

**SCHEME AND GUIDELINES FOR  
CAPACITY BUILDING FOR WOMEN MANAGERS  
IN HIGHER EDUCATION  
DURING ELEVENTH PLAN  
(2007-2012)**



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## **XI PLAN UGC SCHEME AND GUIDELINES ON CAPACITY BUILDING FOR WOMEN MANAGERS IN HIGHER EDUCATION**

### **1. Introduction - Rationale**

Women academicians all over the world, particularly in management, are heavily under-represented in the university system, and male culture still prevails. As women climb up the ladder, their proportion decreases considerably even though a large pool of women is 'waiting in the wings' to go up, because of the increasing number of women academicians being recruited in the last few decades. It is, therefore, essential to build a critical mass of trained women, competent to hold senior administrative positions, shoulder to shoulder with men, to help the process of removing this gender barrier.

The global picture in higher education clearly indicates men outnumbering women at about five to one at middle management level and about twenty to one at senior management level.<sup>1</sup> The Indian scenario is somewhere in-between with ten to one at senior management level.<sup>2</sup>

Singh<sup>3</sup> has categorised three perspectives to explain the dearth of women in senior administrative positions, namely, 'person centred', 'structure centred' and 'culture centred'.

- a. The 'person centred' focus attributes the paucity of women to the psychosocial attributes, attitudes and behavioural pattern of women themselves. Women's tendencies are found to be more generous, helping out and taking over additional tasks not recognised in career terms, less ambitious and lacking motivation, often due to inadequate social support, nature of perception of women's role, reinforced by society which is inherently patriarchal, and other factors.
- b. 'Structure Centred' or 'Institutional Centred' paradigm is a result of the disadvantageous position of women in the organisational structure – few women at

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<sup>1</sup> Dines, E. (ed.). **Women in Higher Education Management**. UNESCO, 1993.

<sup>2</sup> Rajput, Pam: **Database on Women in Management In Higher Education**. New Delhi: University Grants Commission, 2002.

<sup>3</sup> Singh, Jasbir K. S. **Still a Single Sex Profession? Female Staff Numbers in Commonwealth Universities**. London: Commonwealth Secretariat, 2002.

top, less power, limited access to resources, bias in recruitment and promotion, and so on.

- c. The 'Culture Centred' approach relates to the process of socialisation, carrying irrelevant gender based roles to the workplace, women's role at work place being seen as secondary to her role as homemaker and nurturer, and 'overt' and 'covert factors' that obstruct women's career paths.

Thus, several inequities affect the motivation of women in higher education as they find themselves blocked in climbing the ladder due to subtle factors, which prevent them from breaking the glass ceiling to enter higher positions. This 'chilly climate' affects even competent women to opt out of positions.

To meet the challenge, it is necessary to offer training programmes to women in higher education 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. To achieve a better balance, it is necessary to develop an understanding of functional skills, structures and goals of an organisation, an awareness of opportunities and constraints and a shared perspective between women and men, so that, both women and men work together on an equal footing.

To achieve a better position for women, changes need to come from many directions – from women themselves, from society at large and its institutions, and the government. As women join more managerial positions, the changed power equations will help to increase the gender perspective and leadership.

## **2. The Programme As A Movement**

The focus of the scheme is to bring change from within the system by developing sensitivity/awareness/motivation as well as management skills to women academicians and administrators. 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) of 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 organised for the purpose.

The first task was to modify the 8 manuals for which authors were invited. The modified manuals were tested at a workshop in Chandigarh. Thereafter, these manuals were utilised when the National Assessment and Accreditation Council took the first initiative to implement the manuals in five regional workshops, followed by the UGC taking over the responsibility and conducting nine regional workshops. Thereafter, the manuals have been frequently revised in the light of the experience of the authors who have implemented them in many subsequent workshops, and the feedback received by them. (See Appendix for the list of Manuals and authors.) The focus of this first set of manuals and training is to develop a keenness in women academicians to aspire to managerial positions in the system. Hence, the focus in the workshops is on sensitisation and awareness building, and motivation to move to managerial positions.

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 focused on sensitisation, awareness building and motivation. Thus, as more women join in the task of sensitising others, we believe that it will become a movement among women academicians in the higher education system and not merely remain as one scheme among others in the UGC.

With this backlog of experience over the last eight years, the UGC decided to institutionalise the process and formulate a scheme, whereby, the universities can organise such programmes in higher education with the ever-growing pool of trainers, which will ultimately allow training at the level of the university and its colleges. The impact of this training is motivating an increasing number of women to aspire to move into management positions. Hence, in the XI Plan, while the focus will continue to

encompass a larger pool of women through the sensitisation/awareness/motivation workshops, those who have completed this first stage and believe that they wish to become managers, or they are already managers, a new set of workshops on the development of skills for management functions will be offered. These training programmes should be characterised as a movement for systemic change in higher education.

### **3. The Participants of the Programmes**

- (a) The participants of the first level Sensitisation/Awareness/Motivation Workshops are women academicians and administrators at middle and higher levels in university departments and colleges interested in exploring the possibilities of taking up managerial positions in higher education.
- (b) Among the above, potential trainers are identified by the Coordinators of the programme and given training skills in Training of Trainers Workshops in order to spread the programme within their own institutions and outside.
- (c) After the first level workshops as in "a" above, those who have decided they would wish to become managers, or they are already managers in the higher education system, will be offered specific modules on management skills within the gender context.

It is developing as a “movement” of women in the higher education system by and for women, having an impact on the system to engender change.

### **4. Goals and Objectives**

#### **4.1 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.

## **4.2 Specific Objectives**

- a. Critically analyse the gender gaps in higher education with the above focus.
- b. Develop a perspective plan for reducing the gender gap in the higher education system.
- c. Develop a strategy for reducing the gender gap in the higher education system.
- d. Offer training programmes at different levels to women for stimulating them to aspire to become administrators and, thereafter, to develop programmes which provide the requisite skills.
- e. Train a critical mass of trainers for all levels of programmes.
- f. Develop relevant training materials for the various programmes in print and through other media.
- g. Support gender positive initiatives in the higher education system such as gender equity cell, and developing sensitivity index. UGC and all other professional Councils to set up a mechanism to monitor the indices.
- h. Encourage and support development of linkages among women managers in higher education at regional, national and international level through networking.
- i. Carry out impact analysis to assess the efficacy of the programme.
- j. Undertake all such measures necessary to further the activity.

## **5. Approach and Activities**

### **5.1 Approach in the X Plan to Continue in the XI Plan**

The UGC formally institutionalised the scheme in the X Plan after its formative period of preparing the training manuals, planning and implementing the programmes as given above. It was 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.

- a. In approaching the activity, the first step has been to offer training programmes focused on increasing their sensitivities to issues concerning women becoming

managers. In the first level workshops the emphasis has been not to teach administrative skills but to help women faculty to see themselves as becoming women managers in the university system and break their invisibility.

- b. A second approach is to make it a movement of women rather than only a scheme like any other. Consequently, some women participants of the first level workshop are identified by the Local and Regional/Sub-Regional Coordinators and Core Group resource Persons and requested, if interested, to volunteer to be trained as trainers and trainer/coordinators, and themselves carry the subsequent workshops.
- c. A third approach that has been crucial to the development of the programme, and will be continued in the scheme, is the involvement of the Vice Chancellor in the University, or the College Principal, depending on the institution selected for the workshop where a participant had been nominated for the sensitivity/awareness/motivation workshop and subsequently permitted to attend training as Coordinator/Trainer. The Local Coordinator discusses the plan with the Vice Chancellor/Principal and the latter also sign the proposal for forwarding to the UGC. The Vice Chancellor/Principal writes to the Vice Chancellors of universities in the designated cluster and invites nominations for the workshop from middle and senior level academicians and administrators from the university and affiliated colleges. Their presence at the inauguration and valedictory, as well as at some meals, has been crucial in setting the tone of the programme. It is the underlying premise of the scheme that a programme such as this one has to be led by those who head the system and believe in using women's unique capacities for the management of the system. Registrars and other senior officials also play a supportive role. In some universities, it has begun to impact the system as they have undertaken to review the gender biases in the university Acts and Statutes. The approach is 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.

