

UGC-COMMONWEALTH SECRETARIAT
WORKSHOP ON
WOMEN AND MANAGEMENT IN HIGHER
EDUCATION

INFORMATION REPORT

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WOMEN AND MANAGEMENT IN HIGHER EDUCATION
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REPORT AND RECOMMENDATIONS

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1. The Setting

The Conference Room of Qutub Hotel in South Delhi was cheerfully decked up, with flip charts, coloured pencils, transparencies and overhead projectors on a pleasant early winter morning. The occasion was it was an intensive brainstorming workshop organised by the University Grants commission and the Commonwealth Secretariat, London under the Commonwealth Higher Education Support Scheme (CHESS). Workshop on Women and Management in Higher Education, was the fourth workshop in this collaborative series held in different regions of the Commonwealth.

The objective was to expose a number of men and women involved with the management of Higher Education in India to the training modules prepared by the Commonwealth Secretariat under the Commonwealth Higher Education Support Scheme. The team from the Commonwealth Secretariat was led by Dr. Jasbir Singh and included Dr. Gwen Williams from Trinidad and Tobago, Prof. Sheryl Bond from Canada and Ms. Anne Gold from London and Prof. Indira Parikh from Ahmedabad (India). The Resource Persons from India, whose names are appended (at page No. 27-29) helped to contextualise the training programme both by actively helping to administer the modules and by contributing to the significant panel discussions that brought alive the complex issues that the training modules tried to tap. The schematic objectivity of the modules jived with the nuanced presentations by the panelists to bring alive the felt needs of the Indian Higher Education in the area that the workshop addressed.

2. Objectives

The focus of the workshop was to advance women in higher education, through a process of gender sensitization and training of women in the higher education system. These managers, in turn, would be able to act as leaders to carry on such a training within their own institutions by organising similar programmes for women performing managerial roles. The workshop also focussed on the self development, career and professional development and the transformation of the society.

The specific objectives of the workshop also included:

- i. To evaluate and adopt training module produced by CHESS and to adapt the same to the Indian context and requirements.
- ii. To provide the theoretical underpinning for developing programmes for training the women managers in their various roles:
 - Personal and professional lives
 - In academic leadership
 - Facilitating/training of the trainers
 - Managing personnel
 - Understanding the need for and introducing Women's Studies input

- iii. To equip the participants with skills necessary for organising training programmes for women administrators in their own institutions; to produce a critical mass of trainers in further development of the programme in India.
- iv. To equip the participants with necessary information to start Women's Studies programmes in the light of the UGC's document, 'Approaches to Women's Studies' and the sharing of experiences.
- v. To familiarize the participant managers with the concerns of gender equity; enhance their personal confidence and development; appreciate their role as agents of change and make higher education institutions gender friendly.

In addition, the workshop had certain specific objectives

- i. To familiarize with and plan for adaptation, for the local context, training materials produced and tested by participants of previous CHESS workshops.
- ii. To explore the relationship between process and content when planning the training programmes for women in management in higher education.
- iii. To promote an understanding of how women professionals learn and develop.
- iv. To adapt the modules in Indian conditions and context in the light of the national policies and development priorities.

Structure

The workshop was attended by senior university academics and administrators drawn from different parts of India. The list of participants is given in Appendix I. They consisted of Vice-chancellors, Directors of Women's Studies centres, Directors of Academic Staff Colleges, Directors of training institutions, Principals of colleges, experts in Women's Studies and the personnel of University Grants Commission.

Organisation

The workshop, held for a duration of 5 days was organised under the following themes:

- i. Setting the Indian Context: Participation of women in history and higher education, management and decision making levels.
- ii. Management Development for Women: Introduction to the Facilitator's handbook to bring out the operational potentials of the training modules (Training the Trainer).
- iii. Academic leadership and Institution building : gender and leadership; attributes of women leaders in the leadership; attributes of women leaders in the Indian universities; teamwork, role models and personal contribution of women leadership.
- iv. Women's Studies and Women's Studies Centres as Catalysts.

- v. Managing personal and professional roles.
- vi. Planning future action and follow up programmes.
- vii. Role of training institutions, Academic staff colleges, Women's Studies centres.

Methodology

- i. Presentation of the training modules, followed by discussions and activities like
 - practical exercises,
 - group work
 - arriving at group consensus and checking on these agreements and updating the same
- ii. Reviewing the Manual, in the Indian context; adopting and adapting to the Indian requirements.
- iii. Sharing of individual experiences.
- iv. Role models and case studies.
- v. Working out recommendations for follow up action
 - (a) for women managers in higher education participating in the workshop.
 - (b) For various institutions of higher education, such as Academic Staff Colleges, Adult and Continuing Education
 - (c) For various agencies at macro level

3. Report of the Workshop

- a) Management Development for Women; Training the Trainer

Day 1, Monday 3 November 1997

The first half of the first day was, very appropriately, devoted to setting the Indian context.

The Conference was inaugurated by Dr. Armaity S. Desai, Chairperson, University Grants Commission, who pointed out that one-third of teachers in higher education in India are women; still very few women had reached the higher level of decision making. There is also a big drop-out after Post-graduate courses and many women graduates do not utilise their capacities. She talked of the various ways in which the University Grants Commission was seeking to remedy the situation with schemes like Women's Studies centres, Day Care services, Part-time fellowships etc. She also mentioned the starting of technical courses to the five women's universities and, if funding permitted, in some of the large women's colleges.

Ms. Jasbir Singh, Chief Programme Officer, Human Resource Development Division Commonwealth Secretariat, U.K., welcoming the participants, introduced the background and

objectives of the workshop. The gender sensitisation in the Commonwealth Secretariat, had led to emphasising the gender issues, adopt a gender plan with their impact on women. She thanked the Government of India and UGC for co-hosting the workshop. The opening panel discussion was devoted to setting the Indian context. The panelists were Prof. Suma Chitnis and Prof. Pam Rajput, Director, Centre for Women's Studies, Punjab University, Chandigarh.

