

**Annexure-I**

**TWELFTH PLAN GUIDELINES (2012-2017)**  
**DEVELOPMENT OF WOMEN'S STUDIES IN INDIAN**  
**UNIVERSITIES AND COLLEGES**  
**&**  
**CAPACITY BUILDING OF WOMEN MANAGERS IN**  
**HIGHER EDUCATION**



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# DEVELOPMENT OF WOMEN'S STUDIES IN INDIAN UNIVERSITIES AND COLLEGES

## **PREAMBLE**

1. The lives of Women form the subject of Women Studies. It emerged as a discipline within the university system in the late 70's and 80's. A clear body of theory analyzing the lives of women within the broad framework of gender crystallized during this period. It was a time of great excitement for scholars in Women Studies across the world with new insights being factored in almost on a daily basis.
2. The 1990's however, saw a shift on the nature of the discipline. Moving away from its concern with gender equations in society, it opened up to accommodate diverse views from theoretical developments in the arts, languages, social sciences and so on. This development helped it to gain access to other disciplines and greater acceptability within the academic system.
3. The broad spectrum of Women Studies that emerged in the early years of the present century underwent further changes. If the focus of women studies when it first emerged was exclusively on the lives of women, it broadened to encapsulate the lives of men, third genders and other groups marginalized on the basis of their sexual orientations. This meant that the mandate of the discipline vastly changed from what it was conceptualized in the beginning.
4. Women Studies Centres are also responding to these changes in a positive way, keeping pace with theoretical developments in the field. The Centres are now

moving from merely undertaking teaching and learning to research and publication, curriculum design and material production and training of women personnel to occupy responsible positions in decision making. The idea here is to bring to the learning system winds of change that are sweeping across the academic world. A typical women study centre is therefore seen as a house on strong foundations but one that keeps its doors and windows opened as Mahatma Gandhi once famously espoused.

5. To effect this change it has been necessary to make structural changes in the system from what it was during the XIth Plan period. The Women Studies Scheme and the Capacity Building Scheme as they existed hitherto, have now been merged to ensure synergy and complementarity in their functioning. Additionally research activities have been given a boost with a separate budgetary provision. Timely up-gradation of Curricula in formal teaching programmes in Women Studies will be ensured through the Curriculum Development Programme.
  
6. The domain of Women Studies in the university system is therefore conceptualized with complementary units:
  - 1) Development of Women Studies
  - 2) Research and Publication
  - 3) Curriculum Development and Material Production
  - 4) Capacity Building of Women Managers in Higher Education
  
7. The strength of the system will depend on the mutual give and take among these sets of activities. They are seen as constantly evolving so that the gains of one will feed the other. It is only by ensuring the organic nature of the system that Women Studies as a discipline will constantly grow and gain greater heights and not suffer the bane of stagnation that may be seen elsewhere.

## 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, established in the university system and colleges, have contributed significantly to the expansion of Women's Studies curricula, research and innovative pedagogy in classrooms and in field action projects.

1.2. The XI Plan took a broader view of Women's Studies by supporting strategies that would in the long run facilitate the up-gradation of Women's Studies Centres in universities and colleges into teaching and research Departments.

The thrust was:

- to transform the field action projects initiated by the Centres into learning modules that could be integrated into teaching programmes
- to reinforce teaching in colleges and universities and enhance knowledge by initiating new courses.

1.3. To meet these ends and to ensure the focus and quality of this growing discipline in the XIth Plan:

- emphasis was given to mentoring, partnership and conducting orientation and training workshops for curricula development.
- more institutions and organisations involved in the study of women were incorporated in the network to enhance the development of the discipline.

1.4 The 12<sup>th</sup> Plan of the University Grants Commission emphasises equity and inclusiveness. Gender is a major concern, and within it the social inequities resulting from the social structure of Indian society resulting in women of different social groups having unequal access at all levels including decision-making positions. In the 12<sup>th</sup> Plan, under principal objectives, goals and strategies, the UGC document emphasises the importance of taking initiative for leadership development at all levels. However, to maintain gender equity, it is equally essential to motivate women to move to such positions against the existing socio-cultural and institutional barriers and to further develop confidence by equipping them with leadership, management and administrative skills for their role as managers.

1.5. The XII Plan therefore poses new challenges of consolidation, innovation, developing interdisciplinary approaches, evolving theory and new strategies of pedagogy to grapple with the complexities of caste, class, gender, ethnicity, regional and religious diversity and so on. For this,

developing faculty competence and capabilities and strengthening Women's Studies Centres is imperative.

## **2. Guidelines for the XII Plan**

The Guidelines will have two parts:

2.1 Part I consists of the Approach Paper, which describes the concepts, goals and roles of Women's Studies Centres on the one hand, and strategies and approaches on the other.

2.2 Part II gives directions for operationalising the positions detailed in the Approach Paper.

2.3 Part III gives the rationale, goals and operationalization of the Capacity Building Program

## **3. Part I: The Approach Paper**

### **3.1 Introduction**

Women's Studies was born out of the women's movement in India. As a body of theory, it emerged from the engagements of feminist scholars with pressing issues touching the lives of women. It was initially conceptualised as a branch of the social sciences and humanities. Women's Studies Centres were envisaged as playing an interventionist role by initiating the gender perspective in many domains in the generation of knowledge, the field of policy and practice. They were designed to act as catalysts for promoting and strengthening Women's Studies through teaching, research and field action projects:

The Centres for Women's Studies:

- have been instrumental in incorporating Women's Studies perspective in various teaching programmes as well as in facilitating research in socially relevant issues.
- have provided consultation to scholars, contributed to development projects in various capacities.
- have generated resource material and documentation in the regions in which they are located and established networking both within and outside the university system.
- have contributed to the visibility of women's issues, tried to combine scholarship with socially relevant theories, and have succeeded in opening genuine interdisciplinary dialogues in several areas.
- have engaged not only with the social sciences and humanities but with other disciplines like life sciences, biosciences and other areas of science and technology, such as agriculture and forestry, medicine and architecture. The biased gender perspective within these disciplines determines their very structures and need to be systematically critiqued by scholars in Women's Studies.

- have incorporated advanced technological knowledge to build up the field of Women's Studies.

In the last three decades, Women's Studies Centres (WSCs) along with other institutions and scholars, have gained in academic stature and developed a rich body of theory based on a complex and multi-layered understanding of the realities of women's lives. This material needs to be introduced to students in the classroom, factored into policy planning and programmes and disseminated into the civil society.

Introducing Women's Studies into the National Policy of Education, 1986, was a major break-through and, as a result, many centres have been established in the universities by the UGC and some even outside of it by the ICSSR.

Currently, there are 159 Women's Studies Centres (WSCs) established in various universities and colleges in the country. Majority of these are newly established and need to consolidate their structures as well as academic content while the others are awaiting up-gradation from Phase I to II and subsequently to III.

WSCs, established during the earlier plan periods, faced two kinds of problems. First, the initial phase of growth was slow given the lack of clarity about their roles and academic focus, paucity of faculty and long periods of hardship due to procedural constraints of UGC grant disbursement. Second, these Centres were unable to retain accomplished faculty due to career insecurities related to a Plan bound scheme. The XI Plan period has tackled some of these constraints, including permanency in faculty positions as required for each phase, payment of the Sixth Pay Commission scales and continuity from one Plan to another.

The challenge of the XII Plan is to see how we can grapple with the past so as to build on the strengths, critically assess limitations and open up new frontiers for the future.

It is necessary to recognise that a broad spectrum of organisations in the country are engaged in Women's Studies and have contributed to it significantly. In the last 15 years, their number has increased in response to the need felt by the:

- i) Academia to develop Women's Studies as a discipline and to use it to transform other disciplines by integrating feminist perspectives.
- ii) Planners for understanding women's particular role in society and the relevance of their participation in the formulation of policy in establishing a just and secular society in India.
- iii) Scholars and activists to make more visible research and policy debates, raised by women from dalit, tribal, labouring, sexual and other minority communities, including religion.

iv) Policy makers to empower women in the Panchayati Raj Institutions (PRIs) as well as all public institutions, including universities and colleges.

The fact that these organisations get support from a range of agencies indicates the growing interest of varied national agencies in Women Studies.

For example,

i) Women's Studies Centres attached to Universities/Colleges, funded by the University Grants Commission;

ii) Women's Studies Research Institutes supported by grants from the ICSSR;

iii) Non-Governmental organisations (N G O's) run by women and Departments of the Central Government and State Governments for specialist sectors related to women;

iv) Grass-root organisations as well as feminist resource centres which raise their funding through projects which are commissioned by a broad spectrum of agencies such as the government, corporate bodies, financial institutions as well as international donors.

v) Other than organisations, there are individual scholars attached to development study centres and individual academicians who bring a gender studies perspective into larger institutional disciplines.

Together, this conglomerate or loose structure of individuals and agencies have played a significant role in

- examining the impact of political, social and economic macro systems on women
- uncovering discrimination against women and drawing attention to the special needs of women in the marginalized sections of society
- mobilizing of women's opinion and action on critical social and economic issues
- questioning the existing discipline-wise concepts, tools and techniques that justify the denial of equity to women and make them marginal and invisible.

Their aim in formulating new definitions and methods is to assimilate gender consciousness into all systems of knowledge. Their roots in women's movements drawing from experiences in the field strengthen egalitarian character of their findings. In the process, they expand the frontiers of knowledge regarding the complexities of societies and economies and give the discipline the necessary critical edge.

Women's Studies has thus emerged as a branch of study with a core area of theory, within an interdisciplinary framework that improves concepts from various social sciences, humanities and sciences. It has accepted the implicit responsibility of modifying other disciplines to incorporate a

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**

Under Section 20 (1) of The UGC Act, 1956, in the year 2005, the UGC Standing Committee (SC) on the Scheme of Development of Women's Studies was reconstituted by the Central Government to oversee their functioning and expansion on a continuous basis. This Committee was mandated to undertake a review of the existing position of the scheme. It organised regional workshops and a National Workshop for all Directors of WSCs in August 2010 to discuss the challenges for the future drawing from a review of the work done in the past. It provided rich insights and gave feedback on the areas that require immediate attention. Strategies for future work including mutual support, cooperation and collaboration were formulated in the workshop. As a result of this review, the Committee:

- 1) Reworked the principles of phasing WSCs and developed criteria for up-gradation.
- 2) Developed a set of guidelines for the 11<sup>th</sup> Plan for the WSCs.
- 3) Increased the number of WSCs to 159 so that at the end of the XI Plan, the Phase I Centres are 116, phase II Centres 30, Phase III Centres 10 in number. Three Centres have been recognised as Advanced Centres.
- 4) Granted eligibility for NET and JRF to all postgraduate degree holders with the required minimum credits (16) in Women's Studies.
- 5) Increased the strength of faculty and added permanent positions in Central Universities.
- 6) WSC's faculty has been granted salaries recommended by the Sixth Pay Commission to give them parity with the rest of the faculty within universities.
- 7) Evolved sample courses for undergraduate and postgraduate programmes of study after an extensive review of the courses offered by the Centres.
- 8) This Committee was replaced by a new Committee in January 2013.

### **3.3 The Proposed Approach in the XII Plan**

The Women's Studies Scheme in the XII Plan will be taken forward within the stated framework of the XI Plan, with an emphasis on the enhanced role of the gender perspective in the XI Plan, albeit with some innovations and in complete consonance with the overall vision of the UGC towards higher education. The framework emphasises:

- a) **Achieving access and expansion** by reaching out to state universities and colleges of both social sciences as well as physical and natural sciences, with a focus on regions to cater to the needs of categories deprived socially in terms of region, class, caste, gender, disability, sexuality and the like. The new Centres should be set up particularly in regions that have remained uncovered.
- b) **Equity and inclusion by providing access** to both male and female students with a focus on women of the marginalised sections of society. Equity and inclusion are addressed not only in terms of access but also through revision of the curriculum. Women's colleges, regions with high proportion of the marginalised and rural institutions have been helped to develop WSCs with mentoring by nearby Centres in the 2<sup>nd</sup> and 3<sup>rd</sup> phases.
- c) **Developing the substantive content of the discipline** of Women's Studies and defining vis-a-vis against other disciplines.
- d) **Strengthening the WSCs** in the Universities and placing them at par with other disciplines.
- e) **Consolidating quality and excellence** and to ensure that the **prevailing imbalance in gender perspective** that pervades both natural and social sciences is corrected across institutions of higher learning and made aware to the wider public.
- f) **Facilitating the constituencies of women faculty, administrators and staff, within the higher education system** to increase the **participation** of women in higher education management for better gender balance, **sensitise the higher education system** through policies and procedures, which recognise women's equity and diversity, and facilitate their advancement.
- g) **Qualitative development of higher education**, by involving the unutilised pool of women capable of becoming administrators.