**These three approaches will be continued in the XI Plan.**

## 5.2. X Plan Activities

- a. Essentially, the major training activities commenced in the X Plan in the year 2003 with sensitisation/awareness/motivation workshops to which universities nominated women academicians and administrators from the university and the colleges, and across all disciplines – arts, science, commerce, engineering and technology, medicine, pharmacy, agriculture, and architecture and all established or evolving faculties/disciplines in higher education. The participants came from as far north as Jammu and Kashmir, Himachal and Uttaranchal to Tamil Nadu and Kerala in the south, and from Maharashtra and Rajasthan in the west to the North–Eastern States in the east. Yet, many universities and colleges, and several states remain to be covered. There is a tremendous energy being created and an excitement in the programme, which uses participative methods, and touches the core concerns of women academicians and administrators. In order to spread and strengthen the programme, regional residential workshops and university/college based non-residential and residential workshops are held. The programme has been successful in sensitising several hundred women academicians and administrators for planning a more active role in the management of universities and colleges.
- b. Coordinators of these sensitisation/awareness/motivation workshops identify potential trainers from the participants who may indicate their interest in participating as trainers in at least two workshops a year. To cover a larger number, the pool of trainers is constantly being widened with skill based "training of trainers" programmes. Many more have the capacity to become trainers and will be recruited through the scheme. To bring about change in the system, this expanding group of trainers can become instrumental in raising the leadership profile of women.
- c. Further, to supplement the above skills, aside from manuals, modules in identified areas are prepared for developing administrative skills.

- d. Research stimulation workshops have been considered but not implemented.
- e. Networking, information dissemination and mentoring will be important aspects of the programme for which plans have been formulated to be implemented.

The UGC is committed to developing greater gender equity in the University system. 'Capacity Building for Women Managers in Higher Education' is the most ambitious thrust of the UGC in this direction. This is not a programme but a 'movement' for the qualitative development of the higher education system by involving women who have the capacity for management.

## **6. The Focus in the XI Plan**

The focus of development in the XI plan is to:

- a. Sustain the main objective of the programme in order to motivate women to become managers in the university system.
- b. Remain a 'women only' programme with the objective of bridging the existing gap between men and women managers in the system.
- c. Continue the involvement of the Vice Chancellors and Principals of universities and colleges in urban and rural areas in the process of creating a critical mass of sensitised women and academicians, administrators, and trainers, to develop a gender friendly environment.
- d. Continuously update gender disaggregated data to assess participation of women in decision-making and management.
- e. Continue the involvement of women in a broad spectrum of university disciplines of arts, science, commerce, medicine, law, technology, agriculture, architecture and others, besides the involvement of Women's Studies Centres.
- f. Continuing efforts to create an academic environment, which empowers women towards removing the glass ceiling by engendering university management.

## **7. Proposed Activities in the XI Plan**

### **7.1 Capacity building through:**

- a. Sensitisation/Awareness/Motivation (SAM) Workshops

- i. Residential: Regional/Cluster of Sub-Regional neighbouring universities / colleges/state level institutions
- ii. Non-Residential: University/College/City based Workshops
- iii. Mixed type: residential/non-residential, as in "i" and "ii" above, will also be permitted. It has been found that there are greater gains possible in residential workshops for maximally utilising the time available through late evening/early night/early morning hours for interaction and activities between participants, and between participants and trainers. Any participant unable to stay, due to personal reasons, can be a non-resident participant. However, participants must take the decision to avail of residential facilities before the workshop, and not become non-residential participants during the workshop, except in an emergency.

b. Training of Trainers (SAMToTs) Workshops – Regional (Residential)

For those selected by the Core Group Resource Persons and Regional/Sub-Regional Coordinators from above participants, and who volunteer for training as trainers.

c. Management Skills (MS) Workshops (new to be introduced in the XI Plan) – Regional (Residential, Non-Residential or Mixed Pattern)

Those participants who have completed and received a certificate of attendance in "a" above (SAM), may elect to attend the management skills development workshops if they are interested in or already occupying decision-making positions.

d. Management Skills Training of Trainers (MSToTs) Workshops (new to be introduced in the XI Plan – Residential or Mixed)

These workshops are to develop training skills and how to use the management skills modules among the trainers who will be selected from the above (MS) workshop participants. They will partner with subject specialists as required.

e. Research Stimulation (RS) Workshops (new to be introduced in the XI Plan) - Regional (Residential)

With women's dual role, they tend to make personal and professional sacrifices and, often, it results in the postponement of obtaining the Ph.D. degree. As a result, many

women find not only their academic career blocked, but they are also kept out of decision-making positions, which are at senior levels, to get to which a Ph. D. degree is a requirement, as well as independent research. Hence, there is an acutely felt need to stimulate and motivate them for research, especially for the Ph. D. degree, if the glass ceiling is to be reduced and gender parity assured.

**Separate budgets are provided for each of the above workshops.**

## **7.2 Development and distribution of resource material**

- a. Preparation and updating of training manuals
- b. Preparing modules for specific skills
- c. Transferring material to E-Learning
- d. Other self-learning material
- e. Films, videos, and other media
- f. Preparation of ancillary materials, bibliography.

## **8. Details of Proposed New Workshops In the XI Plan**

### **8.1 Research Stimulation Workshops**

- A. **The Focus** of the workshops will be on:
  - a. The women participants' own research. The criticality of research in the careers of faculty for recruitment and promotion to academic and administrative positions will be highlighted.
  - b. The importance of research will be underscored through the contribution of feminist research and methodology in understanding women's situation across cultures, regions and countries.
  - c. Provide research guidance and mentoring to women students and younger colleagues in order to encourage them to take up research as a profession.
  - d. Management of research within the higher educational institutions and, therefore on institutional practices.

**B. The objectives** are twofold:

Engendering research and engendering higher educational institutions thereby making women visible in management. Specifically they are:

- a. Build the capacity of participants to appreciate the criticality of research in the academic profession, which will provide a sound basis for moving up and also for moving into administrative and managerial roles.
- b. Appreciate the importance of statistics and quantitative data (discipline and department/institution wise) to build a database in order to understand the unequal access of women to higher education; to see the impact of privatisation on the choice of disciplines, and also on the representation of women faculty and administrators in academic institutions.
- c. Discuss institutional practices and procedures relating to research in order to get information about how they work, to make them transparent and to also make them gender positive.
- d. Provide the necessary orientation, role models and practice to achieve the above objectives.

**C. The Programme**

Introduction: What is research, why research in academia, research and academic profession. Women's movement and women's studies, feminist research and methodology. Research methods and techniques- quantitative and qualitative methods and techniques, software for data analysis. Research projects - how to choose a problem, project preparation, preparing a research proposal (doctorate, post-doctorate, projects), planning and management, institutional practices and procedures. Implementing the projects - collection of data, data processing, data analysis, converting reports into academic papers and books. Practice experience in the field. Highlighting issues thrown up after the practice sessions. Integration: Linking theory with practice: methodology

and methods/techniques. Case studies built around the experience of participants. Initiate planning a proposal jointly or individually: The participants identify and discuss topics of relevance to women in academia and initiate a plan of work to develop the proposal and identify possible funding source and mentor/guide.

#### **D. Duration, Budget and Number to be Organised**

The duration will be six days for 30 participants. All workshops will be residential. The budget for the research stimulation workshops has been provided separately. The participants will come from longer distances, the programmes not being for adjoining universities as in the SAM workshops.

The proposal is to hold per year, 2 workshops each in the northern and southern regions, and 1 each in the eastern, north-eastern and western regions. Thus, a total of 35 residential workshops are planned in a five-year period.

### **8.2 Management Skills Workshops**

While the groundwork for these modules was prepared in the X Plan, these modules will be completed and implemented in the XI Plan. The Management Modules Workshop for a maximum of 30 participants, and a minimum of 15, is designed for those who have completed the first stage of sensitisation/awareness/motivation workshops and have clear aspirations for accepting management positions or who are already in such positions.