Setting the context for the workshop, Prof. Suma Chitnis, former Vice-chancellor of SNDT University, Mumbai, talked about the gender dimensions in Indian cultural traditions and pondered whether setting up a separate programme for women was the best method. She also pointed out that it was not enough if women get into leadership positions, but they also should be able to look at things differently. She also talked about the constitutional provisions of equality and the social acceptance of women as leaders.

Taking a brief look at the status of women in higher education, Prof. Pam Rajput, pointed out to the low participation of women at higher decision making level, despite the women students increasing in numbers and emerging with flying colours. She asked for sensitising the Vice-chancellors and asked for a regular session on women's issues.

Presenting the objectives of the workshop, Dr. G.D. Sharma, Secretary, University Grants Commission, pointed out the need for bringing about systematic changes, as the existing system, though it looked gender neutral is really anti-women. He believed that there was a need for statutorily involving women in selection committees (as in S.C./S.T.). The women also to be prepared to compete, as many of them lack self-confidence. Even if well qualified, they need to be trained to perform managerial roles. The aim of the workshop was to train the participants to train others.

The second half of the morning session was going to be devoted to familiarising the participants with the training modules. As a preparation for what was to follow, Ms. Anne Gold conducted a brief ice-breaking session, getting the audience geared to the participatory frame of mind. The participants contributed several responses that were kept in view and the participants and facilitators came back to them for interrogation/confirmation right through the training workshop.

In the afternoon session Dr. Jasbir Singh and Prof. Indira Parikh introduced the package of materials that were going to be presented during the days ensuing.

Day 2, Tuesday 4 November, 1997

The Facilitator's Handbook

The entire day was devoted to the Facilitator's Handbook. The main exponent of this module was Ms Anne Gold (and it was duly examined by Dr. Jaya Indiresan, Dr. Kamalini Bhansali and Dr. Zarina Bhatti). The white board that had been filled up on the first day with the relevant buzzwords was brought out for our fresh scrutiny.

The problematic of the facilitator was taken up by Ms. Anne Gold. As compared to the 'leader' a facilitator does not merely 'impart' knowledge to passive learners but enables active

participation in the learners. The significance of this in the context of Women in Management of Higher Education was unmistakable. Women are culturally conditioned to remain silent and maintain the gender hierarchy. The facilitator is in a position to break the gender barriers by making everyone share their reactions.

(The gender perspective was implicitly) in Ms Gold's explanation of Kolb's theory of learning style. The Activist stage, Reflector stage, Theorist stage followed by the Pragmatic stage. Though these referred to learning stages there was discussion about the facilitating style and the learning style and the question of matching them. The participants divided into four groups, discussed the cycle and then submitted the point of their deliberation. A lively debate ensued after the groups discussed the dynamics from the stage of group formation to the interventionist stage – forming storming, and moving. Right through the discussions of the day there were exciting exchanges between the facilitators and the participants, many of whom were being addressed as potential facilitators. For instance, to Jaya Indiresan's intervention that mythological figures might be deployed, Professor Suma Chitnis suggested that mainstream stereotypes like Sita and Savitri might be used for subverting the dominant ideology. Vice-chancellor Hejmadi cautioned against using religious symbolism.

b) Academic Leadership

Day 3, Wednesday 5 November 1997

The Third day's deliberations on Academic leadership was an extremely fruitful one. Since most of the participants and resource persons had their personal experience to fall back upon. Professor Mathur, Vice Chairperson of the U.G.C., was in the Chair. The first session discussed Academic Leadership and Institution Building, the presentations being shared by Professor Sheryl Bond, Dr. Jaya Indiresan and Dr. Kamalini Bhansali.

Presenting the most elaborately worked out of the modules Professor Bond demonstrated the ways in which human perception about leadership varied from person to person by eliciting response from the participants by projecting a cartoon. She familiarised the participants with the working assumptions of leadership issue, specially the difference between the male and the female models of leadership. This raised the interesting question should women be obliged to assume leadership roles? Professor Desai and Dr. Zarina Bhatti suggested that one might talk about the responsibility of women to assume leadership positions rather than their obligation. Discussing the paradigm of leadership the group arrived at a consensus regarding the leadership traits, such as, transparency, integrity, emotional stability.

Dr. Bond gave a group assignment to ponder and reflect over–

- a) What would be the scenario if large number of women (30-50%) occupy various positions in the university?
- b) How would it change the lives of the other women in the organisation?

The responses were–

1. Campus will be more peaceful and the administration would be direct and transparent.
2. More efficient and business like.
3. Procedures and processes would change.
4. Priorities would change.
5. Curriculum would change.
6. It would motivate other women to occupy higher positions.
7. Presence of women would improve the behaviour of men in the offices.
8. Less of ego hassles.
9. Non-verbal harrasment to women would be reduced.
10. Women would contribute more to the institutional growth than the individual growth.
11. Better financial management.

Dr. Jaya Indiresan spoke on "Role of Women Managers in Institutional building".

- ★ She also stressed on how to increase the leadership potential already available in women.
- ★ She suggested a pluralistic approach to be adopted in the institutions, while recruiting women in higher education, eg., concessions and flexibility in service conditions for women. Steps should be taken to create gender positive climate.

Dr. Kamalini Bhansali narrated her own experiences as an academic administrator

- ★ She suggested the building up of a database of women employed at various levels in the university so that they can be helped to climb up the ladder of administration.
- ★ For an administrator to be successful she identified the following traits.
 - i) Strong information base
 - ii) Willingness to share the information with others
 - iii) Believe in team work
 - iv) Induce empowerment
 - v) Plan innovative courses and programmes
 - vi) Develop negotiations skills
 - vii) Gender sensitivity between men and women together has to be achieved
 - viii) Self-renewal exercises to be carried out periodically.