For this the XIIth Plan focus will be on:

- (i) **Interdisciplinary approach and theoretical grasp** that enhances the understanding of society by highlighting feminist perspectives on social transformation, development and processes of exploitation.
- (ii) **Constant interaction with field reality** through field action programmes that feed into academic activity.
- (iii) **Partnership within WSCs** and with other scholars, institutions (both public and private) and movements/NGOs working with women who have been playing a significant role in facilitating the national goals of establishing a secular, inclusive, equitable and just society in the new millennium. This will be valuable for strengthening the work of Women Studies Centres. Efforts to strengthen the capabilities of WSCs by **networking with other constituencies** (both private and public institutions

and non-governmental bodies) such that they mutually reinforce as well as synergise one another should be undertaken. **Women Studies Centres can be advised to work with gender sensitization cells and other stakeholders**

(iv) **Building Women's Studies perspective** across Centres with a special focus on the newly established ones in both universities and colleges. Paucity of faculty and requirements of academic leadership are the two main structural challenges for these Centres. These would be dealt with by supporting and strengthening University Women's Studies Centres at least from Phase III where the teaching programmes and research are initiated by upgrading them to statutory Departments in the university system, which can further enhance quality through SAP/DSA/CAS schemes of the UGC. This will help in attracting and retaining competent faculty.

(v) **Achieving excellence and expansion** will be on the basis of emerging knowledge and educational technologies that increase access and participation and efficiency in operationalisation. The current configuration of the Centres is such that there are differences amongst them in terms of priorities as well as leadership. To even out the differences in performance capacity and to have the Centres identify their roles and choose their priority areas will be a task over the coming years.

(vi) The primary role of the Centres located in the University system can be spelled out as promotion of knowledge assimilation and knowledge transmission through teaching, research, field action and documentation. Centres will be encouraged to evolve areas of specialisation to become eligible for SAP/DSA/CAS programmes of the UGC and move on to become inter-university Centres of teaching and research. However, while doing this they will be required to stay rooted in the world around them through their involvement in field programmes and movements grounded in women's social struggles for dignity and survival.

(vii) Further, the Capacity Building Programme will have the specific objective of critically analysing reasons for gender gaps in decision-making positions in higher education at the individual and structural levels and developing a plan for reducing this gender gap. It will train a critical mass of trainers for all types of programmes and develop relevant training materials in print and electronic media. Further, it will support gender positive initiatives in higher education system such as conducting a gender audit of positions held and participation of women in higher education schemes, developing a gender friendly institutional environment, fostering gender equity cells, evolving a gender sensitivity index for the UGC and all other professional Councils and finally, encouraging them to set up a mechanism to monitor these indices. The programme will also encourage and support development of linkages among women managers in higher education at the regional, national and international levels through networking and carry out impact analysis to assess the efficacy of the programme.

### 3.3.1 Organizational Structure of Women's Studies Centres

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

- (a) Phase I
- (b) Phase II
- (c) Phase III
- (d) Advanced Centres

While the core activities of Phases II, III and advanced centres will include teaching, training, research, documentation, field action and advocacy, the level and emphasis will differ from phase to phase and Centre to Centre.

### 3.3.2 Tasks Identified For the XII Plan

The basis for identifying the tasks for the XII Plan under the two sub-heads were academic and infrastructural development. To help up-gradation of WSCs and their integration into the university system by transforming them into departments, the focus will be on:

- (a) Academic and infrastructural development and
- (b) Administrative and financial norms for different phases of WSCs.

The interventions of WSCs' Directors and Women's Studies experts collectively through a participatory process are crucial.

The tasks identified for future are:

#### **Structural:**

- i) Strengthening and consolidating of the fairly large number of WSCs across the country, both in terms of infrastructure and academic achievement.
- ii) Asking the State Governments to take over the Advanced Centres and those placed in Phase III and convert them to full-fledged teaching departments.
- iii) Consolidating, strengthening and expanding the Advanced Centres and select phase III Centres so that they become the nodal points for research and publication.

### **Organisational:**

- iv) Correcting the imbalances in regional distribution of Centres by establishing new Centres if necessary.
- v) Setting up a system of co-ordination at the regional level whereby experienced WSCs would be the nodal support Centre for a group of WSCs.
- vi) Instituting a Grievance Redressal Forum up in the University to address the official and personal grievances of the women faculty members and other women staff of the University and affiliated colleges.
- vii) Constituting Board of Studies in universities where there are full-time UG/PG courses.
- viii) Constituting Research Recognition Committees or Doctoral Committees as the case may be, to promote independent research programmes in Women's Studies.
- ix) Gaining representation for the Heads of the WSCs in academic bodies of the universities like the Academic Council and the Faculty.
- x) Strengthening the activities of the Curriculum Development Committee.
- xi) Setting up a Research and Publication Committee in Women's Studies at the U G C.
- xii) Organizing periodic workshops for strengthening perspectives in Women's Studies, especially for the Phase I Centres and new Directors of WSCs.
- xiii) Organising regional level and state level workshops to explain the new W S curricular guidelines, pedagogy and research methodology with the help of experts.

### **Academic:**

- i) Identifying Nodal Research Centres to carry out research and publication in specific areas.
- ii) Funding select research programmes.
- iii) Funding select publication programmes.
- iv) Setting up scholarships specifically in Women's Studies at the doctoral and post-doctoral levels.
- v) Setting up new schemes for established scholars to further their research and teaching interests.
- vi) Instituting an Emeritus Professor programme specifically for Women's Studies to address the shortage of trained senior faculty.
- vii) Supporting collaborative research across regions and across Centres with independent Centres of Research in Women's Studies funded by the State Governments, ICSSR and other bodies of national reputation.
- viii) Encouraging partnership with NGOs who are working in fields similar to the ones identified by the Women's Studies Centres.
- ix) Disseminating research findings to be at the grass root level.

- x) Meeting the serious lacuna in the availability of teaching materials in Women's Studies through the production of Textbooks, Readers, Anthologies, Collections of essays and full length studies in the discipline in both the regional languages and in English. Women's Studies scholars and other eminent scholars would be invited to be part of this exercise under the aegis of the C D C.
- xi) Supporting collaborative publication with Women's Studies Collectives that have an established track record in publication.
- xii) Making concerted efforts to train faculty to develop universities and colleges as gender friendly institutions where both women and men work together, sharing power and decision-making collectively.
- xiii) Reviewing the working of WSCs through teams of experts.

#### **Administrative and Financial Norms:**

Financial norms of the WS scheme have been revised in the light of the Commission's approval for expansion of the staff structure and revised salary norms. Appropriate budget allocations have been added to the scheme to meet the requirements of the thrust areas proposed above in the XIIth Plan.

#### **3.4 Teaching and Training**

Strengthening the capacities of the WSCs/S Departments in universities and colleges has to take place in many directions including:

- i) Teaching and Training
- ii) Research
- iii) Field Action
- iv) Writing and publishing
- v) Dissemination ( library, documentation, publication and creating web sites)
- vi) Networking
- vii) Advocacy

It is expected that Advanced and Phase III Women's Studies Centres located in the Universities and colleges be independent teaching departments under the Faculty of Humanities, Social Sciences or the Faculty of Interdisciplinary Studies. They should be introduced to the recent nuances in technology and given statutory status under the University Acts applicable for the State, Central or Deemed Universities as the case may be.

At a juncture when the importance of higher education and the need to build its strengths are being emphasised, Women's Studies Departments/Centres must provide leadership in opening up new

fields of knowledge. They must equip themselves to face the challenges thrown up by and in an increasingly globalised world. Bringing gender from the margins to the centre makes demands on existing theories in all disciplines, ranging from theology to cultural studies. The future of Women's Studies lies in its capacity to deal with these emerging complexities using interdisciplinary approaches.

A broad guideline of the teaching programmes that would help universities to move in the direction of academic excellence is presented below:

### **3.4.1 Certificate and Diploma Courses**

i) Postgraduate Certificate and Diploma courses that will train participants to follow the major debates in culture, representation, history and development from a gender perspective should be promoted. This will help to build a strong academic base in academic institutions for Women's Studies. These courses should deal with conceptual and methodological issues and encourage the students to pursue a paper/dissertation in specialised fields in Women's Studies at the postgraduate level.

ii) In addition to the above mentioned courses, short term Certificate Courses on legal literacy/film studies/comparative literature/translation studies/media studies from gender perspectives could be offered in some of the Women's Studies Centres.

iii) Women's Studies Centres should be given the freedom to explore the boundaries of knowledge. 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 issues, gender and development and gender literacy for professionals in diverse areas such as Medicine, Health, Business Management, Social Work, Counselling and Media among others, should be encouraged.

### **3.4.2 Bachelor's Programme of Studies**

a) B.A. Honours

The B.A. Honours programme in different subjects again has varying structures across universities in India ranging from a total of 12 to 18 core courses over the six semesters of study. In addition to this, there may be 4 to 6 electives offered in the first two years of the programme. At the end of each semester, there can be an internship programme where the students gain experience of working in the field. A dissertation of 75-100 pages at the end of the course is recommended, the topic for which can be decided in consultation with the supervising faculty.

b) B.A. Pass

This programme offers the same number of subsidiaries but with a much lesser number of core and elective courses. The universities can decide whether to offer internship. The dissertation can also be made optional.

c) B.Sc.

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

It is proposed that for all the undergraduate courses one integrated foundation course should be offered as a compulsory course, examining issues of human rights, environment and globalisation from women's perspectives.

d) Elective Courses

Another option is to have elective courses from a Women's Studies perspective, as a part of the B A main programme in all disciplines. This course should be accessible to students of bachelor programmes in all other faculties.

### **3.4.3 Master's Programme of Study**

i) Full-fledged Departments of Women's Studies/ Advanced Centres of Women's Studies/Phase II & Phase III Centres could introduce a Masters level course in Women's Studies with a full complement of core and optional courses and a dissertation. The core courses should cover feminist theory and methodology with special reference to its contributions to general theory and methodology.

A familiarity with the history of women's movements should be considered mandatory in a master's programme. Issues of caste, class, ethnic, religious and gender intersections which provide the interdisciplinary approach within different ideological frames should also form part of the core courses. The optional courses may cover a range of courses developed at different Centres depending on the competence and interest of those Centres. At present various universities follow different systems and varying weightages for elective courses. This relative proportion will have to be worked out by each university according to its requirements. Joint courses across departments/Centres and Degree programmes in Major/Minor mode will have to be worked out for enhancing the strength of interdisciplinary teaching and learning.

ii) Universities and colleges offering postgraduate programmes should encourage interested faculty members from other departments and centres to initiate courses on gender in their disciplines and interdisciplinary fields. Universities and colleges should encourage joint programmes, allowing students to opt for courses across departments and centres. One of the possible modes of encouraging interdisciplinary programmes is encouraging degrees in the Major/Minor mode. For example students

registered in the Masters programme in Women's Studies, can opt for 2/3 of total credits in WS and 1/3 credits in other disciplines. WSCs offering master's level programmes must work towards developing courses for both Major and Minor specialisation in Women's studies. WSCs should work with other departments/Centres to develop and teach courses on gender. For example, a sub-specialisation in gender and economics can be offered by faculty from economics and women's studies coming together. This idea could be explored in other disciplines like sociology, political science, education, social work, psychology and English.

iii) Universities and colleges offering postgraduate programmes, 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 Departments/ Centres. The latter could offer at least two optional courses at the Master's level.

iv) M.Sc. Programme:

Women students in science stream do not get an exposure to the discipline of Women's Studies as the students of arts do. Besides introducing short-term and elective courses in women's studies for students of science and commerce with the help of the Women's Studies Departments/Centres, there is an urgent need for developing a women's studies perspective in disciplines such as technology, agriculture, forestry, environment, architecture or medicine. The challenge is to build history of sciences courses to show gender biases of science and its impact on the direction science has taken. For this, WSCs need to work with women scientists who are looking at these things from a gender perspective. There is also a lack of sensitivity to women's needs, concerns and issues in all the disciplines thus leaving out the focus on women from the planning stage to implementation. It would be possible to elicit the support of Councils like the All India Council for Technical Education, Indian Council for Agricultural Research, Architects Council, and the Indian Council for Medical Research through the interventions of individuals interested in gender issues.

#### **3.4.4 Research**

Research in Women's Studies has contributed to developing critiques of existing notions in the socio-cultural field. This has led to developing new frameworks and appropriate methodologies for the identification and analysis of systems of knowledge, both quantitative and qualitative. These methodological contributions evolving innovative designs and tools sensitive to the relationship between the objective and the subjective have helped the discipline tackle complex social issues related to women's lives in given contexts. The WSCs need to imbibe and evolve further these key aspects furthering their research:

- Interdisciplinary approach to research, using a range of methodologies has become integral to the discipline; therefore, all WSCs are encouraged to develop command over the nuances of

interdisciplinarity. Every Centre taking up exploratory, analytical and comparative studies is required to take up academic research and field action research which ensures:

(a) a two way learning process between the researcher and their subjects and

(b) allows each party to bring in different knowledge, skills and capacity for innovative partnerships.