#### **A. Modules**

The first set of modules for management skills introduced are:

- i. Financial Management and Gender Budgeting
- ii. Time and Stress Management
- iii. Team Building and Decision Making Skills
- iv. Sexual Harassment in Education Institutions
- v. Communication and Negotiation Skills
- vi. Orientation to Legal Aspects in Universities
- vii. Political Pressures and Advocacy

- viii. Human Resource Management
- ix. Computer Management for Universities and Colleges

**B. Objective:** Emphasis will be on managerial skills with a gender focus.

**C. Format:** Similar to that of modules in the Manuals.

**D. Duration and Themes:** Each module will be transacted for a minimum of two days in which any 3 could be transacted unless some take longer than two days and others less time. The Local Coordinator of the Workshop will make the adjustments in consultation with the Regional Core Group Resource Person and Regional Coordinator.

The nine themes have been divided into three sub-sets and under each sub-set three themes are clubbed as follows for the duration of 6 days. However, a Region offering the Management Modules may offer any combination and any number. If the number of days exceeds 6, or is less than 6, the budget will be prorated accordingly. However, generally, not more than six days are envisaged.

**Sub-Set I: Financial, Technical and Personnel Management**

- a. Financial Management and Gender Budgeting.
- b. Computer Management for Universities and Colleges.
- c. Human Resource Management

**Sub-Set II: Personal Development**

- a. Time and Stress Management
- b. Communication and Negotiation skills
- c. Team Building and Decision Making Skills

**Sub-Set III: Political and Legal Aspects**

- a. Political Pressure and Advocacy.
- b. Orientation to Legal Aspects in Higher Education.
- c. Sexual Harassment in Higher Education.

## **E. Budget**

The budget for the management skills modules has been separately provided.

### **8.3 Management Skills Training of Trainers (MS/TOTs) Workshops**

MS/TOTs will be conducted for each module. These will be Residential for 30 participants for the duration of three days. Any number of modules may be combined and the budget prorated. A group of trained participant volunteers will be identified and given further training under TOTs. They will work collaboratively with experts, or on their own if they are familiar with the subject.

## **9. Other New Activities in the XI Plan**

### **9.1 Networking, Information Dissemination Cell**

Recognising that information is a critical resource in the process of capacity building of women managers, planning for this activity commenced in the X Plan, the Networking and Information Dissemination Cell (N&I Cell) is proposed to be implemented in the XI Plan.

#### **A. The Rationale**

The N&I Cell will give visibility to the UGC for the programme. Additionally, it would support the training activities in multiple ways. The trainers would be assisted in keeping up to date and in accessing other useful resources; participants would be supported by periodical reinforcement of the ideas introduced during the workshops, access to additional reading materials and through interactions with each other. The coordinators would be helped in dissemination of programme information.

#### **B. Objectives**

The objectives of the N&I Cell would be to:

1. Provide literature and data related to issues of women managers in higher education
2. Disseminate information

3. Support the building up of a community of sensitised women managers in academia
4. Network within the community of women managers and with other similar groups at national and international levels
5. Reinforce the capacity building activities initiated in the workshops
6. Support mentoring relationships

### **C. Components**

The N&I Cell will have three components (i) an e-group (ii) a web site and (iii) a library

#### **(i) The e-group**

The moderated e-group will include women managers who have been sensitised to gender issues through the workshops and the resource persons involved in the workshop so that they can easily communicate with each other and share information.

#### **(ii) The web site**

The web site will contain, inter alia:

- a. The database of participants and resource persons
- b. Calendar of events
- c. Reports of training programmes
- d. A catalogue of training and research resources available at different institutions
- e. Full text resources in the public domain and other resources with copyright permission
- f. Links to other similar networks and useful sites
- g. A virtual meeting place to locate mentors

#### **(iii) The Library**

It will:

- a. Acquire and maintain a collection of relevant books, reports, manuals, journals, reprints and newsletters which may be used in training
- b. Disseminate information through regular emails and e-newsletter

- c. Provide document delivery facilities through electronic, photocopying and inter-library lending service
- d. Liaison with all the training coordinators and trainers involved in capacity building and women's studies centres to collate materials and information available with them.
- e. Liaison with other networks, nationally and globally
- f. Undertake any other activities suggested by the National Consultative Committee, the Sub-Committee of the Cell and the users of the network to enhance the objective of capacity building of women managers in higher education and women academicians in general

**Note:** While many of the services will be free of cost to the end user, some services, e.g. document delivery, may need to be priced to recover costs.

#### **D. Location**

The Centre will be located at the S.N.D.T. Women's University campus, which has the necessary expertise to house the Centre as also a Women's Studies Centre to give it the necessary inputs on information and expertise related to women's issues.

#### **E. Management**

A National Sub-Committee will oversee the Cell and they will meet at least once a year. For day-to-day supervision, a Local Sub-Committee of five members consisting of local women's studies scholars, information scientists and local core group members will be nominated. This Local Sub-Committee will meet three to four times a year.

#### **F. The Staff**

The N&I Cell will require knowledge in several domains and multiple skills. It will be staffed by:

- (a) A part-time Director/Coordinator
- (b) A Web Master (Reader's Grade)
- (c) A Research Assistant (in Women's Studies) (Lecturer's Grade)
- (d) An Assistant Librarian (Lecturer's Grade)

(e) Office Assistant

### **9.2 Publications and translations**

- a. Manuals/modules and other printed material
- b. Research reports
- c. Databases and bibliographies
- d. Directory of women participants/academicians
- e. Directory of women managers in higher education
- f. Documentation such as case studies and role models of women in management

### **9.3 Advocacy**

- a. Formation of association 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. Lobby 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, and to develop centres for women's studies to develop sensitivity and awareness of women's concerns in areas related to their work.

## **10. Organisational Structure**

The National Consultative Committee for Capacity Building of Women Managers in Higher Education is the Committee in the UGC to manage the activities under the scheme, which will be handled by the relevant section in the UGC. The National Consultative Committee will meet twice a year and additional meetings may be called as and when required.

Sub-Committees/Local Committees may be appointed from time to time at the national, regional, or institutional level to implement the programme and for specific tasks to

assist the National Consultative Committee. Coordinators and Trainers will be identified and involved in implementing the programme.

The constituency from which the Membership of the National Consultative Committee will be drawn are academicians and research scholars working on women's studies/issues, manual writers for the workshops, activists and others closely associated with women's studies and well recognised for their work in the university system or in contribution to women's causes. Except for those Members, **who at any time carry responsibility for the programme** such as the Core Group Resource Persons, and the Regional Coordinators, all other members will be subject to one-third retiring every year after the first three years. However, the Committee may nominate them again for one more term, but shall not exceed six years in total. The fully reconstituted Committee will appoint a Chairperson whose term will be for three years. The newly fully constituted Committee can extend the term of the Chairperson by one more term, but no Chairperson can hold office for more than six years. The nominations will be put up by the Committee for the approval of the Chairperson/Vice Chairperson of the UGC. Sub-Regional Coordinators will attend the meeting by invitation.

For organising the activities, the country is divided into five regions – North, North-East East, West and South. The Core Group Resource Persons are the original manual authors who were also the first to implement the manuals in the workshops. They are distributed within the five regions to act as advisors. Each region is headed by a Regional Coordinator who has Sub-Regional Coordinators to work in a team in the region. Their role is to facilitate the programme in the region. At the level of the University or the College planning to implement the scheme, there is a Local Coordinator/Trainer who works with Associates (other Trainers). All of them are trained persons under this scheme. This integrated team functions together starting from the UGC National Consultative Committee, the Core Group Resource Persons and the Regional Coordinators (who are Members of the Committee), the Sub-Regional Coordinators, and the Local Trainer/Coordinator and Associates (Trainers).

## **11. Functions**

The functions of the National Consultative Committee, under the broad headings are enumerated below:

### **11.1 Promotion and policy setting**

- a. Set the goals and promote the programme.
- b. Suggest measures to the UGC to promote gender equity in the University system through policies, which create a hospitable and facilitating environment in the higher education system.

### **11.2. Planning and implementation**

- a. Plan annual activities as well as have a perspective plan for the five-year plan period in respect of conducting workshops that have an impact on intended change, prepare supporting resource materials and develop networking to promote the goals, and plan such other activities.
- b. Manage the administrative aspects of the scheme, including assessment of proposals for the UGC to sanction the grants permissible under the scheme.
- c. Identify Coordinators, Trainers and others to implement the programme and lay down strategy for the same.