After the lunch session, Dr. Bond conducted a group activity to find out the reasons that filter out women from positions of authority in institutions of higher learning.

The views expressed were—

- i. Lack of vision on the part of the planners
- ii. Immediate interest of the institution
- iii. Lack of proper environment
- iv. Perception of women's bargaining weakness
- v. Infrastructure of the Institution
- vi. Governmental rules
- vii. Mental blocks of selection committees
- viii. Lack of information

It was agreed that there is an immediate need for the preparation of a comprehensive directory of women in various positions in educational institutions.

In the evening session chaired by Dr. A.S. Desai, Chairperson, UGC, three resource persons presented their views.

- ★ Dr. Karuna Chanana: presented her own case study taking JNU as an example. She stated that only 22% of women are in the faculty of JNU and that there is an undercurrent of gender bias.
- ★ Dr. Sudesh Ahlawat: presented a case study of her DAV Women's College, Amritsar and outlined the innovative programmes that the College is carrying out.
- ★ Dr. Veena Mazumdar: presented a balanced view in the historical perspective of the role of women in higher education. She expressed the view that in the pre-independence and immediately after independence, women did not feel oppressed. Then women were not considered a threat as they were in very small number. Now with increase in numbers, they are perceived as potential threat and hence this competition and sense of bias.

c) Women's Studies and Women's Studies Centres as Catalysts

Day 4, 6 November 1997

The fourth day's deliberation was focussed on the theme of Women's Studies as a catalyst for change. After a recapitulation by Professor Sheryl Bond of the previous day's deliberations Dr. Gwendoline Williams did a brainstorming on what emotions are brought to the minds of participants on hearing the word 'Women's Studies'. Some of the stereotypical responses she cited were 'not again!' "you women", 'we women'/you men'. (The zone of justice lay with 'we women and men'.)

Dr. Williams explained the programme of the day. Dr. Jasodhara Bagchi, talking about Women's Studies as a conceptual practice was given a special *clap*, directing energies towards her. Fortified by the energy flowing from the claps Dr. Bagchi went on to prise open the critical foundation of Women's Studies. It is not just a monolithic discussion about women around any one single subject. It is a holistic perspective that enables us to question and critique the gender bias that is implicit in the power/knowledge embodied in Higher Education. Women's Studies is a self-critical, hence self-renewing process that is capable of interrogating and transforming the content and structure of Higher Education. As examples she picked out the case of Technology and Management in Higher Education. Following the points made earlier by Prof. Suma Chitnis and Veena Mazumdar, Dr. Bagchi pointed out that looking at the problem historically we find women as late entrants in both Technology and Management. Ironically women have been identified as natural managers, and, as Prof. Swasti Mitter had opened her inaugural professional address, "I had first come across technology in my mother's kitchen". Women's Studies can act as a catalyst for change by making us question the gender assumptions behind both the content and organisation of higher education in India. The 'critical input' that Women's Studies perspective provides is open to both men and women, as it helps to subvert the assumption that the 'male' is the normative principle in knowledge systems. Women's Studies also help to cross several barriers – the walls that separate the university from the wider community, the bureaucratic facade that separate the administrators and the academic community within the University, to make the climate of managing higher education more just, friendly, less hostile and more approachable. Women's Studies perspective, born of a long standing alliance with the Women's Movement in India, should be made explicit and central, so that it can act as a catalyst for transforming all disciplines including the managerial one. Several very lively responses followed. Dr. Zarina Bhatti added that the Women's Studies perspective is interdisciplinary and could move towards Gender Studies. Dr. Pam Raajput concurred with Gender Studies. Dr. Vasanthi Devi shared the experience of introducing a paper on Women's Studies in her University, Professor Desai advocated a broad perspective on Women's Studies that would enable Higher Education to encompass an environment of Sustainable Development of Justice for Women. Professor Kaushik felt that it had to be something more than justice Dr. Desai added that it involved a more corrected approach. Dr. Ganesh felt that Women's Studies brought more systematic oppression, but it also could lead us to phases of our history that were more gender equitable.

The next phase of this very lively session was taken by Dr. Williams. She was in favour of honouring diversity. She accepted the major input of the approaches to Women's Studies as enunciated in the revised U.G.C. Guidelines to Women's Studies. She believed that the group empowerment that had grown, was a testimony to our collective humanity. She took us through her experience in the Caribbean. Instead of the syndrome of the oppressed women, they decided upon a 'constructive engagement' with the problem in Women's Studies. After a great deal of discussion, they have moved over to Gender Development Studies under the able leadership of Dr. Rhoda Reddick.

Dr. William's presentation was marked throughout by an intense personal commitment that made it extremely moving. Talking of Women's Studies she claimed that she learnt the need

for support network not only for teaching but for career survival as well. Women's Studies is concerned with gender development, with governance and management and advocacy in the city. In the Caribbean, gradually they arrived at a consensus regarding a centre for Women's Studies. As they entered into a phase of constructive engagement they branched out into wider questions beyond Women's Studies into the question of collective humanity.

The strategic notion of getting into the university mainstream gradually won support from various senior faculty members. By getting into important empirical work, research agenda and applied research which could mean effective policy interventions such as the one on a cut in the hospital budget. Intellectually, Women's Studies was an area of scholarship with the necessary research back-up. With strong credible leadership, great deal of courage and confidence was in evidence when Women's Studies elicited the support of various disciplines. Agriculture, Science and Social Science departments were drawn into the debates of whether Women's Studies should remain confined to women's issues or whether it should broaden its horizons through *constructive engagement*.