- Collaborative research, locally/regionally/nationally, may be promoted to understand variations of distribution, causes and trends of key social processes affecting women's lives.
- Apart from the resources available to the Women's Studies Programme, financial support is available from the UGC through its scheme on Major Research Projects.
- Steps should be taken to launch collaborative research in areas considered critical by collaborating partners, who would also be responsible both for the quality of the collaborative research and its continuity.
- 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.
- Women's Studies scholarship has recovered texts dating back to the ancient period, which provide extraordinary source material for not only scholars of literature in different languages, but also 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.
- Recovery of lost voices and Comparative Literature has emerged as an area of specialization in Women's Studies and needs to be taken forward. Similar other areas of study are now emerging such as caste, class and gender intersections, violence against women, marriage, intimacy and economy and women in history. These again need to be developed through regional and national collaborative or individual WSC research.
- Cultural Studies is yet another emerging area for study. India is the largest producer of films in the world and the expanding field of visual media has led to significant films documenting women's history. In addition, there are other forms of representation like theatre, painting and the performing arts that map the lives and experiences of women and shifts in these over a period of time. An active collaboration between Women's Studies and Cultural Studies that explores cultural representation of gender should be encouraged.
- 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. Women's participation in labour both in industry and in agriculture and its political economy reflected in feminisation of poverty, impact of Structural Adjustment Programmes, globalisation and urbanization. Rural development, health, education and technology in relation to women, Panchayathi Raj

Institutions and the role of women in these, migration and its impact on women, and the dynamics of women headed households are issues that need to be looked into by the WSCs.

- Though Women's Studies emerged as a part of the humanities and social sciences streams, today it is beginning to engage with science and technology with particular reference to reproductive technologies, genetic sciences, agriculture, medicine and other disciplines. This trend has to be encouraged.
- Since the publication of the Report of the Committee on the Status of Women in India (CSWI), the discipline of Demography has become integrally connected to the discipline of Women's Studies. Debates on the declining sex ratio as evidence of social marginalisation of the majority of women globally and in India are still going on. The processes behind the reality of the "Missing Girls" requires urgent exploratory, analytical and action research, along with advocacy at different levels.
- 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.
- It is proposed that the field action, research, documentation and teaching activities to be undertaken by the WSCs should build upon each other to consolidate certain areas as focus areas as well as areas of specialisation. Research of WSCs would be the basis for its advocacy with other departments, institutions, policy makers and government programmes for which it may also take up evaluation studies.
- Field action strategies of the WSCs would help create a strong team of researchers capable of taking independent responsibility of research, programme implementation and evaluation as well as advocacy.
- Collaborative research, regionally/nationally, should be promoted as this would not only contribute to knowledge building but also strengthen the WSCs academically in the process.
- Women's Studies must move at a fast pace along with the developments in vogue. New areas of research of contemporary relevance as in ethnography, anthropology, visual media, film studies, performance studies and theatre should be explored.
- An immediate task before us is developing innovative textbooks/Readers/Anthologies and other material for teaching Women's Studies in universities drawing from the research conducted by the WSCs. This should be done in Indian languages too. In the XII Plan, the UGC encourages development and publication of innovative teaching/ learning materials in English and Indian languages and special budgetary provision for this and translation projects have been made. WSCs under the scheme which wish to develop such reading materials will need to submit proposals to the UGC.

### **3.4.5 M. Phil. /Ph. D.**

Independent and joint Research programmes in Women's Studies should be encouraged. Students without any formal training in Women's Studies, seeking to do M. Phil 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.

#### **M. Phil. in Women's Studies**

##### **Aim**

The aim of the course is to train the students to critically analyze the socio-cultural, political and economic reasons for the position of women as a group in society. This will, it is hoped, equip them to address the issues of gender inequality prevailing in our society. More importantly, it is hoped that the research output would make critical contributions to teaching and policy making in related fields. This will be the first research degree to those who have completed their post-graduation and are sure to prove useful for deepening the academic discourse in this relatively new field and generating a body of scholarly and applied knowledge.

##### **Objectives**

By the end of the course, students would have acquired:

- an advanced understanding of the theories of women's/gender studies, its interdisciplinary framework and the methodology employed in the discipline.
- those students who have successfully completed the course can be encouraged to go on to do their Ph. D. programme in women's studies.

#### **Ph. D. in Women's Studies**

The programme is crafted to prepare students for academic careers and prepare scholars for a wide range of professional arenas. Future generation of scholars can be groomed only through M. Phil/ Ph. D. programmes taking the discipline of WS forward.

Research students learn to examine the historical, social, political, economic and cultural dimensions of gender. Knowledge of critical concepts in gender helps each student design independent research project on a topic of their interest. Such research programmes help in expanding traditional disciplinary knowledge, academic innovations in Women's Studies and mainstream gender issues in teaching and research.

### **Aim**

The Ph. D. Programme in WS is aimed at providing doctoral candidates with the opportunity to pursue research in the interdisciplinary area of WS under the guidance of senior faculty members and scholars from the field. Through coursework and preparation, students gain understanding and skills in diverse approaches to feminist scholarship that enable them to design and complete their own innovative dissertation project.

### **Objectives**

- the ability to analyze social and cultural phenomena through the lens of gender applying the knowledge gained thus.
- the ability to conduct individual research, using appropriate conceptual frameworks and methods, on aspects related to women's studies.
- Creating a pool of scholars and experts in the growing field of WS.

### **3.4.6 Nodal Research Centres (NRC)**

In the XII Plan, the UGC will develop Nodal Research Centres (Advanced Centres and Select phase III Centres on the basis of their proven strengths) which will act as inter-University resource centres for enhancing the quality of teaching and research in Women's Studies and provide sustained support especially to new Centres and new faculty.

Nodal Research Centres will be identified by the Standing Committee based on review of quality of research and teaching programmes undertaken by the Centres and innovations introduced in teaching, research, advocacy and field action programmes. There will be 6 Centres with a budget of 60 lakhs per annum.

The UGC Centre acting as a Nodal Research Centre will have its plan of activities monitored and overseen by the Nodal Centre Advisory Committee. This Committee will draw its members from within the Centre as well as experts. This Committee will meet once a quarter. It need not be the same as the Advisory Committee of the Centre. It will identify the best proposal from those submitted by the WSCs. The Head of the Centre or a senior faculty member of the Centre will be in charge of co-

ordinating the activities. Funding for administration of nodal activities will be drawn from the grant allocation made by the UGC specifically for this purpose. The funds will enable the Nodal Centre to set up the activities and cover for travel by the Nodal Centre Staff and experts as well as the networked Centres.

It was hoped that Nodal Research Centres will emerge as resource centres in their selected areas. For example, if a particular Centre has a proven strength in literary studies or historical studies or development studies, that Centre will be selected as the Nodal Research Centre for that area. It will proceed to conduct research, publish material and also organise extension lectures and training programmes.

### **3.5 Field action and Advocacy**

The field action projects of the WSCs are primarily educational tools where students and researchers see the relevance of concepts and interdisciplinary approaches they learn, practice research methods, observe/participate in programme implementation and evaluation, work for change through action research and thus contribute to on-going research of the Centre. The WSC's should also take up the initiative in promoting interdisciplinary activities with other departments and academic institutions, to encourage joint courses and research. These projects may demonstrate new practices, strategies and models of service delivery.

Based on the research and field action experience of WSCs, they should take up advocacy activities. These may cover: promoting interdisciplinary activities with other departments and academic institutions, to encourage joint courses and research (i) influencing policy and discourse on women's development and programmes for women's empowerment (ii) Shaping public opinion on critical issues related to women's rights.

WSCs can draw from the experience of institutions engaged in developing field action programmes as an integral part of education programmes. Every WSC can develop its own relevant strategies for integrating field action and advocacy component in its teaching programmes.

### **3.6 Dissemination (Library, Documentation and Publications)**

A critical aspect of Women's Studies is new information and analysis, which generates new theories. All research work carried out at the Centre should ideally be documented and digitised. This can be uploaded at a common portal where it becomes available to all concerned. 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.

The following are suggested for promoting sharing of teaching and research materials:

- i) Preparation of textbooks, 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 Women's Studies English and Indian regional languages.

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) Development of database in Women's Studies
- v) Gender based regional analysis of national statistics to develop comparative perspectives.
- vi) Documentation of successful programmes for women leading to their empowerment and change in status.
- viii) Documentation of the lives of women – Preserving letters, diaries, photos and other memorabilia, recording oral narratives, writing biographies, publishing memoirs and autobiographies.
- ix) Introduction of new technological paradigms.
  - It is suggested that a National Registry of Research and Publication in Women's Studies that all WSCs can access be created and made available online.
  - It is suggested that special budgetary provisions be made for the preparation of manuscripts. Senior Professors can be invited with the mandate of delivering the required material within the stipulated period. The WSCs can also consider setting up teams of scholars within and across Centres for the preparation of teaching material.

- 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.
- The WSCs should be encouraged to network with institutions and agencies carrying out similar work in their own locality and across the country and abroad. Sharing of resources and discussions and dialogues with scholars working in the same field can be considered.

### **3.7 Staff Orientation, Training, Colloquia, and Workshops**

Staff Orientation and Training is a part of the Quality Improvement Programme which would generate highly professional and trained faculty adept in the subject. The discipline of Women's Studies developed from the intellectual debates of the women's and other social movements and has a focus on teaching, research and advocacy. The interdisciplinary approach is integral to women's studies teaching and research. The pace of growth of the knowledge in the discipline has not been matched by the production of trained faculty. A large number of WSCs were started in the X and XI Plans and these newly established centres have little exposure to Women's Studies. Therefore, they require support for developing interdisciplinary perspectives and programmes.

In the XI Plan, the effort was to expand the number of Centres as well as to consolidate Women's Studies as a discipline within the broader academia. While a large number of Women's Studies Centre's were granted, for their qualitative development it is necessary to have periodic orientation/training programmes to strengthen teaching and research, develop courses, access appropriate books and other materials for their qualitative improvement. This process has been initiated and needs focused attention.

Therefore, in the XII Plan, a plan for orientation and training of staff and workshops has been drawn up with separate financial allocation to conduct these activities. Colloquia and workshops will be organised bringing in expertise from both the UGC and the non-UGC Centres. Independent scholars would be invited for the better perspective building of the new Centres and strengthening the older Centres.

It is proposed that in the XII Plan, there will be:

- Regular annual meeting-cum-conference of Directors of Women's Studies Centres organised by the Standing Committee, with the objective of idea generation for the understanding and improvement of the academic and administrative aspects of the WSCs.

In addition, workshops/ training programmes would be regularly organised in order to ensure uniformity of standards and academic input. These workshops/training programmes will be organised on a regional basis. The proposed periodicity of these shall be as follows:

- For Phase I Centres – In Year I and II of the Plan period, 2 workshops per year and for subsequent years one workshop/training programmes per year.
- For Phase II Centres – In Year I and II of the Plan period 2 workshops per year and for subsequent years one workshop/training per year.
- For Phase III Centres – one workshop/training per year.
- One annual meeting of nodal and advanced centres for drawing up detailed guidelines and programmes for academic support and inputs and partnerships.

### 3.8 Honorary Faculty Positions in Women's Studies

To facilitate development of Women's Studies in Universities and colleges, it is proposed to introduce Emeritus Professorships, Visiting Professorships, Writers/Scholars in Residence Programme, Post-Doctoral and Research Fellowships in Women's Studies.

#### 3.8.1 Emeritus Professor in Women's Studies

Emeritus Professors are highly accomplished and recognized academicians who have reached the official retirement age. They are the most senior academics at a university who are outstanding scholars in their subject. It is proposed that Five Emeritus Professors could be appointed in one year in WS.

**Eligibility:** a) An Emeritus Professor should be a scholar of outstanding ability and eminence in this field. b) Highly qualified and experienced, superannuated or likely to be superannuated within 6 months, teachers of recognized universities/colleges/institutions are eligible. c) He/She should be actively engaged in scholarly work at the time of the offer even if he/she is not holding a position in an academic institute. d) He/She should have a proven track of publications of an international standard. e) A scholar up to the age 70 years may be appointed.

**Terms and Conditions:** Proposals may be submitted to Women's Studies Bureau of the UGC. The selection will be made by the Expert Committee to be constituted by the UGC. Honorarium and Contingency grant as per the prevailing UGC norms will be provided.

**Duration:** An Emeritus Professor may be appointed for a period of two years with the duration renewable once.

### 3.8.2 Visiting Professor in Women's Studies

Distinguished Scholars should be invited to spend a period ranging from one to a maximum of six months as Visiting Professors at the WSCs. They would interact with the faculty and students and give direction to the research being carried out at the Centre. The Visiting Professor would be provided honorarium / accommodation as per the prevailing UGC norms.