### **11.3. Review, Monitoring and Evaluation**

- a. Identify persons and departments to assist the Committee in promotion, reviewing, monitoring and evaluation of the programme.
- b. Develop a data management system of women in higher education and women administrators for periodic monitoring and taking corrective action.
- c. Take action on the outcomes.

### **11.4. Building Linkages**

Motivate and assist to develop networking, information dissemination and mentoring at local, regional, national and international level.

### **11.5. Advocacy**

- a. Encourage the formation of an Association of Women Managers in Higher Education.
- b. Build bridges 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.
- c. Create a large pool of women faculty and administrators to percolate the sensitising process in the university system.

### **11.6. Moving forward**

Identify and recommend to UGC future activities for capacity building of women academicians and administrators and other groups in higher education, and creating a gender friendly environment.

### **12. Eligibility**

Universities, Departments/Centres and Colleges, eligible for grants from the University Grants Commission, will forward their proposals in the format prescribed. (Enclosed). Only those universities/centres and 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 and was/were subsequently selected and have gone through a Training of Trainers (ToTs) Workshop.

Proposal by the applicant in the University Departments/Centres/Schools must be forward by the Heads/Deans through the Vice-Chancellor.

Proposal by an applicant in the College must be forwarded by the Head of the Department through the Principal.

The National Consultative Committee, or the Sub-Committee appointed by it, will consider the proposals periodically, and the UGC will forward the decision to the university/college.

### **13. Programmes to Apply For**

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

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

##### **A. Non-Residential University/ College Workshop**

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 Regional/Sub-Regional Coordinator and Core Group Resource Person.

- 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 Core Group Resource Person and the Regional/Sub-Regional Coordinator. Only on obtaining their approval, the Local Coordinator will take the signature of the Vice Chancellor/Principal before forwarding the proposal to the UGC and a copy to the Regional/Sub-Regional Coordinator.
- 3 The programme will be implemented only after receiving the approval of the UGC National Consultative Committee/its approved Sub-Committee and the **letter of financial sanction from the UGC.**
- 4 Report of the workshop will be forwarded to the UGC within one month of completion of the workshop.
- 5 Accounts to be submitted to the UGC in the relevant budget format with necessary certificates.
- 6 Amount sanctioned will be as given in the budget.

**N.B. The Mixed pattern explained in 7.1.a.iii is also applicable for this group.**

##### **B. Regionally Clubbed University/College Residential Workshop**

Universities/colleges will be identified in each region for coverage where women teachers/administrators have not been covered, or not adequately or not covered at all, or, where adequate nominations were not received in earlier workshops, or where the

university has affiliated colleges or centres in far flung areas. The workshops will continue till a stage is reached where individual universities can take up non-residential programme for sensitisation/awareness/motivation for its own women teachers/administrators in the university and its affiliated colleges.

**Points 1 to 6 in 13.1.A above will also apply.**

### **13.2 SAM Training Of Trainers (SAM/TOTs) Workshop**

These workshops will be for Training of Trainers and Co-ordinators for the SAM Workshops. The locations of such workshops will be identified by the Core Group Resource Persons and Regional Coordinators in collaboration with the Local Coordinator, and informed to the participants who have completed the sensitisation/awareness/motivation workshop.

**Points 1 to 6 in No.13.1. A will also apply.**

### **13.3 Research Stimulation Workshops (RS)**

This will be a Residential Workshop as it will be applicable to the whole region in most cases.

**Points 1 to 6 in 13.1.A will also apply**

### **13.4 Managerial Skills (MS) Workshop**

The programme will offer training in managerial skills for those who have completed the sensitivity/awareness/motivation workshop and have decided that they wish to prepare for managerial roles in higher education or they already occupy such positions. The requirements for making the application will be the same as in A and B above.

**Points 1 to 6 in 13.1.A will also apply**

### **13.4 Management Skills Training of Trainers (MS/TT) Workshops**

These will be similar to the other training of trainers workshops but the focus will be on management skills in the gender context.

### **13.5 Permission for Duty Leave from University/College**

This is a UGC Scheme to promote gender equity and inclusiveness of women in the management of higher education. Each workshop is organised by a trained Coordinator/Trainer with the support of the University Vice Chancellor/Principal. It is very necessary that the **Coordinators, Associates (Trainers), and Resource Persons are given duty leave.** Vice Chancellors/ Principals who receive invitations from Vice Chancellors/Principals/ Coordinators organising the workshops, should **nominate senior and middle level women academicians and administrators and give them the necessary duty leave to attend as participants.** There is no cost to the nominating institution and it is believed that the benefit will accrue to the institution.

### **14. UGC Funding for the XI Plan**

Broad categories covered are:

- a. Sensitisation/Awareness/Motivation Workshops
- b. Research Stimulation Workshops
- c. Management Training Workshops
- d. Training of Trainers Workshops (for SAM and MM)
- e. Materials Resource Development
- f. Publication and Translation
- g. Networking and Dissemination of Information
- h. Administrative costs
- i. Miscellaneous and contingencies

**Consolidated Budget for XI Plan from April 1, 2007 to March 31, 2012**  
**For**  
**Capacity Building of Women Managers in Higher Education**

<b>Sr. No.</b>	<b>Item</b>	<b>Unit Cost/Comments</b>	<b>Number</b>	<b>Amount</b>	<b>Total</b>
<b>A</b>	<b>Workshops</b>				
i	Non-Residential Sensitisation (SAM) Workshops of 5 days each for 30 participants	Rs. 2.16 lakhs per workshop	140	3,02,40,000	
ii	Residential Sensitisation (SAM) Workshops of 5 days each for 30 participants	Rs. 4.60 lakhs per workshop	350	16,10,00,000	
iii	Training of Trainers for Sensitisation (SAM) Workshops for 6 days for 30 participants	Rs. 7.07 lakhs per workshop	65	4,59.55.000	
iv	Management Skills Training Workshops for 6 days – 2 days per module for 30 participants	Rs. 6.80 lakhs per workshop	165	11,22,00,000	
v	Training of Trainers for Management Skills Workshops: 2 days per module for 25 participants	Rs. 4.05 lakhs per module	90	3,64,50,000	
vi	Research Stimulation Workshops of 6 days each for 30 participants	Rs. 6.17 lakhs per workshop	35	2,15,95,000	
	<b>Sub-Total</b>		<b>845</b>		<b>40,74,40,000</b>

Sr. No.	Item	Unit Cost/Comments	Number	Amount	Total
<b>B.</b>	<b>Preparing Resource Material</b>				
i.	<i>New manuals</i> (Four new + updating bibliography)	Rs.10, 000 (Hon) + Rs.15, 000 or actuals (secretarial assistance, stationery) + Rs.5,000 after testing and revision	5	1,50,000	
ii.	<i>Management Skills Modules</i>				
iii	Preparation of Modules for 2 to 3 day programme, testing and finalisation	Rs.5, 000 (Hon) + Rs, 10,000 or actuals (secretarial assistance, stationery) Rs.5,000 after testing and revision	18	3,60,000	
iv.	<i>Preparation of Distance/E Learning Materials</i>	To be undertaken by CEC; Honorarium, including expenses, of Rs.10, 000 to each manual writer for converting manuals (ten) and Modules 14 to e-learning material		1,40,000	
	<b>Sub-Total</b>				<b>6,50,000</b>
<b>C</b>	<b>Publication and Translation</b>				
i.	Manuals, Modules, Translations, and also			30,00,000	
ii.	Case Studies, Reports including Editing				
	<b>Sub-Total</b>				<b>30,00,000</b>

