laid down by the Commission.

If as a result of check or audit objection, some irregularity is
noticed at a later stage, action will be taken to refund or regularize the
objected amount.

Registrar/ Principal
(with his seal)

Chartered Accountant/Government Auditor
Financial Advisor of the University