**Eligibility:** a) A Visiting Professor should be an eminent scholar in this field. b) A scholar who has held or is holding the post of the Professor or a person who has achieved distinction outside the university sector could be considered for appointment as Visiting Professor. c) A scholar up to the age of 70 years may be appointed.

**Terms and Conditions:** If a superannuated person is appointed as a Visiting Professor, the honorarium payable should not exceed that of the prevailing UGC norms excluding any superannuation benefits. A person appointed as Visiting Professor from outside the country may be paid an honorarium as per the prevailing UGC norms. Five Visiting Professors could be appointed in one year.

**Duration:** A Visiting Professor may be appointed for a maximum period of six months.

### 3.8.3 Writers/Scholars in Residence Programme

Women writers lack the visibility and reach of their male counterparts. In order to address this problem, provision has been made for Writers/Scholars in Residence Programme where eminent writers/scholars may be invited to spend a period ranging from one to a maximum of three as Writer in Residence at select WSCs providing opportunities to conduct research and work on a specific project as well as interact with a community of scholars and students.

**Eligibility:** Talented and professional women writers could be invited as writers in residence.

**Terms and Conditions:** Proposals submitted to the Women Studies Bureau of the UGC will be considered by the Expert Committee to be constituted by the UGC. On appointment as a Writer in Residence, an honorarium equivalent to the salary of a Professor as per the prevailing UGC norms may be paid per month. Five writers in residence could be appointed in one year.

**Duration:** maximum of six months

## 3.9 Student Fellowships

### 3.9.1 Major Research Projects in Women's Studies

There has been a demand to institute Post-Doctoral Fellowships exclusively in Women's Studies along the lines of Major Research Projects of the UGC. Therefore it is suggested that award of Major Research Projects (MRPs) in Women's Studies (ASPIRE) be instituted to encourage those with doctoral degrees who are employed, to continue their research with their salary protected. For

awarding the Major Research Project, the Expert Committee constituted by the UGC would follow the rules and regulations of the UGC.

**Eligibility:** The candidate must be a permanent employee of a college/university with a doctoral degree in the relevant subject preferably with published research work to his/her credit.

**Duration and Amount:** Eligible candidates will receive financial assistance according to the norms of the UGC for the award of the MRP.

The ASPIRE faculty position is for a maximum of three years. However, one cannot avail two fellowships concurrently during the tenure of this award.

There would be a total of five fellowships awarded per year. The candidates are advised to apply with detailed project proposal, clearly mentioning the expected outcome of the project to the Women's Studies bureau of the UGC.

### **3.9.2 Doctoral Fellowship in Women's Studies**

Research fellowships in Women's Studies (QUEST) have been designed to provide financial assistance for independent research to young achievers for five years. For awarding Doctoral Fellowships, the Expert Committee constituted by the UGC would follow the rules and procedures followed by the UGC. The total number of fellowships to be awarded is ten annually (5 bi-annually).

**Eligibility:** Only those candidates who qualify the National Eligibility Test in Women's Studies conducted by the UGC will be eligible for the award of fellowships. A candidate cannot avail more than one fellowship from the UGC.

**Duration and Amount:** Eligible candidates will receive financial assistance as per the prevailing UGC norms.

It is hoped that research activities will be given a boost during the 12<sup>th</sup> plan through the Nodal Research Centres and Fellowships for Doctoral and Post-Doctoral work.

### **3.10 Monitoring and Evaluation**

To establish Women's Studies on a firm footing within the university system, Women's Studies Centres need to strengthen their interdisciplinary rigour, which will influence other disciplines to incorporate Women's Studies concepts and theories into their curricula. Further, to ensure accountability and quality of performance, a regular on-going system of monitoring is necessary. Some of the mechanisms are

- self-evaluation,
- external evaluation,

- periodic reviews,
- peer reviews at the regional level and other methods.

Such reviews will inform the process of up-gradation of the Centre to the next higher Phase.

### **3.11 Guidelines of the Scheme: Organisation and Evaluation**

**3.11.1** The Women's Studies Centres will be monitored and evaluated periodically by the UGC Standing Committee through presentations to the Committee or visits to the WSCs if required.

**3.11.2** Every year, the Head of the Centre will present a report on the working of the Centre to its Advisory Committee and then submit it to the UGC with minutes/comments of the members. The report will describe achievements, limitations, difficulties faced and action taken. The report should have both quantitative as well as qualitative information. Descriptive reports detailing the teaching, research, advocacy and extra academic programmes and outlining the achievements and limitations are seen as crucial not only for the evaluation of the Centres but also for charting the overall development of Women's Studies in India.

**3.11.3** The Evaluation of WSCs will cover the following

- Teaching
- Research
- Seminars/Workshops/Special Lectures
- Field Action Projects and Action Research
- Advocacy
- Documentation (Dissemination, Library and Publication).
- Publication of material, particularly in regional languages
- Partnership with other UGC Centres and non-UGC Centres
- Training Programmes, Collaborative Research nationally and internationally
- Special/Innovative activities and features of the Centre
- Impact Factor

**3.11.4** In addition to annual reports, the Centre will forward to the UGC a consolidated mid-term report by June 2015 and a final report at the end of the five-year plan period that critically reflects on the overall development of the Centre. Release of grants will be subject to submission of evaluation reports.

## 3.12 Organisation

The core activities of WSCs are divided under different phases. The experience of the last ten years shows that the concept of networking between groups of Centres for specific purposes, of complementing skills within the broad constituency of university and college based programmes, and networking with outside agencies for women's action and research has effectively evolved.

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.

### 3.12.1 Phase I

Phase I will have 2 stages: Stage A is the preparatory phase. As the Centre evolves it will move onto Stage B.

**Stage A:** The preparatory or initial stage will include:

- Building data and disseminating information
- Organising seminars, workshops
- Building relationship with other Departments, Centres, scholars, colleges, Non-Government Organisations (NGOs)
- Developing a broader understanding through exposure and reviews of Women's Studies Scholarship and Research
- Library and documentation
- Most importantly by participating in trainings/workshops organised for strengthening Women's Studies Centres

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

- Organising Certificate and Diploma programmes for students, teachers and NGOs; organising study circles; providing access and guidance to students and teachers for research on women's studies; interaction with scholars outside the university.
- Evolving interdisciplinary academic activities with interested faculty, departments and outside academic institutions.
- Developing independent and collaborative research, disseminating available information and data, strengthening up library and documentation of secondary resources and local reports.
- Nurturing relationship between colleges and departments and networking with scholars, NGOs and participating in women focused schemes and activities.
- Identify area of concern in the location and initiate a field action project. After 2-3 years of the project, publish papers based on the experience.

### **3.12.2 Phase II**

In Phase II it is expected, in addition to the above mentioned programmes, the Centres would have the capabilities to develop curricula, undertake teaching of courses in Women's Studies, and engage in research. Some of the illustrative activities are indicated below:

- Facilitating in conducting Foundation and other optional courses in Women's Studies
- Developing Degree/Diploma courses and Research programmes in Women's Studies curriculum development
- Advocating and assisting in incorporating women's studies perspectives in other disciplines
- Focusing on and consolidation of research on special themes/areas such as technology/agriculture/media/environment/reproductive health/literature/caste/religion and community/labour and specific issues of concern in their location.
- Undertaking independent research and collaborative research to develop comparative data resources and research projects across regions.
- Organising seminars, conferences, and workshops to develop areas of specialisation and for different target groups including students and activists.
- Innovative training programmes for specific target groups
- Develop Field
- action projects which have research built into it; either as action research or identifying data useful for analysis of the issues.
- Nurturing partnerships and other relationships with identified clusters of colleges and NGOs, and nurturing partnerships with other institutions in the neighbourhood.

### **3.12.3 Phase III Centres**

With the initiation of courses, universities and colleges must establish the Centre as a Department so that the programme has stability and is a part of the institutional bodies such as Board of Studies and specific Faculty. Phase III centres and Centres in Phase II offering full-fledged teaching programmes would be designated as Departments of the University. It is expected that in addition to activities mentioned above, they would develop areas of research specialization and also develop the capabilities to support other centres as well. Some of the illustrative activities are indicated below

- Consolidate interdisciplinary research to develop as an advanced research Centre and produce quality publications. Strengthen existing teaching and research programmes in Women's Studies and develop new ones.
- Publish learning teaching materials both in English and Indian Languages.
- Strategise field action projects to impact on local issues and undertake action research

- Develop as nodal Resource Centres to strengthen the women's studies programme within their regions and for other regions, for all university-based bodies, colleges, women's action and research agencies and NGOs.

#### **3.12.4 Advanced Centres**

Phase III Women's Studies Centres, which have functioned as lead Centres, have demonstrated cutting edge research in thrust areas and developed innovations in teaching and field action, will be identified as Advanced Centres. In addition to the above mentioned activities those to be undertaken by advanced centres are indicated below:

- 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 initiate innovations in curricula
- Building linkages with national and international bodies and initiate teaching and research exchange programmes at national and international level
- Offering Orientation Programmes, Refresher Courses in Women's Studies
- Preparing teaching/learning materials, texts, reference works etc.

Additional funding will be provided to designated Phase III and Advanced Centres to provide academic support to new centres that are being set up. 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 as Scholars in Residence to mentor and develop the research capacities of the junior researchers. It is proposed further that WSCs designated as Advanced Centres may work towards setting up interuniversity Centres on the lines of the UGC sponsored interuniversity Centres in other areas..

#### **3.12.5 Transition from One Phase to the Next**

Transition from one phase to another may be sought by the Centre at any time if it has fully met the requirements of the Phase to which it is assigned. It should do so after a review and comments of the Advisory Committee. The application and advisory committee report will be considered by the UGC Standing Committee on the basis of proposals received from the Centre (format in Annexure-II). Selection process will consist of review/presentations by the concerned Centre and where found necessary visits by members of the Standing Committee/Experts appointed by the Standing Committee.

The process of up-gradation would include review of performance. All applications would be considered based on a review of performance as prescribed and the comments of the Advisory Committee. The phasing period will differ for each batch over a five-year period and will also be determined by the resources available.

## **4. Proposed Centres in the XII Plan**

The institutional expansion of the Women's Studies Programme has been rapid in the X and XI Plan periods. There are currently 82 University Centres and 77 College Centres. While it is proposed to continue to establish new Women's Studies Centres at Universities and colleges with good track record and in regions that have been neglected so far, the focus in the XII Plan will be on consolidation and qualitative growth of women's Studies programmes.

This will be enabled with older and experienced Centres assisting in perspective building, orientation and training. Formal linkage with older Centres and regular monitoring will also contribute to qualitative improvements.

### **Approach**

The Centres are classified under Phases I, II, III and Advanced. 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 3.12.1, 3.12.2 and 3.12.3.

The main strategies for strengthening, implementing the activities and programmes, under Phases I, II, III and Advanced would be through the concept of regional and national networking of WSCs and through the process of partnership and mutual support in different spheres such as research, faculty development, training and advocacy.

### **4.1 Modalities: Partnership**

4.1.1 Partnership is envisaged as a process of networking for a specific purpose at different levels such as:

- a) Between the UGC supported WSCs for a variety of purposes
- b) Between WSCs and with other organisations (such as a centre outside the University system, an NGO, state/district level agencies or a government department)
- c) Between advanced WSC's and the state National Women Commission & the Ministry of Women & Child Development to take up relevant need based research on current issues/proposed bills etc.

4.1.2 The partnership/twinning between UGC WSCs could be for more experienced centres to provide support to newer centres in the areas of:

- a) Develop interdisciplinary curricula for short term certificate and Diploma and credit Courses in Women's Studies

- b) Delineate core themes that the centres in Phase I can focus on during the Plan period
  - c) Design training/teaching, scholar in residence, seminar, workshops, research/documentation and advocacy and field action programmes projects around these themes
  - (d) Plan and conduct joint training programmes for faculty and researchers in the basic concepts and methodologies of feminist theory and research and for developing ways to dialogue with other departments in the University/College on engendering the curricula and practices of other disciplines
  - (e) Spend time at the Advanced and Phase III Centre and its Library and develop learning/teaching materials, thematic bibliographies, lists of resource persons and experts etc
- 4.1.3 Partnerships between WSCs to engage in large scale comparative or other research, resource building on specific themes or other relevant activities
- 4.1.4 Partnerships with non-University Centres or other organisations to engage in regional, national and international research, perspective building programmes and documentation.
- 4.1.5 Empowerment of WSCs to address women grievances and career development issues in universities and colleges.

## **5. Part II: The Operational Thrust**

### **5.1 Administrative Aspects**

#### **5.1.1 Status**

Women's Studies, as a distinct teaching and research discipline needs to be a Department/School and not a centre in the university. Time and again, the UGC has been emphasising that universities use plan period grants for new teaching positions to create posts in Women's Studies Departments. Hence, in the XII plan, the universities are required to take necessary action to constitute departments with the Director as a Professor and full-time Head, and Readers and Lecturers. The XI Plan has paved the way by giving faculty positions till these are converted into regular posts of the University/Colleges.