Sr. No.	Item	Unit Costs/ Comments	Amount	Total
<b>D</b>	<b>Networking and Information Dissemination Cell</b>			
<b>i.</b>	<b><i>Capital Expenditure</i></b>			
a.	Hardware, printers, scanners, Xerox		1,50,000	
b.	Software		1,00,000	
c.	Initial Web Design / Registration		1,00,000	
d.	Workstations, Furniture and Fixtures		1,00,000	
e.	Hardware, Software & web site upgradation		3,40,000	
	<b>Sub-Sub-Total</b>			<b>7,90,000</b>
<b>ii.</b>	<b><i>Recurring Expenditure</i></b>			
a.	Personnel	Rs.1.25 lakhs per month with 10% increase annually	91,57,650	
b.	Web Space & URL renewal, redesign and maintenance		4,25,000	
c.	Resource Collection		7,50,000	
d.	Connectivity		4,25,000	
e.	Hardware and software Maintenance		1,50,000	
f.	Consumables, stationery, postage		2,00,000	
g.	Case Studies Documentation		1,00,000	
<b>iii.</b>	<b><i>Meetings</i></b>			
a.	National Sub-Committee	3 meetings per year	4,25,000	
b.	Local Committee	4 meetings a year	48,000	
<b>E</b>	Contingency at 10%		11,68,065	
	<b>Sub-Sub-Total</b>			<b>1,28,48,715</b>
	<b>Sub-Total</b>			

Sr. No.	Item	Unit Cost/Comments	Number	Amount	Total
<b>F</b>	<b>Administrative Costs</b>				
i.	National Consultative Committee Meetings	@ Rs.3 lakhs per meeting with 3 meetings in a year	15	45,00,000	
ii.	Sub-Committee Meetings	@Rs.1.5 lakhs per meeting with 2 meetings a year	10	15,00,000	
iii.	Evaluation of Programme: Follow up with participants	@Rs.1.5 lakhs per evaluation	2	3,00,000	
iv.	Chairpersons visits, travel & stay costs	@Rs.2.0 lakhs a year		10,00,000	
	<b>Sub-Total</b>				<b>73,00,000</b>
	<b>Sub-Total</b>				<b>42,20,28,715</b>
<b>G</b>	<b>New Initiatives, Miscell. Costs, Contingency @ 10%</b>				<b>4,22,02,871</b>
		<b>Grand Total</b>			<b>46,42,31,586</b>

The above budget has been consolidated for five years. The annual budget required is given separately in Budget Attachment No. 1 as the needs will differ from year to year. The budget for each of the Workshops has been given in Budget Attachments Nos. 3 to 7 on the basis of a set number of participants. However, this number will fluctuate with each workshop depending on the number of applications. No Workshop should fall below 18 except Research Stimulation Workshop, which can be a total of 15. The upper limit for enrolment should not exceed 35. Hence, the Local Coordinator will have to prorate the Board and Lodge accordingly while Transport will be based on the actuals. Hence, the UGC may take this into account when the final bills are submitted and refund or additional payment be made accordingly. Ten per cent appropriation between items may be left to the concerned Coordinator of Workshops or those in charge of other activities. Any greater appropriation desired than 10% would need to be requested from the UGC.

## Budget Attachment 1

## UGC Capacity Building Annual Budget for April 1, 2007 to March 31, 2012

	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10	Year 4 2010-11	Year 5 –2011-12	TOTAL
Non-Residential Sensitisation (SAM) Workshops	3,240,000	4,320,000	6,480,000	7,560,000	8,640,000	<b>30,240,000</b>
Residential Sensitisation (SAM) Workshops	13,800,000	23,000,000	32,200,000	41,400,000	50,600,000	<b>161,000,000</b>
Training of Trainers for SAM Workshops	4,242,000	7,070,000	8,484,000	11,312,000	14,847,000	<b>45,955,000</b>
Managerial Skills Modules	10,200,000	20,400,000	20,400,000	30,600,000	30,600,000	<b>112,200,000</b>
Training of Trainers for Managerial Skills Modules		3,645,000	7,290,000	10,935,000	14,580,000	<b>36,450,000</b>
Research Stimulation Workshops	4,319,000	4,319,000	4,319,000	4,319,000	4,319,000	<b>21,595,000</b>
Networking & Information Dissemination Cell	2,526,800 (NR 450000) (R 2076800)	2,388,800 (NR 70000) (R 2318800)	2,627,500 (NR 70000) (R 2557500)	2,912,150 (NR 100000) (R 2812150)	3,183,465 (NR 100000) (R 3083465)	<b>13,638,715</b>
Managerial Skills Modules Preparation	180,000	60,000	60,000	60,000		<b>360,000</b>
Preparation of New Manuals		60,000	60,000	30,000		<b>150,000</b>
Preparation of Distance/E Learning Materials	50,000	30,000	30,000	30,000		<b>140,000</b>
Publication & Translation	600,000	600,000	600,000	600,000	600,000	<b>3,000,000</b>
National consultative Committee Meetings	9,000,000	9,000,000	9,000,000	9,000,000	9,000,000	<b>4,500,000</b>
Sub Committee Meetings	300,000	300,000	300,000	300,000	300,000	<b>1,500,000</b>
Evaluation		150,000		150,000		<b>300,000</b>
Chairperson's visits, travel & stay	200,000	200,000	200,000	200,000	200,000	<b>1,000,000</b>
Sub Total	40,657,800	67,542,800	84,050,500	111,408,150	128,869,465	<b>422,028,715</b>
Contingency @10%	4,065,780	6,754,280	8,405,050	11,140,815	12,886,947	<b>42,202,871</b>
<b>Grand Total</b>	<b>44,723,580</b>	<b>74,297,080</b>	<b>92,455,550</b>	<b>122,548,965</b>	<b>141,756,412</b>	<b>4642,31,586</b>

**BUDGET FOR SENSITISATION NON RESIDENTIAL WORKSHOP**

i.	<u>Honorarium of five days workshop</u> ❖ Local Trainer Coordinator : 10,000 ❖ Academic Assistant (one) : 5,000 ❖ Core Resource Person (1 x Rs.1,500 x 5 days) : 7,500 ❖ Regional/Sub-Reg. Coordinator (1 x Rs.1,500 x 5 days) : 7,500 ❖ Associates (Trainers) (5 x Rs.1000 x per full day – Rs.500 half day) : <u>5,000</u> <p style="text-align: right;"><b><i>Subtotal</i></b></p>	<b><u>35,000</u></b>
ii.	<u>Board &amp; Lodge</u> ❖ Food costs (lunch & 2 teas): (*50 x Rs.150/- upper limit x 5 days) : 37,500 ❖ Board & Lodge : 8,000 - Core Resource Person & Regional Coordinator (5x 2x Rs.800) : <u>4,000</u> -Associates (Trainers) (5 x 1 x Rs.800) : <u>49,000</u> <p style="text-align: right;"><b><i>Subtotal</i></b></p>	<b><u>49,000</u></b>
iii.	<u>Travel</u> ❖ Core Resource Person 1, Reg./Sub-Reg. Coord. 1, Associates (Trainers) (Approx.) 50,000 ❖ Local Participants: actual or @ Rs.150 per day (upper limit) (30x5x150) <u>22,500</u> <p style="text-align: right;"><b><i>Subtotal</i></b></p>	<b><u>72,500</u></b>
iv.	<u>Organisational Expenses</u> ❖ Xeroxing, hiring, communications, kits, banners, other admin. expenditure : 40,000 ❖ Contingency -10% of total : <u>19650</u> <p style="text-align: right;"><b><i>Subtotal</i></b></p>	<b><u>59650</u></b>
<b>Total**</b>		<b><u>2,16,150</u></b>

**Approximately Rs.2,16,000**

\*During the day, besides the 30 participants, Resource Person, Reg./Sub-Reg. Coord., Associates (Trainers), there are Local Committee Members, volunteers, and administrative support staff. If there are more than 50, they would have to be accommodated within the total limit of Rs.49,000

\*\*It is expected that the amount given above for each item will be prorated for the number of participants attending the workshop and the number of days of the workshop. The total number of participants is given as 30. The actual number may be less. In some

cases, it may go up to 35. In both cases, the cost on food and transport should be prorated accordingly. If the Resource Person and Coordinator arrive one day before and/or leave a day later, their cost of board/lodge will be prorated as well as the honorarium given for the specific number of days. For attendance of half day, only half the honorarium may be given.