This is the context in which Dr. Williams talked about a high point in Gender studies when they organised a path-breaking Conference on Masculinity. In collaboration with the Ministry of Social Development they organised a *men's week*. Domestic violence was confronted when men spoke about the pain that prompted them to perpetration of domestic violence.

A very lively discussion followed this account. The emphasis, it was felt should not be entirely shifted from the oppressed. Dr. Williams communicated the moving quality of men sharing their experience. This led to the discussion on whether in India we could move straight on to Gender Studies. It was pointed out that the specific geographical context was relevant and that we should consider the question of allocating limited financial resources allotted to research on Women in India. Dr. Williams pointed out that the Commonwealth Secretariat has on its agenda a mandate to look at the issue of men. Dr. Bagchi suggested that it should be introduced through the channel of Women's Studies.

Dr. Desai referred to the culture-specific mother-son relationship in the South Asian context. The umbilical cord that is never properly cut. All the angry tantrums that the son is permitted to direct on the mother is later transferred to the wife.

Professor Susheela Kaushik commented on the awkward fact that Women's Studies is expected to be an omnipresent and omniscient tool to change everything and to bring about an equilibrium. Within the mandate of Women's Studies as a developmental tool counselling has been incorporated. This burden also increasing in the light of the increasing sexual harassment on the campus. These also used to be documented in order to generate awareness.

She commented that the expansion of Women's Studies in the revised U.G.C. Guidelines reflect these. More and more students should be encouraged to take up Women's Studies. Dr. Desai pointed out clear signposting in the Ninth Plan priorities.

Professor Kaushik believed in defining the objectives location and structure of the Women's Studies programme from the approach to Women's Studies. She discussed the two-pronged expectations from Women's Studies first as a catalyst and secondly as an active performer.

The functions of Women's Studies within a university is largely determined by the expectations from it. Among the traditional expectations from it would Research/Data generation/ Teaching/Curriculum Development/Production of Learning Material as part of the usual university structure and developing linkages with the wider community through community action, social work, training, making training manuals poster etc.

Within the university it contributes to the general need for advocacy through lobbying, awareness raising, counselling, sitting on enquiry committees and making redressed in sexual harassment cases.

Women's Studies could also be incorporated in the existing institutional support systems like Academic Staff Colleges, HRD institutions, Population Studies, Continuing Education Centres, NSS etc. Basically, what it would amount to would be to tap the existing potentials and give shape to the institutional and group activities.

She posed three questions before the participants to work out for themselves.

- ★ Recall an instance when you as a women manager had felt a discrimination. If so, what do you attribute this to?
- ★ Do you see yourself as a Women manager as managers as different from men as managers
- ★ Have you ever rejected an offer to assume a leadership/responsible position. If yes, on what grounds? If not, why did you accept it?

The afternoon session was devoted to the case studies that were prepared by the participants. Group responses to the module on Women's Studies was on the whole, positive. The widening of the perspective in the U.G.C. Guidelines was welcomed by most. Generation of local data and Statistics were considered to be of prime significance.

Dr. Williams, in presenting this consensus, felt that the catalytic impact of change should begin with one's self from within. We need to inject our own case experiences. Sharing of these feeling and sharing of experiences should be adopted to the specific target groups.

Finally there was an animated discussion on how to implement the modules. Dr. Bhansali mentioned that the aim of the Workshop would be to produce a critical mass of trainers who will carry this back to the institution using the existing institutions strategically. In addition to Women's Studies Centres and Academic Staff Colleges one could enlist the support of Training Institutes, State Councils for Higher Education and NGO's with sound academic background.

Refresher Courses on Women's Studies were useful for disseminating the changed perspective. The U.G.C. move to introduce Refresher Course was welcomed by all. Professor Kaushik pointed out that Academic Staff Colleges look after the Orientation programmes. Women's Studies inputs could be introduced. Women's Studies Centres in different universities have been assigned Refresher Courses. Five have already been planned or held. Dr. Fernandez suggested short programmes for Principals.

Dr. G.D. Sharma felt the need to generate contextualized knowledge inputs. He ended by reiterating the need to implement the outcome of the workshop.

d) Managing Personal and Professional Roles

Day 5, 7 November 1997

The final day (7 November, 1997) devoted its morning sessions to the module on managing Personal and Professional roles. The main presenters of the module were Prof. Indira Parikh and Dr. Zarina Bhatti.

The day began, as usual, with Anne Gold getting us through our 'consensus board'. Today's additions, in the light of what went before, were 'Respecting difference' and 'self development'. Indira Parikh, herself the architect of the module dealt with the thorny question of how professional women negotiated the differentiated, and often conflicting social roles women have to play when they join the rank of the professionals. As professionals they are supposed to be divorced from children and the areas normally associated with femininity. How do women professionals live with a multiplicity of roles and systems in the context of the module. Indira Parikh said that at this Seminar we are saying that women have to have a multiplier effect. How do they do that? Each workshop/input is an effort to create that space for women that is denied to them in playing a multiplicity of roles.

Indira Parikh systematically took us through the module stopping in sections that need further elaborating significant assumptions and their contestations. The discussion veered round the highly sensitive issue of the old and new definitions of women's role. Women, born within a certain system, have to face major changes when education generates new aspirations in women. If women can accept that they can give themselves a new definition within the system and legitimise themselves within it, the system itself will change. A critical mass of such women will be able to transform the system. Going to Section III of the module, Parikh continued, that each society and its culture define roles for men and women, yet allow for spaces, however tiny, where women can make an entry and then begin to define a new role. Role models exist within the family and outside it, right from the childhood, who can be emulated. There is an inner push to show that women can alter their lives. Women have been able to create that path for themselves that is different from their grandmothers and mothers. The module is meant to bring out themes that constrain women and those that facilitate change.