The Centre/Department will be interdisciplinary and will have the status of an academic University/college 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/college should give the above Department /Centre a statutory status, if needed, by amending the University Acts and Statutes.

### **5.1.2 Nomenclature**

Selection of nomenclature for the Centre/Department is left to each University/College. Centres in Phase III and Advanced Centres must be designated as full-fledged departments. However, for the purpose of the UGC, all Centres/Departments will be referred to as Women's Studies Centres (WSCs) and continue to get the assistance of the scheme in specified areas.

### **5.1.3. Faculty**

The Universities and Colleges are advised to include the posts needed for Centre for Women's Studies (Professor/Reader (Associate Professor)/Lecturer/ Assistant Professor) in their Development Plans. Since the nomenclature of Posts varies, it may be noted that the Post of Reader is equivalent to Associate Professor and the Post of Lecturer to Assistant Professor. The State Government's concurrence will be needed to give permanency to these posts. If permitted under university rules, existing un-utilised posts in the university/college could be utilised with the concurrence of the Department/ Authority by relocating vacant posts 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 University based Centre will have a full time Head. Steps towards the same should be taken as early as possible to ensure the focused evolution of the Centre into a department. The Centre will be headed by a Professor/Reader/Sr. Lecturer, Selection Grade, directly responsible to the Vice-Chancellor or the Dean of the faculty to whom she 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 required to invite one member of the Standing Committee which will depute one of the members or a reputed women's studies scholar as one of the experts on the Selection Committee. This will apply also to deputation/contract/rotation. 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/Sr. Lecturer, Selection Grade 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 department with the 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/Sr. Lecturer, Selection Grade, 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 to Women's Studies in terms of research and teaching in Women's Studies and other advocacy/field action experience.
- Some experience of curriculum development and teaching in Women's Studies is 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. The strength of the Women's Studies Centre may differ depending on the Phase of the Centre and the nature of activities undertaken.

University based Centres with both teaching and research programmes may appoint the full strength of approved faculty and other staff as suggested for a given phase. In order to promote and strengthen UG level teaching of women's studies, College based Centres that have introduced teaching programmes in Women's Studies for over 3 years at the UG level may appoint teaching staff for initiating degree and foundational courses as follows: Phase I Centres may appoint one full time lecturer and support staff, Phase II Centres may appoint 2 lecturers and Phase III may appoint 1 Reader and 2 Lecturers or equivalent and research/support staff.

##### i) Core Faculty

The Core faculty will consist of Professors, Readers, and Lecturers, Co-ordinator 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 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 UGC procedures for selection of teachers. Faculty appointed for Women's Studies must necessarily have experience in teaching/research/field action projects in Women's Studies or gender studies within different disciplines.

A member of the Advisory Committee qualified in women's studies should be a member of the Selection committee and sign the decision for appointment of the selected faculty.

#### ii) Other Academic Staff

The other academic staff will consist of Project Officer and Assistants (research /field action research), Librarian Documentation officer, Computer Assistant, Research Fellow, Teaching Assistants 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.

## **5.2 Organisational Structures**

The key goal is to make Women's Studies part of the University system and structure as any other discipline. Setting up a Women's Studies Centre is a first step to initiate the process of introducing women's studies into the formal structures of the higher education system. The thrust of the UGC is to facilitate the process whereby mature WSCs evolve into regular University and College departments and are fully integrated into the university system with representation on its various bodies.

#### a) The Advisory Committee

There will be an Advisory Committee for every WS Centre/Department in universities and colleges with the Vice-Chancellor/College Principal as the Chairperson and the Head of the Centre as the Member-Secretary. Whenever the chairperson cannot attend, s/he should designate the person in the committee who will take the chair. Meetings should not be postponed indefinitely due to busy schedule of the chairperson although his/her presence is very desirable for decisions affecting the

institution. Its composition will be broad based. In the University, it will draw members from within the institution 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 as suggested above so that meetings are held at regular intervals. 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 experts from outside not exceeding 2/3 members. In the absence of the Principal, the Vice Principal, he/she should designate the chair, so that meetings are held at regular intervals. 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. Its minutes/comments will be attached to the annual/periodic report.

#### b) Planning, Implementation and Monitoring

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 to discuss and monitor the progress of the planned activities and programmes, plan further work, take remedial action as required, develop curriculum in women's studies and work towards the overall vision document of the WSC.

#### 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 *ad hoc* Committee Board.

#### 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 (not a Department) 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. Before finalising permanence of the Centre as a Department, an Ad-hoc-Board of Studies in Women's Studies maybe instituted under the faculty and the Head of WSC be made a member of the same. This is required for development of teaching and research programmes in Women's Studies and allied fields.

## 6. 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 capability available in that area.

To promote the expansion and strengthening of teaching and research programmes in the Universities and colleges, in the XII Plan the UGC has granted specific staff structure of teaching, research and non-teaching posts for WSCs in different phases of development. To make efficient use of this new staff structure and promote research and development of learning-teaching materials WSCs must draw up their annual plan as well as a vision document for qualitative growth during the XII Plan.

Currently, there are 82 centres in universities and 76 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 four phases, Phase I, Phase II, Phase III and Advanced, the grant allocation for the above phases for each centre for the entire Plan period is proposed as under:

Phase	Allocation to Universities in Lakh for Plan period	Allocation to College in Lakh for Plan period
Phase – I	Rs. 160 Lakh	Rs.25 Lakh
Phase – II	Rs. 237.5 Lakh	Rs.40 Lakh
Phase – III	Rs. 320 Lakh	Rs. 60 Lakh
Advanced Centres	Rs 375 Lakh	–

Salaries of the teaching and research Staff granted in XII Plan will be as per UGC scales. The above mentioned budgets for University/college based WSCs, include a ball park amount based on salary calculations as per UGC guidelines for the staff structure granted in XI Plan. The UGC would work out the exact requirement with the University/College annually. Each WSC has to send its plan budget every year based on expenditure made, balance and additional requirement. The additional expenditure on salary would be reimbursed only for positions granted to the WSC (as per the phase) in the XII Plan and after the utilisation Certificate has been submitted to the UGC.

The projected budget requirements for the above proposal, which will include the funding of the Centres, and all activities under the Standing Committee would be adjusted as per funds available for the scheme during the Plan period. The activities to be funded include:

- a) Promotion of Centres to Next Phase
- b) Opening of new Centres in Universities and Colleges (the actual number of centres to be decided based on need and available resources)
- c) Additional amounts to Phases III and Advanced Centres for expenditure on Partnership programmes and establishment of Nodal Resource Centres as outlined in XII Plan Guidelines
- d) Field Action Projects – Allocation for Activities and Projects
- e) Orientation and Training Workshops
- f) Collaborative Research Projects
- g) Annual Meeting of Directors of Centres
- h) Curriculum Development
- i) Development of materials required for training and teaching of WS
- j) Emeritus Professorship
- k) Visiting Professorship
- l) Writers/Scholars in Residence Programme
- m) Post-Doctoral Fellowship in WS to encourage fresh scholarship in WS
- n) Doctoral Fellowship in WS
- o) Monitoring and Evaluation

## **7. Administrative and Financial Procedures**

7.1. UGC office will forward standardised and simplified formats to each Centre for administrative and financial procedures alongwith proforma for the submission of the Utilisation of grants received under the XII Plan.

7.2. The accounting system, facilitating timely release of grants, will be laid down by the UGC.

7.3. 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.

7.4. Re-appropriation within the budget heads up to 20 per cent 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.

7.5. The quantum of plan grant will be communicated. Carrying forward the grant, during the period of the plan, will be permitted.

With a view to meet the needs of a flexible approach, the **budget for WSCs** will have the heads with a ceiling of permissible *percentage* spending. This will apply to both universities and colleges except as related to salaries. The details of the budget heads and permissible spending are given in (Appendix I).

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 Centres in universities and colleges will have the option to appoint other project research staff (temporary/contributory) as per its need within the Salary Budget head provided under the scheme. In addition this head may be utilized for hiring services, 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 have also been created as contract teaching posts.

It will be the responsibility of the concerned university to provide accommodation, furniture and other infrastructural facilities. WSCs may use the non-recurring grant for equipment and furniture.

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

## **8. Funding Criteria and Pattern of Assistance**

8.1 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.

8.2 The pattern of assistance and the items of the budget are given under different heads with approximate calculation of staff structure. In case of salaries of posts granted as per UGC guidelines for the Plan period exceeding the approximate calculation, reimbursement will be made on submission of statement expenditure made, balance and additional requirement. It may be noted that the staff structure must be as outlined for WSCs in different Phases and payments as per UGC guidelines. The ceiling on permissible spending on other heads is as shown against the different heads under the item entitled "Budget and Funding Criteria".

8.3 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 WSC.

8.4 It will be the responsibility of the concerned university to provide adequate space, other infrastructural facilities, and where necessary, administrative staff.

8.5 UGC assistance for establishment and further development of the Centre will be for the specific plan period.

8.6 It will be advisable to include the posts needed for the Centre in University/College development plan.

8.7 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.

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

8.9 Women's Studies Centres, which have functioned as Phase II/III Centres atleast for five years, will be eligible for the special Assistance Programmes of the UGC as per UGC norms.

## **9. Submission of Proposals**

9.1 Proposals for setting up new Centres for Women's Studies should be submitted in the format given in Annexure – I.

9.2 Proposals for transition from one phase to another should be submitted in the format give in Annexure – II.

9.3 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.

9.4 For special activities, proposals should indicate objectives, strategies, programmes, financial requirements and monitoring mechanisms.

9.5 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.

9.6 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.

## **10. Guidelines for UGC Standing Committee**

UGC Standing Committee formulates the vision for the development of Women's Studies within the country. Their role is to lay down norms – structural, organisational, institutional and academic. The norms of the SC must be in consonance with the development plans of the Government. Concrete steps thus to be taken under the XII Plan are given below.

i) Role and Responsibilities: To establish new Centres/facilitate continuation of established Centres.

- a. Establish new Centres in Universities and Colleges following due process and lay down a process for identifying Centres under different phases and approving new Centres;
- b. Plan annual meetings with Heads of Women's Studies Centres;
- c. Participate in regional meetings/workshops.

Represent/depute on behalf of the UGC on Selection Committees to appoint Heads of Centres.

- a. Prepare/revise guidelines, approach papers etc. for plan periods.
- b. Prepare the guidelines for report writing, performance appraisal etc.

Guide the CDC in shaping the Centre of WS at different levels, preparation of reading material & organisation of regular workshops & meetings.

- a. Periodically review work of the Centres through visits and other modalities.
- b. Organise meetings and activities for development of Women's Studies Curricula at different levels. Monitor collaborative research projects across WSCs and mentoring and partnership programmes of the Centres.

ii) 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, if necessary.

iii) 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 like technical and medical colleges/institutes 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.

## **Part III: The Capacity Building of Women Managers in Higher Education**

### **11. Introduction**

#### **11.1 Rationale**

Women academicians all over the world, particularly in management, are heavily under-represented in the higher education system. It is, therefore, essential to build a critical mass of trained women, competent to hold senior administrative positions and to facilitate the process of removing this gender barrier that has persisted despite women acquiring higher education.

Several factors have led to the disadvantaged position of women in society at large, which has affected the culture of the higher education system. This, in spite of the Constitutional rights extended to women from the time India became a Republic and by the signing of the UN Convention on the Rights of Women signed in 1993 by the Government of India. The major factors for fewer women in decision-making levels are:

- a) The psychosocial factor
- b) Disadvantageous position of women in the organisational structure
- c) Socialisation & Culture

To meet the challenge, it is necessary to offer training programmes to women for capacity building to become managers in order to participate in policy and decision making, ensuring gender sensitivity in governance and administration of the university. The participation of women in key university committees and decision-making process continues to be low, which is one of the major factors leading to under-representation of women in management positions.

#### **11.2 Background of the Program**

It has been an evolutionary process with the first programme in 1997 presented to the members of the UGC Standing Committee for Women's Studies, and some other women academicians, by an international team of the Commonwealth Higher Education Support Scheme (CHESS) from the Commonwealth Secretariat, London. As the programme was relevant but needed to be contextualised to the Indian situation, a Sub-Committee of the Standing Committee was constituted for the purpose of reviewing and modifying the manuals.

The UGC decided to institutionalise the process and formulate a scheme separating it from its origins in the committee for women's studies as it had become a full-fledged scheme with a separate

though gender related focus. Hence, in the 10th Plan it became a full-fledged scheme of the UGC. In the 11th Plan, the focus continued to encompass a larger pool of women through the sensitisation/awareness/motivation workshops. Those who completed this first stage were selectively picked up and trained to become Trainers and Local Coordinators so as to multiply the activity around the country. In the 12<sup>th</sup> plan the UGC decided to bring the Capacity Building of Women Managers in Higher education scheme under the aegis of the Scheme for Women Studies and frame common guidelines for the two programs.