**BUDGET FOR SENSITISATION RESIDENTIAL WORKSHOP**

i.	<u>Honorarium of five days workshop</u> ❖ Local Trainer Coordinator : 10,000 ❖ Academic Assistant (one) : 5,000 ❖ Core Resource Person (1 x Rs.1,500 x 5 days) : 7,500 ❖ Regional/Sub-Reg. Coordinator (1 x Rs.1,500 x 5 days) : 7,500 ❖ Associates (Trainers) (6 x Rs.1,000 per day or Rs.500 per half day) : <u>5,000</u> <b>Subtotal</b> <u>35,000</u>	
ii.	<u>Board &amp; Lodge*</u> ❖ Board and Lodge (30 x Rs.800/- x 5 days: bed tea, breakfast, lunch, 2 mid-morning/afternoon tea, dinner) : 1,20,000 ❖ Other day persons** (15 x 150 x 5) : 11,250 ❖ Board and Lodge : - Core Resource Person & Regional/Sub-Reg. Coordinator (2 x Rs.800 x 5) : 8,000 - Associates (Trainers) (6 x Rs.800/- per day) : <u>4,000</u> <b>Subtotal</b> <u>1,43,250</u>	
iii.	<u>Travel (actuals)</u> ❖ Core Resource Person, Regional Coordinator, Associates : (Approx.) 70,000 ❖ Participants (30) : <u>1,20,000</u> <b>Subtotal</b> <u>1,90,000</u>	
iv.	<u>Organisational Expenses</u> ❖ Xeroxing, hiring, communications, kits, banners, admin. expenditure : 50,000 ❖ Contingency -10% of total : <u>41,825</u> <b>Subtotal</b> <u>91,825</u>	
	<b>Total**</b>	<b>4,60,075</b>

**Approximately Rs.4,60,000**

\*It is expected that the amount given above for each item will be prorated for the number of participants attending the workshop and the number of days of the workshop. The total number of participants is given as 30. The actual number may be less. In some cases, it may go up to 35. In both cases, the cost on food and transport should be prorated accordingly. If the Resource Person and Coordinator arrive one day before and/or leave a day later, their cost of board/lodge will be prorated as well as the honorarium given for the specific number of days. For attendance of half day, only half the honorarium may be given.

**\*\*During the day, besides the 30 participants, Resource Persons, Regional/Sub-Regional Coordinator, Associates (Trainers), there are Local Committee Members, volunteers, and administrative support staff. If there are more than 15, they would have to be accommodated within the total limit of Rs.11,250**

**BUDGET FOR TRAINING OF TRAINERS RESIDENTIAL WORKSHOP**

i.	<u>Honorarium of six days workshop</u> ❖ Local Trainer Co-coordinator ❖ Academic Assistant (one) ❖ Core Resource Persons & Other Trainers (7x Rs.1,500 x 6 days) ❖ Regional Coordinator/Sub.Reg. (if different from Local Coord.) (1 x 1500 x 6) <i>Subtotal</i>	:	10,000 5,000 63,000 9,000 <b>87,000</b>
ii.	<u>Board &amp; Lodge*</u> ❖ Board and Lodge for participants (30 x Rs.800/- x 6 days: lunch, 2 mid-morning/afternoon tea) ❖ Other day persons** (15 x 150 x 6) ❖ Board and Lodge for Resource Persons (7 x Rs.800 x 6) <i>Subtotal</i>	:	1,44,000 13,500 33,600 <b>1,91,100</b>
iii.	<u>Travel***</u> ❖ Core Group Resource Persons, Regional Coordinator, Trainers (10)  ❖ Participants (30) <i>Subtotal</i>		(Approx.) 1,00,000  2,00,000 <b>3,00,000</b>
iv.	<u>Organisational Expenses</u> ❖ Xeroxing,**** hiring, communications, kits, banners, admin. expenditure ❖ Contingency -10% of total <i>Subtotal</i>	:	65,000  64,300 <b>1,29,300</b>
<b>Total</b>			<b>7,07,400</b>

**Approximately Rs.7,07,000**

\*It is expected that the amount given above for each item will be prorated for the number of participants attending the workshop and the number of days of the workshop. The total number of participants is given as 30. The actual number may be less. In some cases, it may go up to 35. In both cases, the cost on food and transport should be prorated accordingly. If the Resource Person and Coordinator arrive one day before and/or leave a day later, their cost of board/lodge will be prorated as well as the honorarium given for the specific number of days. For attendance of half day, only half the honorarium may be given.

\*\*During the day, besides the 30 Participants, Resource Persons, Regional/Sub-Regional Coordinator, Associates (Trainers), there are Local Committee Members, volunteers, and

administrative support staff. If there are more than 15, they would have to be accommodated within the total limit of Rs.13,500

\*\*\* Cost of travel is high as both trainers and trainees are drawn from a larger catchment area than in the sensitisation residential workshops.

\*\*\*\*Each trainer participant has to be given the full set of manuals. Unprinted manuals will need to be xeroxed for distribution.

**BUDGET FOR RESIDENTIAL WORKSHOPS FOR MANAGERIAL SKILLS  
MODULES**

i.	<u>Honorarium of six days workshop</u> ❖ Local Trainer Coordinator ❖ Academic Assistant (one) ❖ Regional/Sub-Reg. Coordinator (1 x Rs.1,500 x 6 days) ❖ Associates (Trainers) (3 per capsule of 2 days; for 3 capsules @ Rs.1,000 per day or Rs.500 per half day) <i>Subtotal</i>	:	10,000 5,000 9,000 <u>18,000</u> <u>42,000</u>
ii.	<u>Board &amp; Lodge*</u> ❖ Board and Lodge (30 x Rs.800/- x 6 days: bed tea, breakfast, lunch, 2 mid-morning/afternoon tea, dinner) ❖ Other day persons** (15 x 150 x 6) ❖ Board and Lodge for Regional/Sub-Reg. Coordinator (1 x Rs.800 x 6) -Associates (Trainers) (9 x Rs.800/- per day for 2 days each) <i>Subtotal</i>	:	1,44,000 13,500 4,800 <u>14,400</u> <u>1,76,700</u>
iii.	<u>Travel (actuals)***</u> ❖ Core Resource Person, Regional Coordinator, Associates (11) ❖ Participants (30) <i>Subtotal</i>		(Approx.) 1,50,000 <u>2,00,000</u> <u>3,50,000</u>
iv.	<u>Organisational Expenses</u> ❖ Xeroxing****, hiring, communications, kits, banners, admin. expenditure ❖ Contingency -10% of total <i>Subtotal</i>	:	50,000  <u>61,870</u> <u>1,11,870</u>
<b>Total</b>			<b><u>6,80,570</u></b>

**Approximate Rs.6,80,000**

\*It is expected that the amount given above for each item will be prorated for the number of participants attending the workshop and the number of days of the workshop. The total number of participants is given as 30. The actual number may be less. In some cases, it may go up to 35. In both cases, the cost on food and transport should be prorated accordingly. If the Resource Person and Coordinator arrive one day before and/or leave a day later, their cost of board/lodge will be prorated as well as the honorarium given for the specific number of days. For attendance of half day, only half the honorarium may be given.

\*\*During the day, besides the 30 Participants, Resource Persons, Regional/Sub-Regional Coordinator, Associates (Trainers), there are Local Committee Members, volunteers, and

administrative support staff. If there are more than 15, they would have to be accommodated within the total limit of Rs.13,500

\*\*\* Cost of travel is high as both trainers and trainees are drawn from a larger catchment area than in the sensitisation residential workshops.

\*\*\*\*Each trainer participant has to be given a considerable amount of reading and reference materials.