Dr. Zarina Bhatti took up the position that women have to learn to discover themselves. From the childhood women play roles. She came down critically on the cultural roles that are imposed on women. Rituals and culture are sanctified by religion. Hence religion, mythology, caste and class play parts in the creation of rigid roles. She asked the very pertinent question as to what extent have we reconciled the ascribed and achieved roles. She raised a major cautionary note that social systems do not provide support to women who want to break out of oppressive images.

In the discussion that followed, Dr. Kamla Ganesh pointed out that within the religious systems there are oppressive strands as well as emancipatory ones. Unfortunately only the oppressive strands are visible.

There were further discussions on the devaluing of women's work and this extends to denying her a vision for the organisation. This makes them disown their intellectual capabilities. Vasanthi Devi felt that this depends on the position of hierarchy within an institution rather than whether it is a man or a woman.

The module was discussed through different figures to bring out the various dimensions of the problematic viz., home and work interface and the various ways of integrating them. The module, it was declared, meant to highlight the gender relationship within an organisation, looking at female and male stereotypes moving towards the development of organisations.

Personal narratives of high-achieving women in higher education

The next session (post-coffee-break) saw the life stories of a number of women who have successfully managed higher education in India. The three narratives formed an interesting combination.

The first narrative was that of Vasanthi Devi, the Vice-Chancellor of M.S. University, Thirunelveli, Tamilnadu that had been started in 1992 and has sixty affiliated colleges that are mixed.

For Vasanthi Devi, the personal was professional and the professional, in its turn, was political. She acknowledged the support of a family that was cosmopolitan multi-religious. The family was integrated enough to survive the decision of being located in two different places. The children were supportive and were a source of great strength.

She was singularly fortunate in being free of all domestic chores, she was hardly ever had to cook. Her grandfather was one of the founders of the Trade Union Movement and she inherited this penchant for politics from him. When Madurai University was bifurcated, she was surprised to be asked to take charge of the M.S. University. her surprise was due to the fact that she had been active in Teacher's Movement and had confronted the government on many occasions.

However, this gave her an opportunity to integrate her professional role with the managerial one. She tried to fulfil her dreams of energizing higher education with larger social awareness by restructuring the entire first degree. She introduced gender awareness, consumer awareness and secularism and nine such others as compulsory co-curriculum courses. The biggest problem was to carry the teaching community along. It was a highly unionised community and this is when her own political experience helped. There was no dictating to them. The problem was to operationalise the changes that were to be implemented in colleges in six different zones.

The challenge was how to get these new courses accepted by the teachers without dictating everything from the top. A series of workshops were conducted to ensure the spirit of these new courses or gender, secularism and environment into the structure of the courses. Extension programmes were insisted upon in rural colleges. She took advantage of the high visibility of the head of a university to resist any undue political interference. Attempts at minority management, i.e., attempts at curbing minority rights was resisted through rallies that were a part of the course in secularism.

Vasanthi Devi emphasized the need to display strength in the highest rank of management. Even in matters of crises such as leak in examination papers the strength to face it, rather than make compromises with entrenched power lobbies is of greater. Respect for and reliance on socially powerless groups have earned her the reputation of being both democratic and bossy. She has used her position as a decision-maker to fulfil her political expectations from Higher Education. This is how the political has also become personal.

Professor Sudha Rao followed with a delightful account of her management of Personal and Professional Roles. She was married off very early, but put the early marriage to very good use. This meant (I suppose that she could enter the professional life having finished the chores of homemaking early.) Professor Rao commented on the different styles of assuming leadership and the need to take into account the so-called 'womanish' qualities that could be put to good use. For instance, male leadership relies on command and control, whereas women lead in an interpersonal way. When she was interviewed for the post of Adviser to the A.I.C.T.E. she was asked point blank, 'Can you manage?' Not only did she manage splendidly, she was told at her farewell that her colleagues remembered that she was a 'woman' for the first and the last time when they were buying her farewell gift! Dr. Rao commented on the training modules and offered assistance to adapt them in the Indian context.

Professor Padma Ramachandran, Vice-chancellor M.S. University of Baroda Began her presentation by commenting on the changed times. When she was growing up, for women it was nothing but 'adjust'. Now it has changed. The years in women professional's lives between twenty and forty-five were the most crucial. The most difficult part of it is child care, partly because women internalize the social stipulation that it is her sole responsibility. However, in spite of the brinkmanship this often involves, womanly qualities add to the professional excellence. This often means that women have to work very hard, but ultimately as an administrator you get greater participation. Better time management and not being shy of the woman's eye, are bound to produce a more efficacious use of professional life.

4. Reflections on various sessions

On the Module : General

In general the module was found useful; basic concepts and methodology of participatory, self-learning was good. Handbok was prepared well.

It was systematic and addressed key issues.

However it had other features :

The methodology being participatory, allowing for individual and collective articulation of view points, too much expectation from the facilitators and overloading them.

The module was essentially gender neutral and technique oriented- and was adaptable for the specific women's workshops.

In was also adaptable to the Indian context though with some effort.

Inclusion of more content, to mix with the technique :

Content should be context specific and culture specific as well as the participant's felt needs. It should also take note/ or provide space for the historical context of higher education in general and of the specific institutions. There is a need to include a country profile broke up into region.

It should be specifically adaptable to the women's colleges and universities where gender continues to be an issue, even if the number of women managers may not be less.

Inclusion of statistical and regional profile(s) of the country (region) concerned, taking into account the diversities involved.

- Should be flexible to enable it for mid-term modification as the workshop goes on
- Should take into account the specific nature, structure and needs of Higher Education
- Giving a little more introduction about the gender aspects and pointing out the implications for women. In short, engendering the content and technique of the module.
- Should have been target oriented; hence a prior idea of the targeted group is required. It should also have a clear notion of the tasks at hand.