### **11.3 Goals and Objectives in the 12th Plan**

#### **11.3.1 Overall Goals**

The overall goal is to facilitate the constituencies of women faculty, administrators and staff, within the higher education system, to:

- a. Increase the participation of women in higher education management for better gender balance.
- b. Sensitise the higher education system through policies and procedures, which recognise women's equity and diversity, and facilitate their advancement.
- c. Qualitative development of higher education, by involving the unutilised pool of women capable of becoming administrators.

#### **11.3.2 Specific Objectives**

- a. Critically analyse reasons for the gender gaps in decision-making positions in higher education at the individual and systemic level with the above focus.
- b. Develop a perspective plan for reducing the gender gap in the higher education system with focus on the individual and at the systemic level.
- c. Develop a strategy for reducing the gender gap in the higher education system through work with individuals and at the systemic level.
- d. Train a critical mass of trainers for all types of programmes.
- e. Develop relevant training materials for the various programmes in print and through other media.
- f. Support gender positive initiatives in the higher education system such as gender audit of positions held and participation of women in higher education schemes, develop a gender friendly institutional

environment, foster gender equity cells, and a sensitivity index for the UGC and all other professional Councils to encourage them to set up a mechanism to monitor the indices.

g. Encourage and support development of linkages among women managers in higher education at regional, national and international level through networking.

h. Carry out impact analysis to assess the efficacy of the programme.

i. Provide specific subject/position oriented training to women who wish to prepare for managerial roles in higher education and to those who already occupy such positions.

### 11.3.3 Advocacy Initiatives

The need for systemic change in the higher educational system to develop gender equity and justice has been the ultimate objective from the beginning of the scheme. Advocacy on women's issues in higher education institutions has been recognised as a very important strategy. The following have been in the scheme from the outset:

a. Formation of local, regional and national associations and women's groups to advocate for women administrators and gender friendly universities/colleges.

b. Sensitisation of policy makers, male faculty and administrators

c. Greater visibility for the programme

d. Network with professional Councils such as ICAR, AICTE, DEC, MCI, NCTE and research Councils such as ICSSR, ICHR, ICPR, in order to take up the agenda of ensuring gender equity in the recruitment/selection and promotion of women to managerial positions, to support development of centres for women's studies to enhance sensitivity and awareness of women's concerns, and most of all to develop a gender friendly environment.

e. Network with such Associations in the higher education system of other countries to share and learn as also with other professional groups like women executives in management and women entrepreneurs within the country.

f. Create a large pool of women faculty and administrators to percolate the sensitising process in the university system.

#### 11.3.4 Operationalization

In order to work towards the stated objectives & facilitate implementation, a Working Group (WG) would be constituted considering factors such as balanced representation from maximum States and experience in the field of Capacity Building. The Working Group will be responsible for conducting workshop & training programs, developing relevant training material and work towards realizing the Goals & Objectives stated in the Guidelines.

The Working Group will report to the Standing Committee every six months.

#### 11.3.5 Approach in the 12<sup>th</sup> Plan

The UGC formally institutionalised the scheme in the 10<sup>th</sup> Plan after its formative period from 1997 for preparing the training manuals, and planning and implementing the programmes from 2003 as stated above. The approach is based on the need to develop universities and colleges as gender friendly institutions where both women and men work together, sharing power and decision-making collectively. From its initial planning strategy and development of manuals from 1997 to 2000, to implementing the scheme which commenced in 2003, it has worked uninterruptedly, and has come a long way since then with a range of activities. The scheme is integrated and holistic so that each activity fits into and enhances the whole. From the 10<sup>th</sup> Plan, the implementation has been as logical and integrated as possible. The focus of all activities in the scheme is to bring change from within the system. By developing sensitivity/awareness/motivation as well as management skills in women academicians and administrators, it involves the women themselves in working together, promoting the programmes of the scheme with women by women and for women. The thrust would be to focus on implementation and on widening the spectrum of trainers/resource persons. The approach in the 12<sup>th</sup> Plan is to continue with the 11<sup>th</sup> Plan with value addition.

1. In approaching the activity, in the first place, the training programmes offered must develop in women appropriate knowledge, attitudes and skills as women managers to see themselves as becoming decision-makers in the higher education system, and to abolish the glass ceiling by their increasing visibility as academicians and administrators working with men as equals.
2. A second approach that has been crucial to the development of the programme, which is to initiate the movement for systemic change with the involvement of lead decision-makers, the Vice Chancellor and the Registrar in the University, or the College Principal, depending on the institution selected for the workshop. The approach to be holistic as the involvement of the system is necessary if the impact of change has to be not only on the individual participant, but on the whole system as the ultimate goal.
3. The third approach would be to add an empirical dimension by moving beyond the academic and theoretical paradigms in capacity building.

Finally, as seen above, the approach of the scheme is to maintain quality by administering the programme through only trained persons.

## **12. Tasks identified for the 12<sup>th</sup> Plan**

This section details the programmes, reflecting back and linking the emerging programmes to the forward movement in the 12<sup>th</sup> Plan.

### **12.1. Workshops**

#### **12.1.1. Foundation Workshop to Develop Sensitivity, Awareness and Motivation (SAM)**

Essentially, this major training activity, which constitutes the core of the programme of holding the Sensitisation/Awareness/Motivation Workshops (SAM), will be continued in the prevailing form.

The focus in the 12th Plan is to have a thrust on holding workshops for universities and their affiliated colleges in the backward rural/semi-rural areas and border regions of the country as these workshops bring them in the mainstream. The thrust is also to assure that nominations from universities and colleges cover all social groups. These workshops should cover women at early and middle levels of their career.

#### **12.1.2 Training of Trainers (ToTs) Workshops**

Since it was necessary to develop many trainers for a fuller reach of the higher education system, the need for the Training of Trainers Workshops (ToTs) was conceived and implemented. The focus in the ToTs workshops is on training skills and the method of transaction of the manuals is to develop sensitisation, awareness building and motivation. The Training of Trainers (ToTs) Residential Workshops will be continued in the prevailing form to train Trainer Associates (TAs).

#### **12.1.3. Management Skills Enhancement Modules Workshops**

Key management skills required by the managers will be identified and skill based modules would be accordingly developed.

The newly introduced Management Skills Enhancement Modules (MSEM) will be appropriately restructured on a bigger scale in the 12<sup>th</sup> plan period.

#### 12.1.4. Refresher Programmes

Refresher Programs will be held periodically for trainer associates, and will focus on updation of manuals and in depth training in a specific training module. These will be conducted by the author of the manual / other suitable identified resource persons.

#### 12.1.5. Research Stimulation Workshops

These are to be introduced for the first time in the 12<sup>th</sup> Plan. The workshops are based on identified needs of the women participants who have voiced their concern in lagging behind in their careers because of a lack of a Ph. D. degree. The objectives are two-fold:

- a. Encouraging research
- b. Strengthening gender perspective in higher educational institutions.

Specifically, these two objectives of the workshop will focus on

- building the capacity of participants to appreciate the criticality of research as a sound basis for the careers of faculty for recruitment and promotion to academic and administrative positions.
- facilitate the creation of a database (discipline and department/institution wise) of female students and faculty in higher education.
- Overview and appreciation of research methods (statistics and quantitative and qualitative) for data collection and analysis.
- Impart training on preparation, management and evaluation of research proposals
- Provide the necessary orientation, role models and practice/action in the field.
- Provide research guidance and mentoring to female students and young colleagues and to encourage them to undertake research.

## 12.2 Preparation of Resource Material

### 12.2.1 Revision/Printing of Manuals, Modules and Trainer kits

When 4 out of 5 printed Manuals for the SAM Workshops begin to run out, authors will be asked to review and revise as they see fit, and a new order for printing will be placed. These are exclusively for the use of the Trainer Associates who transact the Manuals in the SAM Workshops. The Management Skills Modules are currently being utilised in the workshops by the Authors themselves

and revised as they see fit with each experience. (This was also done for the Manuals.) Once finalised by the authors, the 8 Modules will be printed for use by the MSEM Trainer Associates.

### **12.2.2 Translation of Manuals and other Documents as Required**

This task is overdue for the existing manuals and will be undertaken in the 12<sup>th</sup> Plan.

### **12.2.3 Preparation of Case Studies**

Best and thematically useful case studies would be collected from regional coordinators over a period of two years. These would then be developed into resource material. The working group will review, shortlist and identify manuals in which these can be used. The working group may seek further information/clarification where required, edit the case studies and field test a few. The manuals will be printed by the end of three years.

## **12.3 UGC Funding for the 12<sup>th</sup> Plan**

Broad programme/activity categories for UGC funding:

1. Sensitisation/Awareness/Motivation Workshops: Non-Residential & Residential
2. Training of Trainers Workshops
3. Management Skills Enhancement Workshops
4. Research Stimulation Workshops
5. Refresher Programme Workshops
6. Position of Women Decision-Makers in Higher Education: A Study.
7. Revision/Printing/Photocopying/Translation of Manuals, Modules and Kits and other materials
8. Preparation of Case Studies and Implementation
9. Advocacy Initiatives
10. Administrative costs
11. Miscellaneous and contingencies

## **12.4 Types of Programs and Procedures**

**The following types of training programmes are identified for capacity building of women managers:**

### **12.4.1. Sensitisation/Awareness/Motivation (SAM) Workshops**

#### **12.4.1.1. Non-Residential University/ College Workshop (5 days)**

The programme is planned for capacity building through sensitising teachers from the same university and its colleges, as also universities and colleges in the immediate vicinity, identified by the Local Coordinator and approved by the Standing Committee.

1. Each workshop will be of five days duration.
2. The Local Coordinator will prepare the proposal, the financial assistance required within the laid down norms of the scheme, and plan the programme in consultation with the Working Group and the regional coordinator. Only on obtaining their approval, the Local Coordinator will take the approval of the Head of the Institute before forwarding the proposal to the UGC and a copy to the Working Group & regional coordinator for recommendation to the UGC to sanction the grant.
3. The programme will be implemented only after receiving the approval of the UGC on clearance by the Standing Committee.
4. Report of the workshop by the Local Coordinator will be forwarded within one month of completion of the workshop, after obtaining approval of the Regional Coordinator.
5. Accounts must be submitted by the university/college to the UGC in the relevant budget format with utilisation certificates within two months of the completion of the workshop and refunding the balance left if any. Report of the Workshop to be forwarded along with it

The Budget for each item is as given in the budget of this scheme in Appendix III

#### **12.4.1.2 Residential University/College Workshops (5 days):**

Academic Institutions, Regionally Clubbed Universities/colleges will be identified in each region for coverage where women teachers/administrators have not been covered.

The Budget for each item is as given in the budget ( Appendix III)

The procedure for conducting the workshop is same as detailed in Section 12.4.1.1, (pt. 2-5)

### **12.4.2. Training of Trainers (TOTs) Workshops**

These workshops will be for Training of Trainers, that is, Trainer Associates and Local Coordinators essentially for the SAM Workshops. The same budget will apply for shorter periods by budgeting on a pro-rata basis to further train the existing Trainer Associates/Resource Persons for other types of workshops also. The locations of such workshops will be identified by the Working Group and Regional Coordinators.

The Budget for each item is as per the budget (Appendix III)

The procedure for conducting the workshop is same as detailed in Section 12.4.1.1, (pt. 2-5)

#### **12.4.3. Management Skills Enhancement Modules Workshops**

The MSEM Workshops offer training in managerial skills for those who aspire for managerial positions and/or for those already in senior positions.

The Budget for each item is as given in the budget ( Appendix III)

The procedure for conducting the workshop is same as detailed in Section 12.4.1.1., (pt. 2-5)

#### **12.4.4 Refresher Workshops**

These are for Trainer Associates (TAs) to give them in depth training on the conduction of a specific training module with emphasis on correct usage of the training manual. These will be conducted by the author of the manual / other suitable identified resource persons. The TAs may apply to the workshop when offered specifically for the workshop they conduct or the one they wish to conduct.

The Budget for each item is as given in the budget ( Appendix III )

The procedure for conducting the workshop is same as detailed in Section 12.4.1.1., (pt. 2-5)

#### **12.4.5. Research Stimulation Workshops (RS)**

This will be a Residential Workshop conducted region wise.

The Budget for each item is as given in the budget (Appendix III)

The procedure for conducting the workshop is same as detailed in Section 12.4.1.1, (pt. 2-5)

### **12.5 Procedures**

#### **12.5.1 Permission for Leave from University/College**

This is a UGC Scheme to facilitate career advancement of women. It promotes the cause of gender equity and inclusiveness of women in the management of higher education, and training of women managers for qualitative administration. It is suggested that higher education institutes sanction special leave for workshops under the scheme.