**BUDGET FOR RESIDENTIAL TRAINING OF TRAINERS FOR MANAGERIAL SKILLS MODULES**

i.	<u>Honorarium of three days workshop</u> ❖ Local Trainer Coordinator ❖ Academic Assistant (one) ❖ Core Resource Person (1xRs.1500 x 3 days) ❖ Regional/Sub-Reg. Coordinator (1 x Rs.1,500 x 3 days) ❖ Associates (Trainers) (3 x @ Rs.1,000 per day or Rs.500 per half day)	:	5,000 2,000 4,500 4,500 <u>3,000</u>
	<i>Subtotal</i>		<u><b>19,000</b></u>
ii.	<u>Board &amp; Lodge*</u> ❖ Board and Lodge (25 x Rs.800/- x 3 days: bed tea, breakfast, lunch, 2 mid-morning/afternoon tea, dinner) ❖ Other day persons** (15 x 150 x 3) ❖ Board and Lodge for Regional/Sub-Reg. Coordinator (3 persons x Rs.800 x 3 days)	:	60,000 6,750 <u>7,200</u>
	<i>Subtotal</i>		<u><b>73,950</b></u>
iii.	<u>Travel (actuals)***</u> ❖ Core Resource Person, Regional Coordinator, Associates ❖ Participants (25)		(Approx.) 60,000 <u>1,75,000</u>
	<i>Subtotal</i>		<u><b>2,35,000</b></u>
iv.	<u>Organisational Expenses</u> ❖ Xeroxing****, hiring, communications, kits, banners, admin. expenditure ❖ Contingency -10% of total	:	40,000 <u>36,795</u>
	<i>Subtotal</i>		<u><b>76,795</b></u>
	<b>Total</b>		<b>4,04,745</b>

**Approximate Rs.4,05,000**

\*It is expected that the amount given above for each item will be prorated for the number of participants attending the workshop and the number of days of the workshop. The total number of participants is given as 25. The actual number may be less. In some cases, it may go up to 35. In both cases, the cost on food and transport should be prorated accordingly. If the Resource Person and Coordinator arrive one day before and/or leave a day later, their cost of board/lodge will be prorated as well as the honorarium given for the specific number of days. For attendance of half day, only half the honorarium may be given.

\*\*During the day, besides the 25 Participants, Resource Persons, Regional/Sub-Regional. Coordinator, Associates (Trainers), there are Local Committee Members, volunteers, and administrative support staff. If there are more than 15, they would have to be accommodated within the total limit of Rs.6,750

\*\*\* Cost of travel is high as both trainers and trainees are drawn from a larger catchment area than in the sensitisation residential workshops.

\*\*\*\*Each trainer participant has to be given a considerable amount of reading and reference materials.

**BUDGET FOR RESIDENTIAL WORKSHOPS FOR RESEARCH**

i.	<u>Honorarium of six days workshop</u> ❖ Local Trainer Coordinator : 10,000 ❖ Academic Assistant (one) : 5,000 ❖ Regional/Sub-Reg. Coordinator (1 x Rs.1,500 x 6 days) : 9,000 ❖ Research Activities Coordinator : 9,000 ❖ Associates (Trainers) (6 @ Rs.1,000 x 1 per day or Rs.500 per half day) : <u>6,000</u> <b>Subtotal</b> : <b><u>39,000</u></b>	
ii.	<u>Board &amp; Lodge*</u> ❖ Board and Lodge (30 x Rs.800/- x 6 days: bed tea, breakfast, lunch, 2 mid-morning/afternoon tea, dinner) : 1,44,000 ❖ Other day persons** (15 x 150 x 6) : 13,500 ❖ Board and Lodge for Regional/Sub-Reg. Coordinator & Research Activities Coordinator (2 x Rs.800 x 6) : 9,600 -Associates (Trainers) (6 x 1x Rs.800/- per day) : <u>4,800</u> <b>Subtotal</b> : <b><u>1,71,900</u></b>	
iii.	<u>Travel (actuals)***</u> ❖ Core Resource Person, Regional Coordinator, Associates : (Approx.) 1,00,000 ❖ Participants (30) : <u>2,00,000</u> <b>Subtotal</b> : <b><u>3,00,000</u></b>	
iv.	<u>Organisational Expenses</u> ❖ Xeroxing****, hiring, communications, kits, banners, admin. : 50,000 ❖ Contingency -10% of total : <u>56,090</u> <b>Subtotal</b> : <b><u>1,06,090</u></b>	
	<b>Total</b>	<b><u>6,16,990</u></b>

**Approximatelt Rs.6,17,000/**

\*It is expected that the amount given above for each item will be prorated for the number of participants attending the workshop and the number of days of the workshop. The total number of participants is given as 30. The actual number may be less. In some cases, it may go up to 35. In both cases, the cost on food and transport should be prorated accordingly. If the Resource Person and Coordinator arrive one day before and/or leave a day later, their cost of board/lodge will be prorated as well as the honorarium given for the specific number of days. For attendance of half day, only half the honorarium may be given.

\*\*During the day, besides the 30 Participants, Resource Persons, Regional/Sub-Regional. Coordinator, Associates (Trainers), there are Local Committee Members, volunteers, and administrative support staff. If there are more than 15, they would have to be accommodated within the total limit of Rs.13,500

\*\*\* Cost of travel is high as both trainers and trainees are drawn from a larger catchment area than in the sensitisation residential workshops.

\*\*\*\*Each trainer participant has to be given a considerable amount of reading and reference materials.

**APPENDIX A****CAPACITY BUILDING FOR WOMEN MANAGERS IN HIGHER EDUCATION****APPLICATION FORMAT****UNIVERSITY DEPARTMENTS/CENTRES****I UNIVERSITY PROFILE**

1 Name of the University:

2 Address:

3 Name of Vice Chancellor:

4 Telephone No. of V. C. with code \_\_\_\_\_

5 FAX \_\_\_\_\_

E-mail address of University Vice Chancellor: \_\_\_\_\_

5 Location (please tick):

a. Metropolitan		b. Urban	
c. Semi Rural		d. Rural	

6 Type of University (please tick):

a. State		b. Central		c. Deemed		Private	
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7 Whether recognised under 2f:

8 Structure of university (please circle the right answer)

a. Women's	i. Yes	b. Affiliating	i. Yes	c. Unitary	i. Yes
	ii. No		ii. No		ii. No

9. Number of Colleges (if affiliating) \_\_\_\_\_

10. How many of these are women's colleges? \_\_\_\_\_

11. Indicate the number of Men and Women Faculty Members in position under each of the following categories:

Category of Faculty Members	Men	Percentage	Women	Percentage	TOTAL
Professors					
Readers					
Lecturers					
Others					
TOTAL					

12. Women in decision making positions e.g. Vice Chancellor, Pro Vice Chancellor, Registrar, Deputy Registrar, Finance Officer, Deans, Directors, Heads of Departments, etc. (Give designation and number)

Designation	No. of Women
Total	
Percentage of women in decision-making	

(Increase the rows as required.)

13. Does the University have a Women's Studies Centre: Yes \_\_\_\_\_ No \_\_\_\_\_

- a. What is the Centre called?
- b. Name of the Head:
- c. Telephone with code:
- d. FAX:
- e. E-mail Address of Department/ Centre/Cell

## II. MISSION OF THE UNIVERSITY

## III. MAJOR STRENGTHS OF THE UNIVERSITY TO UNDERTAKE CAPACITY BUILDING PROGRAMMES FOR WOMEN MANAGERS

## IV. PROGRAMME/ACTIVITY PROPOSED

- 1 Name of the Department/Centre forwarding the proposal.
- 2 Programme proposed: (Tick)

a.	Sensitisation/Awareness/Motivation (SAM) Workshop (Non-Residential)	
b.	Sensitisation/Awareness/Motivation (SAM) Workshop (Residential)	
c.	Training of Trainers (SAM/ToTs) Workshop (Residential)	
d.	Training of Trainers Sensitisation (SAM/ToTs) Workshop (Residential)	

e.	Management Skills Training (MS) Workshop (Residential)	
f.	Training of Trainers for Management Skills (MS/Tots) Workshop (Residential)	
g.	Research Stimulation (RS) Workshop (Residential)	
h.	Any Other (Please specify)	

3. Geographical area and institutions to be covered.

4. Number of participants planned: \_\_\_\_\_

#### **V. RESOURCES AVAILABLE FOR TYPE OF PROGRAMME PROPOSED**

1 Expertise (Trained internal faculty members, and outside trained resource persons)

a. How many of your faculty have been to the sensitising workshops on Capacity Building of Women Managers in Higher Education? \_\_\_\_\_

Number\_\_\_\_\_

List Names, Departments and where trained

b. How many have attended the Training of Trainers (ToTs) Workshops?

Number:\_\_\_\_\_

List Names, Departments, and where trained

c. Where did they have experience in conducting capacity building programmes for women managers in higher education? Please give details of last two years.

- 2 Material (Infra-structural, residential facilities, computer, data projection facilities, and communication facilities) Please list what is available free and what needs to be hired (from the university or outside).
  