On the Programme Schedule

- i. Other methodologies- role play, games, individual plans etc. could be added.
- ii. There could have been some case studies relating to the area, incidents showing the requirements and needs could be added. Audio and video clippings could have been introduced. Cases of success stories should be highlighted. Situation based problem solving exercises and self realisation exercises should be included.
- iii. More space/ not enough space/ time given to case studies.
- iv. More time to be given for group work- not enough at times.

Academic Leadership

Module was found satisfactory in eliciting the major leadership traits such as transparency, integrity, emotional stability etc. The participants also talked about the changes that it would bring on the institution's functioning if a large number of women occupy the need for gender positive climate.

The group identified the obstacles and factors that filter women out of positions of authority in institutions of higher education.

- Should be expanded to include self-development, social development and transformation, the manual needs to include networking and clustering in partnership.

- Should include working out an affirmative action programme for recruiting women managers.
- Statistics on Women in India be provided.

The debate on Women's Studies vs Gender Studies assumed very interesting proportions and was extremely instructive.

On Methodology

The participants appreciate the effectiveness of the methodology adopted by the training manual like self-learning, brainstorming, group work, working out strategies, need to include other methods also, like audio and video clippings, followed by discussions. It may include :

- (a) in addition to Kolb's learning model, other methods so as to make it a multi-dimensional activity for building a process. It should take note of the dynamics involved in the same and seek more space for sharing concrete experiences, case studies, experiential learning and reflection.
- (b) different attitudes, need to setting the environment before starting the programme very important.
- (c) culture and context specificity in order to Indianise the methodology
- (d) role playing
- (e) mythological stories in role playing

Women's Studies

The workshop also discussed other themes that were derived from the National Education Policy (NEP) of 1991 and the University Grants Commission (UGC) document on Approaches to Women's Studies. Particular focus was on the role of Women's Studies centres and groups as catalysts in higher education in order to:

- i. Identify more women for decision making and leadership positions in the higher education institutions. It was believed this would lead to a transparent, efficient and business like administration; lead to a change in priorities, in curriculum and procedures. The processes would change and the verbal and non-verbal harassment to women would be reduced, among other things.
- ii. Increase the leadership potential already available to women and help them in institution building.
- iii. Work out and lobby for measures like affirmative action for increasing the participation.
- iv. Sensitise the authorities in the university and higher education institutions and the executives on women's issues and the need for greater participation of women.

In this context, the workshop grappled with concepts like Women's Studies and Gender Studies, their relations with wider social institutions like class, caste, race etc.; their objectives

and organisational principles. Honouring the diversities and having two focal points came up for discussions. Methodologies like action-research, experiential learning, autonomous vs (and) integrated approach within the university system; bridging the academic needs and social demands; as well as the catalytic role of Women's Studies centres within and outside the higher education institutions came up for discussions. The new guidelines were more comprehensive and focussed, addressed at networking within and outside with NGOs and other Women's Studies institutions.

The workshop also identified various obstacles before women in getting into managerial positions :

- Lack of enough eligible women to choose from.
- Selection Committees are male dominated.
- Recruitment Policy not in favour of women, no pro-women affirmative policy.
- Lack of support systems, day care or for re-entry.
- lack of security.
- Discrepancy in stereo types.
- Low level presence on policy making boards.
- Lack of institutionalised charge of gains.
- Diminance of man in style.
- Not taking cognizance of extra institutional environment.
- Vulnerability of women due to family worries.
- Authority structures consider women inferior or no trust to take senior post.
- Men feel threatened when faced with competent women. Successful women are more threatening. Young women are even more threatening.
- Double standard.
- Stereotyping of women— as mother, sister, wife etc. and expecting the same roles from her.
- Resistance to change.

5. Women's Studies Centres, Academic Staff Colleges and Management Development

These obstacles needed to be overcome and the objectives achieved. The Women's Studies centres can act as catalysts in this. They

- i. should aim to create a critical mass of trainers who will carry the conclusions of the workshop to their institutions.

- ii. should work out strategies :
 - (a) identify persons and institutions who have certain training background- like NIEPA, NGOs, government training institutions etc., prepare a hand book of facilitators.
 - (b) should identify and network with other institutions within the university/institutions such as academic staff college, management faculty, education department, adult and continuing education centres etc., to carry out the training.
 - (c) Conduct short programmes for sensitisation.
- iii. Prepare training material to train women for higher education management, with a special gender sensitive orientation.
- iv. Identify and lobby for certain considerations to be given to women in certain situations. Get the legal recognition for the same from the authorities.

The UGC sponsored Women's Studies centres and other women's groups came up for discussion. The participants shared how they initiated Women's Studies Centres/ Cells/ Groups in various institutions by mapping the resources, identifying tasks including community action and introducing extra-curricular courses/ activities. The UGC grant for Centres/ Cells was very helpful. In many cases the movement/ workshops outside helped to catalyze the formation of such groups/ centres within the university/colleges.

The group discussed the ever enlarging functions and responsibilities for the Women's Studies Centres and groups. It was pointed out the Approach Paper of the UGC is now clarifying this and giving a certain direction to the centres.

In general , Women's studies as a catalyst in understanding, analysing and changing the present status of women, help them to advance and perform their roles more effectively. This came out very strongly.

The presentation of the modules were richly contextualised by the strong presence of successful women managers in Higher Education.