### 12.5.2 Nomination/Self-Nomination for Participating in Workshops

1. Vice Chancellors/Principals should nominate senior and middle level women academicians and administrators for SAM workshops and give them the necessary leave to attend as participants. The participants nominated should reflect the wide spectrum of social affiliations of the candidates in the institution/s. There is no cost to the nominating institution and it is believed that the benefit will accrue to the institution.
2. Applicants can also self-apply for the workshop through their respective institutions if they are senior or middle level academicians or administrators for the SAM Workshops.
3. For all other workshops, invitations will be sent directly to the participants of the earlier workshops by the Regional Coordinator. Self-nomination is also possible but acceptance will rest with the Working Group and Regional Coordinator. Applications of invitees may be processed in the institution as per their procedures.

### 12.5.3 GUIDELINES FOR APPLICATION

#### I. Eligibility of Universities and Colleges to apply for the workshops

Govt. aided Universities and Colleges which are eligible to get UGC Financial Assistance under Section 2(f) and 12B of UGC Act. 1956 will forward their proposals in the format prescribed and provided in the KIT available to the trained Regional Sub-Regional and Local Coordinators. Only those universities/centres and government aided colleges can apply for a training programme, which had nominated one or more woman/women academician(s) and administrator(s) to attend a Sensitisation, Awareness, Motivation Workshop (SAM) and was/were subsequently selected and have gone through a Training of Trainers (ToTs) Workshop. The Local Coordinator must have the proposal of the specific programme for which she applies, cleared by the Regional Coordinator before forwarding it to the UGC.

The process would be as follows-

2. The Proposal duly processed with the Core Group Resource Person and Regional Coordinator, by the applying Local Coordinator for the workshop in the University Departments/Centres, must be forwarded by her to the UGC after obtaining the signatures of the Head/Dean and the Vice-Chancellor.
3. Similarly, in the College, the Proposal duly processed with the Core Group Resource Person and Regional Coordinator, by the applying Local Coordinator for the workshop, must be forwarded to the UGC by her after obtaining the signature of the Head of the Department and the Principal.
4. Proposals can be submitted at any time of the year.

5. The Working Group appointed by the standing committee will consider the proposals periodically and forward it to the Standing Committee for approval. The UGC will forward the decision to the university/college with a copy to the Local Coordinator, either giving its sanction, or asking for revision, or, rejecting it if it is not in conformity with the detailed Guidelines in the Kit and the budget.
6. All proposals must be duly completed. Self-financed Universities/Institutes/Colleges would not be provided UGC financial assistance.

## **12.6 List of Appendices and Annexures**

**Appendix I Budget for the schemes ‘Development of Women Studies in Indian Universities & Colleges’ and Capacity Building of Women Managers In Higher Education”**

**Appendix II: Detailed Budget for Development of Women Studies**

**Appendix III Budget Summary: Curriculum Development**

**Appendix IV Budget Estimates for Capacity Building of Women Managers in Higher Education**

**Annexure – I PROPOSAL FORMAT**

**Annexure – II TRANSITION FROM ONE PHASE TO THE NEXT**

**Annexure – III BROAD FRAMEWORK:REPORT WRITING**

**Annexure – IV UTILIZATION CERTIFICATE**

**Annexure –V STATEMENT OF INCOME AND EXPENDITURE**

**Annexure-VI List of manuals and their authors for SAM and TOTs Workshops**

**Annexure – VII List of Modules and Authors for MSEM**

## Appendix I

**In Lakhs**

S. No	Budget Head	Budget Estimate (per annum)	Budget Estimate (for the Plan period)
1	Development of Women's Studies in Indian Universities	<b>3963</b>	<b>19815</b>
2	Research	As per prevailing UGC norms	<b>1100 (approx)</b>
3	Curriculum Development	<b>35</b>	<b>175</b>
4	Capacity Building of Women Managers		<b>1436.5</b>
	<b>Total for the Plan Period</b>		<b>22526.5</b>

## Appendix II

### Detailed Budget for Development of Women Studies

#### I. BUDGET SUMMARY

In Lakhs

	Budget Head	Budget estimate (per annum)	Budget estimate (for the Plan period)
1	Centres in all Phases located in Universities	3543	17715
2	Centres in all Phases located in Colleges	420	2100
3	New Academic positions		1102.5
4	Expansion & Up gradation	899	4495
	<b>Total for Plan Period</b>		<b>25412.5</b>

## II. Budget Summary for Women Studies Centres

In Lakhs

S.No		Phase I	Phase II	Phase III	Advanced Centres
1	<b>Budget for Centres located in Universities</b>				
	i) Recurring Grant	31	46.5	63	73
	ii) Non-recurring Grant	5	5	5	10
	<b>No of Centres</b>	(x) 35	(x) 26	(x) 09	(x) 04
	<b>Subtotal 1</b>	1260	1339	612	332
2	<b>Budget for Centres located in Colleges</b>	5	8	12	-
	<b>No of centres</b>	(x) 76	(x) 5	-	-
	<b>Subtotal 2</b>	380	40	-	-
3	<b>Budget Grant for all Centres (in Univ &amp; Colleges) per annum</b>	1640	1379	612	332
	<b>Subtotal 3 (pa)</b>	3963			
4	<b>Budget Grant for all Centres for the Plan period</b>	8200	6895	3060	1660
	<b>Grand total for the Plan period</b>	19815			

## **II.1 BUDGET DETAILS FOR CENTRES LOCATED IN UNIVERSITIES**

### **1. Centres in Universities in Phase I**

Sl.No.	Budget Head	Amount (Rs)
1	<p><b><u>RECURRING HEAD</u></b></p> <p><b>Salaries</b></p> <p><u>Staff Pattern approved</u></p> <p><b><u>Teaching Staff</u></b></p> <p>Prof. (Director) or Reader/ Associate Professor-1</p> <p>Lecturer/Assistant Professor-1</p> <p>Project Associate-1</p> <p><b><u>Non-teaching staff</u></b></p> <p>Project assistant-1</p> <p>OfficeAssistant-1</p> <p>Data Entry Operator-1</p> <p>Attendant-1</p>	<p><b>24,80,000/-</b></p> <p>(WSCs have to send their Plan budget every year based on expenditure made, balance and additional requirement if any as per UGC scales)</p>

2	<p>(i) TA/DA, Visiting Faculty, Short –term scholars, Fellowships Meetings, etc.</p> <p>(ii) Documentation, material development, Retrieval, storage dissemination of information, library.</p> <p>(iii) Seminars, Workshops, Short-terms courses</p> <p>(iv) Publications, translations, News Letters, Journals</p> <p>(v) Programmes For Developing Curriculum and partnerships (to include items specified in 4.1 )</p> <p>(vi) Research, Evaluation, Monitoring</p>	<p><b>3,10,000/-</b></p> <p><b>[to cover items (i) to (vi)]</b></p>
3	Books & Journals	<b>1,55,000/-</b>
4	Contingency	<b>1,55,000/-</b>
	<b>Total</b>	<b>31,00,000/-</b>
	<b>NON-RECURRING HEAD (Equipments &amp; Furniture)</b>	5,00,000/- (for Plan Period)

## 2. Centres in Universities in Phase II

Sl No.	Budget Head	Amount (Rs)
1	<p><b><u>RECURRING HEAD</u></b></p> <p><b>Salaries</b></p> <p><u>Staff Pattern approved</u></p> <p><b><u>Teaching Staff</u></b></p> <p>Prof.(Director) or Reader/ Associate Professor-1</p> <p>Reader/Associate Professor – 1</p> <p>Lecturer/Assistant Professor-2</p> <p>Project Associate-2</p> <p><b><u>Non-teaching staff</u></b></p> <p>Project assistant-2</p> <p>Office Assistant-2</p> <p>Data Entry Operator-2</p> <p>Library Assistant - 1</p> <p>Attendant-1</p>	<p><b>37,20,000/-</b></p> <p>(WSCs have to send their Plan budget every year based on expenditure made, balance and additional requirement if any as per UGC scales )</p>

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) Program For Developing Curriculum and partnerships (to include items listed in 4.1) (vi) Research, Evaluation, Monitoring	<b>4,65,000/-</b> <b>[to cover items (i) to (vi)]</b>
3	<b>Books &amp; Journals</b>	<b>2,32,500/-</b>
4	<b>Contingency</b>	<b>2,32,500/-</b>
	<b>Total</b>	<b>46,50,000/-</b>

	NON-RECURRING HEAD (Equipment & Furniture)	5,00,000/- (For Plan Period)
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### 3. Centres in Universities in Phase III

Sl.No.	Budget Head	Amount (Rs)
1	<p><b><u>RECURRING HEAD</u></b></p> <p><b>Salaries</b></p> <p><u>Staff Pattern approved</u></p> <p><b><u>Teaching Staff</u></b></p> <p>Prof.(Director) or Reader/Associate Professor-1</p> <p>Reader/Associate Professor – 2</p> <p>Lecturer/Assistant Professor-3</p> <p>Project Associate-2</p> <p><b><u>Non-teaching staff</u></b></p> <p>Project assistant-2</p> <p>Office Assistant- 2</p> <p>Data Entry Operator-2</p> <p>Library Assistant - 1</p> <p>Attendant-2</p>	<p><b>50,40,000/-</b></p> <p>(WSCs have to send their Plan budget every year based on expenditure made, balance and additional requirement if any as per UGC scales )</p>
2	<p>(i) TA/DA, Visiting Faculty, Short –term scholars, Fellowships, Meetings, etc.</p> <p>(ii) Documentation, material development, Retrieval, storage</p>	<p><b>6,30,000/-</b></p>

	dissemination of information, library. (iii) Seminars, Workshops, Short-terms courses (iv) Publications, translations, News Letters, Journals (v) Programmes For Developing Curriculum and partnerships (to include items specified in 4.1) (vi) Research, Evaluation, Monitoring	<b>[to cover items (i) to (vi)]</b>
<b>3</b>	<b>Books &amp; Journals</b>	<b>3,15,000/-</b>
<b>4</b>	<b>Contingency</b>	<b>3,15,000/-</b>
	<b>Total</b>	<b>63,00,000/-</b>

	<b>NON-RECURRING HEAD (Equipment &amp; Furniture)</b>	<b>5,00,000/-</b> <b>(For Plan Period)</b>
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#### **4. Centres in Universities in Advanced Phase**

Sl.No.	Budget Head	Amount (Rs)
<b>1</b>	<b><u>RECURRING HEAD</u></b> <b>Salaries</b>	<b>58,40,000/-</b>

	<p><u>Staff Pattern approved</u></p> <p><b><u>Teaching Staff</u></b></p> <p>Professor-1</p> <p>Reader/Associate Professor – 2</p> <p>Lecturer/Assistant Professor -4</p> <p>Project Associate-2</p> <p>Coordinator Learning Teaching Materials (lecturer –Grade) -1</p> <p><b><u>Non-teaching staff</u></b></p> <p>Project assistant-2</p> <p>Office Assistant-2</p> <p>Data Entry Operator-2</p> <p>Library Assistant - 1</p> <p>Attendant-2</p>	(WSCs have to send their Plan budget every year based on expenditure made, balance and additional requirement if any as per UGC scales )
<b>2</b>	<p>(i) TA/DA, Visiting Faculty, Short –term scholars, Fellowships Meetings, etc.</p> <p>(ii) Documentation, material development, Retrieval, storage dissemination of information, library.</p> <p>(iii) Seminars, Workshops, Short-terms courses</p> <p>(iv) Publications, translations, News Letters, Journals</p> <p>(v) Programmes For Developing Curriculum and partnerships</p> <p>(vi) Research, Evaluation, Monitoring</p>	<p><b>7,30,000/-</b></p> <p><b>[to cover items (i) to (vi)]</b></p>
<b>3</b>	<b>Books &amp; Journals</b>	<b>3,65,000/-</b>

<b>4</b>	<b>Contingency</b>	<b>3,65,000/-</b>
	<b>Total</b>	<b>73,00,000/-</b>

	<b>NON-RECURRING HEAD (Equipment &amp; Furniture)</b>	<b>10,00,000/- (For Plan Period)</b>
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## II.2 BUDGET BREAKUP- CENTRES IN ALL PHASES LOCATED IN COLLEGES

S. No.	Head	Permissible spending Percentage
<b>1</b>	<b>Salaries</b> (Faculty, Project, Ad hoc, Contract positions, Hiring services)	<b>40</b>
<b>2</b>	(i) TA/DA, Visiting Faculty, Short –term scholars, Fellowship Meetings, etc. (ii) Documentation, material development, Retrieval, storage and dissemination of information, library. (iii) Seminars, Workshops, Short-terms courses (iv) Publications, translations, News Letters, Journals (v) Programmes For Developing Curriculum and partnerships (to include items specified in 4.1)	<b>30</b> <b>[to cover items (i) to (vi)]</b>

<b>3</b>	<b>Equipment including furniture</b>	<b>20</b>
<b>4</b>	<b>Communication and Stationary</b>	<b>5</b>
<b>5</b>	<b>Contingency</b>	<b>5</b>

### **II.3: ESTIMATED BUDGET: EXPANSION AND UPGRADATION**

During the Plan Period, the focus will be on consolidation and strengthening of WSCs. However, there will be a planned expansion, (adding around 10 centres per year) to new areas to ensure coverage of hitherto neglected regions. This expansion is contingent on the quality of applications received. Similarly, to retain the interest and momentum of growth, up-gradation of centres would also be enabled. Centres that have completed 5 years in the given phase will be considered for up-gradation based on performance. In exceptional cases, where there has been significant growth and development, up-gradation may be considered even earlier based on a case to case basis. The proposed expansion and up-gradation of centres is as follows:

<b>Projected expansion and minimum up-gradation during the XII<sup>th</sup> Plan period*</b>	
	<b>No. of centres</b>
New Centres to be started	10 (U) + 40 (C)
Up-gradation to Phase II	10(U) + 15 (C)
Up-gradation to Phase III	8 (U) + 2 (C)
Up-gradation to Advanced Centre	2 (U)

The above are estimates. Expansion and up-gradation will depend on the funding available and the appropriateness of the applications.