- 5 Other (Support of management, etc.)

## **VI. DETAILS OF LOCAL COORDINATOR, ASSOCIATES, REGIONAL COORDINATORS AND RESOURCE PERSONS**

1. Name and designation of Local Coordinator
  
2. Telephone No. with code of office, residence and mobile: \_\_\_\_\_
3. FAX \_\_\_\_\_
4. E-Mail \_\_\_\_\_
5. Experience of proposed Local Coordinator
  
6. Details of persons assisting in the training:
  - a. Local Committee to assist Local Coordinator (List names and experience, if any)

b. Details of Associates (Trainers), expected to be invited: name and institution where working, where trained, and the themes they will cover.

c. Details of Resource Persons Likely to Attend: Regional/Sub-Regional Coordinator and Core Group Resource Person for the Region/Any other

d. Collaborative Departments, if any

e. Name, Designation and Department of Assistant Coordinator (to help in organisational aspects of the Workshop).

## **VII. PROGRAMME DETAILS**

1 Rationale

2 Aims

3 Attach separately the programme details (Give details of the tentative time-table for each day, time allocation, the theme to be covered and the trainer/resource person likely to cover it. Without a detailed time-table and persons who will take the sessions, the application will not be sanctioned.)

4 Venue

5 Dates

6 Expected outcome

### **VIII. FINANCIAL ASSISTANCE**

Budget guidelines are given for each type of programme in the scheme and guidelines. Application must include separately the budget with the detailed requirements within the upper ceiling given for each item and expected number of participants. The cheque will be sent to the University or the designated authority of the university and not to the Local Coordinator. Sanction of the UGC is required before the programme is implemented.

### **IX. HAVE THE REGIONAL COORDINATOR AND THE CORE GROUP RESOURCE PERSON SEEN AND APPROVED THE PROPOSAL?**

**a. Yes: Who?**

**b. No. (If no, explain why.)**

### **CERTIFICATE**

This is to certify that the programme has management's full support and all facilities will be made available to conduct the programme.

Name and signature of Vice-Chancellor recommendations	with	Name and signature of Head of Dept./Director of Centre where programme is to be conducted	Name and signature of Coordinator
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Date of forwarding the application:

## APPENDIX B

## CAPACITY BUILDING FOR WOMEN MANAGERS IN HIGHER EDUCATION

## APPLICATION FORMAT

## COLLEGE DEPARTMENTS/CENTRES

## I COLLEGE PROFILE

2 Name of the College:

6 Address:

7 Name of the Principal:

8 Telephone No. of Principal with code \_\_\_\_\_

9 FAX \_\_\_\_\_

E-mail address of College Principal: \_\_\_\_\_

9 Location (please tick):

a. Metropolitan		b. Urban	
c. Semi Rural		d. Rural	

6. University to which affiliated:

7. Type of University (please tick):

e. State		f. Central		g. Deemed		Private	
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10 Whether university is recognised under 2f:

11 Structure of university (please circle the right answer)

a. Women's	i. Yes	d. Affiliating	i. Yes	e. Unitary	i. Yes
	iii. No		ii. No		iii. No

12. Number of Colleges (if affiliating) \_\_\_\_\_

13. Is your college (circle the response): Government College/Aided College by Government grants/ Private/Any other.

14. How many of these are women's colleges? \_\_\_\_\_

15. Is your college only for women students? Yes                      No

16. Indicate the number of Men and Women Faculty Members in position under each of the following categories:

Category of Faculty Members	Men	Percentage	Women	Percentage	TOTAL
Professors					
Readers					
Lecturers					
Others					
TOTAL					

**14. Women in decision making positions e.g. Principal, Vice Principal, Finance Officer, Deans, Directors, Heads of Departments, etc. (Give designation and number)**

Designation	No. of Women
Total	
Percentage of women in decision-making	

(Increase the rows as required.)

15. Does the College have a Women's Studies Centre: Yes \_\_\_\_\_ No \_\_\_\_\_

- a. What is the Centre called?
- b. Name of the Head:
- c. Telephone with code:
- d. FAX:
- e. E-mail Address of Department/ Centre/Cell

## II. MISSION OF THE COLLEGE

## V. MAJOR STRENGTHS OF THE COLLEGE TO UNDERTAKE CAPACITY BUILDING PROGRAMMES FOR WOMEN MANAGERS

## VI. PROGRAMME/ACTIVITY PROPOSED

3 Name of the Department/Centre forwarding the proposal.

4 Programme proposed: (Tick)

a.	Sensitisation/Awareness/Motivation (SAM) Workshop (Non-Residential)	
i.	Sensitisation/Awareness/Motivation (SAM) Workshop (Residential)	
j.	Training of Trainers (SAM/ToTs) Workshop (Residential)	
k.	Training of Trainers Sensitisation (SAM/ToTs) Workshop (Residential)	

l.	Management Skills Training (MS) Workshop (Residential)	
m.	Training of Trainers for Management Skills (MS/Tots) Workshop (Residential)	
n.	Research Stimulation (RS) Workshop (Residential)	
o.	Any Other (Please specify)	

5. Geographical area and institutions to be covered.

6. Number of participants planned: \_\_\_\_\_

#### **VI. RESOURCES AVAILABLE FOR TYPE OF PROGRAMME PROPOSED**

3 Expertise (Trained internal faculty members, and outside trained resource persons)

a. How many of your faculty have been to the sensitising workshops on Capacity Building of Women Managers in Higher Education? \_\_\_\_\_

Number\_\_\_\_\_

List Names, Departments and where trained

d. How many have attended the Training of Trainers (ToTs) Workshops?

Number:\_\_\_\_\_

List names, Departments, and where trained

e. Where did they have experience in conducting capacity building programmes for women managers in higher education? Please give details of last two years.

- 4 Material (Infra-structural, residential facilities, computer, data projection facilities, and communication facilities) Please list what is available free and what needs to be hired (from the college or outside).
- 6 Other (Support of management, etc.)

**VI. DETAILS OF LOCAL COORDINATOR, ASSOCIATES AND RESOURCE PERSONS**

7. Name and designation of Local Coordinator
8. Telephone No. with code of office, residence and mobile: \_\_\_\_\_
9. FAX \_\_\_\_\_
10. E-Mail \_\_\_\_\_
11. Experience of proposed Local Coordinator
12. Details of persons assisting in the training:

c. Local Committee to assist Local Coordinator (List names and experience, if any)

d. Details of Associates (Trainers), expected to be invited: name and institution where working, where trained, and the themes they will cover.

f. Details of Resource Persons Likely to Attend: Regional/Sub-Regional Coordinator and Core Group Resource Person for the Region/Any other

g. Collaborative Departments, if any

h. Name, Designation and Department of Assistant Coordinator (to help in organisational aspects of the Workshop).

## **VII. PROGRAMME DETAILS**

7 Rationale

8 Aims

9 Attach separately the programme details (Give details of the tentative time-table for each day, time allocation, the theme to be covered and the trainer/resource person likely to cover it. Without a detailed time-table and persons who will take the sessions, the application will not be sanctioned.)

10 Venue

11 Dates

12 Expected outcome

## **X. FINANCIAL ASSISTANCE**

Budget guidelines are given for each type of programme in the scheme and guidelines. Application must include separately the budget with the detailed requirements within the upper ceiling given for each item and expected number of participants. The cheque will be sent to the Principal or the designated authority of the college and not to the Local Coordinator. Sanction of the UGC is required before the programme is implemented.

## **XI. HAVE THE REGIONAL COORDINATOR AND THE CORE GROUP RESOURCE PERSON SEEN AND APPROVED THE PROPOSAL?**

c. Yes: Who?

d. No. (If no, explain why.)

**CERTIFICATE**

This is to certify that the programme has management's full support and all facilities will be made available to conduct the programme.

Name and signature of the Principal recommendations	with	Name and signature of Head of Dept./Director of Centre where programme is to be conducted	Name and signature of Local Coordinator
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Date of forwarding the application:

**UNIVERSITY GRANTS COMMISSION****UTILISATION CERTIFICATE**

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

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

Registrar/ Principal  
(with his seal)

Chartered Accountant/Government Auditor  
Financial Advisor of the University