Success Stories : The participants, as we have seen, interacted with some of the successful women managers in Higher Education like Dr. Kamalini Bhansali, former Vice-chancellor., S.N.D.T. University, Dr. Vasanthi Devi, Vice-chancellor, M.S. University, Tirunelveli, Mrs. Padma Ramachandran, Vice-chancellor, Baroda University and former Chief Secretary, Kerala, Dr. Sudha Rao of NIEPA, Ms. Indu Sawhney, Principal, and Dr. Zarina Bhatti, the activist and scholar. The participants were enriched with their experiences, management style and ways of overcoming obstacles in their functions.

The participants also had interactions with experts from educational management and Women's Studies, such as Dr. Vina Mazumdar, Dr. Jaya Indiresan, Prof. Jasodhara Bagchi, Prof. Karuna Chanana, Prof. Susheela Kaushik, Dr. Sudesh Ahlawat and others.

Academic Staff Colleges

The workshop also discussed the structure and role of the academic staff colleges in 45 universities established by the UGC to update the knowledge and information of the teachers and introduce them to the emerging concerns through the orientation and refresher courses that they conduct regularly. Women' Studies have become very much a component in these courses. Five universities in India have been recently selected to conduct regular refresher courses in Women's Studies. They have been able to adopt innovative methodologies.

The workshop believed that the potentials of ASC should be utilised to train managers and academic leaders, from among the teacher-participants, through its orientation and refresher courses. These courses should hence contain capsules on leadership and management roles of women.

- The ASCs should mobilise the resources available within and outside the universities, particularly the Women's Studies Centres/ Cells/ groups for the women's studies inputs.
- Such a collaboration for conducting the refresher courses in Women's Studies has already been initiated in 5 universities; it has been found effective and feasible. Resource centres and implementers should be brought together.
- Such courses should be considered as inter-disciplinary courses and credit should be given to the participants for career advancement purposes.
- In addition, conduct short duration programmes for the principals, university authorities etc.

6. Recommendations

- i. Creation of a data base on women employed at various administrative/ leadership levels in the university so that they can be helped; drawing up their profile.
- ii. Need for a strong information base for the administrators to work with.
- iii. Preparation of a comprehensive directory of women in various positions in higher education.
- iv. Preparation of a directory of women/ organisations especially within higher education to be utilised for training the managers/ administrators in higher education. This should be undertaken within the university system and outside.
- v. General
 - Self-renewal exercises to be carried out periodically. Women's Studies Centres/ groups with facilitators, can organise this.
 - The bureaucratic procdures, the formation of Selection Committee etc. need to be made more women friendly.

- Some affirmative action like more women should be consciously inducted in the Selection Committees- across the board.
- “Documentation of Self” by women administrators/ leaders in education in brief form as how they emerged, how they managed personal/ professional roles, their style of functioning/ time management/ the special contributions they made/ the challenges they faced/ how they overcome them—needed to be brought out.
- Provision of certain critical inputs to be undertaken by the leaders/ administrators in higher education- such as child care support, re-entry provisions, understanding and showing empathy by way of leave, critical input such as periodical self-renewal exercised in coping up with stresses, pulls and pressure, overcoming hesitations, and moving forward with capability and competency. Building a capacity to intellectually and rationally (not emotionally), analyse situations in a true managerial style. Also to overcome various biases in the society and at work place.

To UGC

- Should convene a small group to review the module and make it suitably modified taking into account the context of Indian culture problems and higher education set up.
- Should organise similar management training programmes for women within higher education, in the various universities and colleges. This could be done by pooling the resources of Academic Staff Colleges, Women’s Studies Centres and scholars. Senior women administrators should be addresses first. They will act as role models for others.
- The newly adopted approach and guidelines of the UGC on Women’s Studies should be well publicised so that the universities, centres and colleges can take advantage of the same for starting group activities, networking and clustering.
- Should identify and provide legal recognition to certain provisions specially for ensuring more women to emerge as managers.
- UGC should work out a plan to make such training spread out over all the universities, and help the ASC undertake them periodically (at least once a year) in addition to one or two Refresher Courses in Women’s Studies. Women’s Studies centres and Academic staff Colleges should have a partnership programme. The ASC should have a capsule on financial management in higher education.
- Should work out a model curriculum carrying out such a training programme.
- Directories should be published with sex-segregated data on women administrators. The UGC newsletter should continue to update these.
- UGC should write to all Vice-chancellors/ Registrars that in all Selection Committees and other committees there should be due representation of women.

The Equity Committees should be set up for this purpose. Where these already exist, there could be an energising of these.

- Should study acts and statutes of institutions of higher learning and make the necessary legal provision to ensure that more women emerge as managers of Higher Education.

A core group of sub-committee of the Standing Committee on Women's Studies should be asked to recommend follow-up steps like:

- identifying resource persons and master trainers
 - collecting data base and profiles
 - identifying materials available in the country
 - working out curriculum for training of trainers
 - and incorporating quality content and androgogy
- The UGC should have a special cell for raising project mode funding for women's programmes and support structures.
 - All UGC panels and committees should have women as members and convenors as far as possible. It should develop a list of experts and resource persons.

Association

The Women's Studies Centres, Colleges and research oriented women's groups, training institutions and other interested persons, should form an association of university administrators (national and regional) to share experience, information and work out common action. It should have regional coordinators who should make a list of training partners.

- The regional chapter of the Associations and the UGC should organise training programmes for women managers in higher education. They should hold periodic discussions among the Vice-chancellors, college principals and other university authorities for brainstorming as well as for working out activities.

A conference of Vice-chancellors, to sensitise on women's issues and on the need to promote women in decision making levels and as managers should be held. The Universities that run successful Women's Studies programmes should take the lead.

To NIEPA

- Since the national Policy on Education (1986 and 1992) assign the task of training the administrators in the higher education to NIEPA, the latter should undertake, for entire India, such courses in management to women managers, with the critical inputs of Women's Studies scholarship and methodology.