### **APPENDIX III - BUDGET SUMMARY: CURRICULUM DEVELOPMENT**

**Estimated Budget: Activities of the Curriculum Development Committee**

**In Lakhs**

<b>S. No</b>	<b>Activities of the CDC</b>	<b>Total budget (p.a.)</b>	<b>Total budget for the Plan period</b>
<b>1.</b>	<b>Developing academic content</b>	<b>10</b>	
<b>2.</b>	<b>Setting up training programmes</b>	<b>15</b>	
<b>3.</b>	<b>Publishing related material</b>	<b>10</b>	
	<b>Total</b>	<b>35</b>	<b>175</b>

## APPENDIX IV – BUDGET ESTIMATE FOR CAPACITY BUILDING OF WOMEN MANAGERS

### III.1 – BUDGET SUMMARY

**In Lakhs**

S. No.	Item	Unit Cost / workshop	Number	Total
<b>A.</b>	<b>Workshops</b>			
i	Non-Residential Sensitisation/ Awareness/ Motivation (SAM) Workshops of 5 days each for 30 participants.	2	80	160
ii	Residential Sensitisation/ Awareness/ Motivation (SAM) Workshops of 5 days each for 30 participants.	4	150	600
iii	Training of Trainers for Sensitisation/ Awareness/ Motivation (SAM) Workshops for 5 days for 30 participants.	4	40	160
iv	Management Skills Training Workshops for		80	320

	6 days – 2 days per module for 30 participants.	4		
v	Refresher course of 3 days for 30 participants.	2	30	60
vi	Research Stimulation Workshops of 6 days each for 30 participants.	4	20	80
	<b>Sub-Total of A</b>		400	<b>1380</b>
<b>B.</b>	<b>Preparing Resource Material</b>			
	<i>New manual:</i>		<b>Number</b>	<b>Total (in Lakhs)</b>
i	Research Stimulation Manual	30,000/-	1	0.30
ii	Case Studies			5
iii	Preparation of 8 Modules for Management Skill enhancement workshop	Balance of Honorarium of Rs.5,000/- for authors + Rs.10,000/- for contingency per module	8	1.20
	<b>Sub-Total of B</b>			<b>6.50</b>
<b>C.</b>	<b>Publication and Translation</b>			25
	<b>Sub-Total of C</b>			<b>25</b>

<b>D.</b>	<b>Administrative Costs</b>			20	
	<b>Sub-Total D</b>			<b>20</b>	
	<b>Subtotal of A,B,C &amp;D</b>			<b>1431.5</b>	
<b>E</b>	<b>Contingency</b>			<b>5</b>	
	<b>Grand Total</b>				<b>1436.5</b>

**\* Note: ‘ Guidelines for organizing Conference, Workshop, Seminar in Colleges during Twelfth Plan (2012-2017)’, issued by the UGC form the basis of the Budget estimates.**

### **III.2 Budget Breakup for conduction of Workshops**

S. No.	Head	Permissible spending Percentage
1	Honorarium	<b>10</b>
2	Board & Lodge	<b>50</b>
3	Travel (participants/resource persons/other)	<b>30</b>
4	Organizational Expenses (Communication/photocopying/publicity/kits/Misc. expenses)	<b>8</b>
5	Contingency	<b>2</b>

### III. 3 - UGC Capacity Building of Women Managers in Higher Education

#### Annual Budgets for 12th Plan

In lakhs

	Programme	Year1	Year2	Year3	Year4	Year5	Total
		(2012-13)	(2013-14)	(2014-15)	(2015-16)	(2016-17)	for 5 years
<b>A</b>	<b>Workshops</b>						
i	Non-Residential Sensitisation/Awareness/Motivation (SAM) Workshops of 5 days each for 30 participants. (@ Rs.2 lakh per workshop)	32	32	32	32	32	160
ii	Residential Sensitisation/Awareness/Motivation (SAM) Workshops of 5 days each for 30 participants. (@ Rs.4 lakh per workshop)	100	100	140	140	120	600
iii	Training of Trainers for SAM Workshops for 5 days for 30 participants. (@ Rs.4 lakh per	20	48	48	20	24	160

iv	Management Skills Training Workshops for 6 days – 2 days per module for 30 participants. (@ Rs.4 lakh per workshop)	100	80	60	40	40	320
v	Refresher course of 3 days for 30 participants. (@ Rs.2 lakh per workshop)	20		20		20	60
vi	Research Stimulation Workshops of 6 days each for 30 participants. (@ Rs.4 lakh per workshop)		20	20	20	20	80
	Sub-Total of A	272	280	320	252	256	1380
<b>B.</b>	<b>Preparing Resource Material</b>						
i	Research Stimulation Manual	0.30					0.30
ii	Case Studies			2	1	2	5
iii	Preparation of 8 Modules for management Skill enhancement Balance of Honorarium of Rs.5,000/- for authors + Rs.10,000/- for contingency per module		0.45	0.45	0.15	0.15	1.20
	Sub-Total of B	0.30	0.45	2.45	1.15	2.15	6.50

<b>C</b>	<b>Publication and Translation</b>	5	5	5	5	5	25
	Sub-Total of C						25
<b>D.</b>	<b>Administrative Costs</b>	5	4	4	4	3	20
	<b>Sub-Total D</b>						20
	<b>Sub-Total</b>						1431.50
<b>E</b>	<b>Contingency</b>	2	1	1	0.50	0.50	5
	<b>Grand Total</b>						1436.50

## Annexure – I

### UNIVERSITY GRANTS COMMISSION

### ESTABLISHMENT OF CENTRES FOR WOMEN'S STUDIES

#### PROPOSAL FORMAT

#### 1. University/College Profile

1.1 Name of the University/College :  
(In the case of College, name of the University to which College is affiliated may be given)

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.

2. **Background Information on Women's Studies**

Specific programmes offered /Interest in women Studies.

List of Faculty Members (along with details of areas research interested/working in the field of gender in the disciplines and or women's studies

In the last three years what activities and Women's Studies programmes have you offered?  
(Seminars/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 Twelfth 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 XIIth Plan scheme)
- 3.4.1 Capacity to generate resource
- 3.5 Phase – Readiness for same
- 3.6 Any other details

The following documents may also be attached with the proposal:

- A) A certificate to the effect that the University/College is covered under section 2 (f) & 12 B of the UGC Act.1956 alongwith a copy of the CPP Bureau of the UGC issued in this regard.
- B) A certificate/order of State/Central Govt. to the effect that the University/College is Govt aided and is receiving funds towards salary of the Staff from the State/Central Govt.

**P.S. Self-financed Institutes would not be provided financial assistance.**

Place:

Date:

Name and Signature of Vice Chancellor

Name and Signature of Registrar

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

## **Annexure –II**

# **UNIVERSITY GRANTS COMMISSION CENTRES FOR WOMEN’S STUDIES TRANSITION FROM ONE PHASE TO THE NEXT PROPOSAL FORMAT**

### **1. BACKGROUND OF THE WOMEN’S STUDIES 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 (please provide a detailed descriptive report. Kindly avoid only listing of programmes and activities and do not include photographs)

### 2.1.1 Teaching

(Attach details of the courses including outlines and readings suggested)

### 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/Partnerships

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 areas of proposed teaching and research, innovations and any other

3.3 Experience 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 :**

**Date :**

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

## **Annexure – III**

### **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, details of teaching programme, course outlines)

(Specify participating faculty within and outside the University, details of teaching programme, course outlines)

### 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 and 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

- 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

## 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 :**

**Date :**

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

## Annexure – IV

### UNIVERSITY GRANTS COMMISSION

#### UTILISATION CERTIFICATE

Certified that an amount of Rs. \_\_\_\_\_ (Rs. \_\_\_\_\_  
\_\_\_\_\_) against the grant of  
Rs. \_\_\_\_\_ (Rs. \_\_\_\_\_  
\_\_\_\_\_) sanctioned to  
\_\_\_\_\_ by the University Grants Commission  
vide its letter No. \_\_\_\_\_ dated \_\_\_\_\_  
towards \_\_\_\_\_ has been utilized for the purpose for  
which it was sanctioned and in accordance with the terms and conditions as laid down by the  
Commission.

It is further certified that inventories of permanent or semi-permanent assets created/acquired wholly or mainly out of the grants given by the University Grants Commission as indicated above are being maintained in the prescribed form and are being kept up-to date and these assets have not been disposed of, encumbered or utilized for any other purpose.

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)

(Signature of Chartered Accountant/  
Government Auditor with his seal)

**ANNEXURE –V**

**UNIVERSITY GRANTS COMMISSION  
STATEMENT OF INCOME & EXPENDITURE**

Audited statement of income & expenditure in respect of \_\_\_\_\_ approved by the  
UGC vide letter No. \_\_\_\_\_ dated \_\_\_\_\_

**Income**

**Expenditure**

**(Head-wise & Item-wise)**

1. Grants from UGC	: _____	1. _____
2. Interest earned by the university/college on UGC grant	: _____	2. _____
3. Others, if any	: _____	3. _____
		4. _____
		5. _____
		6. _____
Total	: _____	Total : _____

Registrar /Principal  
(with his seal)

F.A./F.O.

(Signature of Chartered Accountant/  
Government Auditor with his seal)

## ANNEXURE VI

### LIST OF MANUALS AND THEIR AUTHORS FOR SAM and TOTs WORKSHOPS UNDER THE SCHEME 'CAPACITY BUILDING OF WOMEN MANAGERS IN HIGHER EDUCATION'.

	TITLES	AUTHORS
1	Women's Studies Perspectives	Prof. Susheela Kaushik
2	Women and Governance	Prof. Kamalini Bhansali Prof. Harsha Parekh Prof. Padma Ramachandran
3	Women and Academic Leadership	Prof. Jaya Indiresan
4	Managing Personal and Professional Roles	Prof. Indira Parikh
5	Women and Research	Prof. Karuna Chanana
6	Look Them Up! – Bibliography On Training and Development	Prof. Nasreen Rustomfram Ms. Mohua Nigudkar
7	Warm-Ups and More	Ms. Mohua Nigudkar Prof. Nasreen Rustomfram Ms Arunima Nair
8	A Compilation of Resource Material for Facilitators	Prof. Nasreen Rustomfram Ms. Mohua Nigudkar
9	Facilitator's Handbook	Prof. Sudha Rao
10	Bibliography: Women and Management Of Higher Education	Library, S. N. D. T. Women's University, Mumbai

## ANNEXURE-VII

### LIST OF MODULES AND AUTHORS FOR MANAGEMENT SKILLS ENHANCEMENT MODULES FOR THE SCHEME 'CAPACITY BUILDING OF WOMEN MANAGERS IN HIGHER EDUCATION'

	TITLES	AUTHORS
1	Stress and Time Management in Institutions for Higher Education	Prof. Padma Ramchandran Prof. Uma K. G. Prof Vindhya Undhurt
2	Team Building and Decision Making in Institutions for Higher Education	Prof. Jaya Indiresan
3	Recognition and Elimination of Sexual Harassment in Institutions for Higher Education	Prof. Karuna Chanana Prof. Reicha Tanwar
4	Communication and Negotiation Skills Institutions for Higher Education	Prof. Nasreen Rustomfram
5	Advocacy in Institutions for Higher Education	Prof. Pam Rajput
6	Human Resource Management in Institutions for Higher Education	Prof. Ipshita Bansal
7	ICT in the Management of Institutions for Higher Education	Prof. Uma Maheshwari Prof. K. Hemalatha
8	Financial Management in Institutions for Higher Education	Prof. Kamalini Bhansali Prof. Harsha Parekh