- NIEPA should undertake to compile a directory of such administrators and keep it updated.

Conclusion

The participants responded to their benefitting immensely from the workshop. They left feeling that they had developed a lot of ideas, synergy, commitment and a keenness to undertake follow-up action. A sense of involvement and optimism based on camaraderie and gender sensitisation marked the conclusion of the workshop.

TENTATIVE SCHEDULE OF THE WORKSHOP 3-8 November, 1997

Monday 3 November

9.00 - 9.30	Registration
9.30 - 9.45	Welcome by Representatives of the Commonwealth Secretariat & the University Grants Commission, India.
9.45-10.30	Setting the Indian Context: A Panel discussion Chairperson, UGC (in Chair) Panel Members Prof. Amita Verma Dr. Suma Chitnis The Chief Rapporteur: Prof. Sushila Kaushik The Rapporteurs for the full day: Dr. Zarina Bhatti Dr. Jaya Indiresan
10.30 - 11.00	TEA/COFFEE
11.00 - 12.00	Workshop objectives: Dr. Jasbir S. Singh Dr. G.D. Sharma – to give objectives, introduction and expectations
12.00 - 12.45	Planning for working together Ms. Anne Gold
12.45 - 14.00	Lunch
14.00 - 15.30	Introduction to package of materials Dr. Jasbir S. Singh/ Prof. Indira Parikh
15.30 - 16.00	TEA/COFFEE
16.00 - 17.00	Discussion on the package of materials

Note: Each morning will begin with a few minutes devoted to reviewing how the process has been working and take on board views of participants on changes that may be desirable.

Tuesday 4 November

9.00 - 10.30

Introduction to Facilitator's Handbook
Ms. Anne Gold

Respondents :

Dr. Jaya Indiresan

Dr. Kamalini H. Bhansali

Dr. Zarina Bhatti

The Rapporteurs for the full day :

Prof. Amita Verma

Dr. Pam Rajput

10.30 - 11.00

TEA/COFFEE

11.00 - 12.30

Facilitator's Handbook (continued)

12.30 - 14.00

LUNCH

14.00 - 15.30

Facilitator's Handbook

– practical exercises

15.30 - 16.00

TEA/ COFFEE

16.00 - 17.00

Review of Facilitator's Handbook

Wednesday 5 November

9.00 - 10.30

Introduction to Academic Leadership and
Institution Building

Vice Chairman, UGC (in Chair)

Prof. Sheryl L. Bond

Dr. Kamalini H. Bhasali

The Rapporteurs for the full day :

Prof. Amita Verma

Dr. Pam Rajput

10.30 - 11.00

TEA/COFFEE

11.00 - 12.30

Academic Leadership (continued)

Dr. Kamalini H. Bhansali

Dr. Jaya Indiresan

12.30 - 14.00

LUNCH

14.00 - 15.30

Academic Leadership

– practical exercises

15.30 - 16.00

TEA/COFFEE

16.00 - 18.00 Chairperson, UGC (in Chair)
Sharing experiences in Academic Leadership :
Dr. Kuruna Chanana
Dr. Sudesh Ahlawat (Spl. invitee)
Dr. Veena Majumdar
Review of Academic Leadership Module

Thursday 6 November

9.00 - 10.30 Introduction to Women's Study
Dr. Gwen Williams
Prof. Sushila Kaushik
Dr. Jashodhara Bagchi
The Rapporteurs for the full day:
Dr. Nazma Akhtar
Dr. (Sr.) A. Philip FMM

10.30 - 11.00 TEA/COFFEE

11.00 - 12.30 Women's Study (continued)

12.30 - 14.00 LUNCH

14.00 - 15.30 Women's Study
– practical exercises
Dr. Jashodhara Bagchi
Prof. Sushila Kaushik

15.30 - 16.00 TEA/COFFEE

16.00 - 17.00 Review of Women's Study Module
Prof. Sushila Kaushik
Dr. Jashodhara Bagchi

17.00 - 18.00 Implementation of modules in Academic Staff
Colleges/Women's Study – A discussion with
participants and resource persons
Dr. G. D. Sharma
Dr. Kamalini H. Bhansali

Friday 7 November

9.00 - 10.30 Introduction to Managing Personal and
Professional Roles
Prof. Indira Parikh
Dr. Zarina Bhattu

	The Rapporteurs for the full day: Dr. Jashodhara Bagchi Mrs. Kusum Avasthy Gupta
10.30 - 11.00	TEA/COFFEE
11.00 - 12.30	Managing Personal and Professional Roles (continued) Dr. Kamalini H. Bhansali (in Chair) Sharing experiences: Dr. Sudha Rao Mrs. Padma Ramachandran Dr. Vasanthi Devi Dr. Indu Sawhney
12.30 - 14.00	LUNCH
14.00 - 15.30	- Preparation of individual plans
15.30 - 16.00	TEA/COFFEE
16.00 - 17.00	Presentation of individual plans. Discussion Final recommendations Closure - Chairperson UGC Study Visit

Saturday 8 November

Training Methodology

The training methodology was :

- Lectures
- Panel Discussion
- Group Discussion
- Individual Presentation
- A short study visit

Faculty Resource Persons and Co-ordinators

Commonwealth Secretariat:

1. Dr. Jasbir S. Singh
Chief Programme Officer
Human Resource Development Division
Commonwealth Secretariat
United Kingdom
2. Ms. Anne Gold
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3. Prof. Indira Parikh
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4. Prof. Sheryl. L. Bond
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5. Dr. Gwendoline Williams
Head
Department of Management Studies
Faculty of Social Science
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St. Augustine Campus, Trinidad & Tabago

Local Resource Persons

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2. Dr. G.D. Sharma
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16. Dr. Indu Sawhney
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Participants

List enclosed

Venue

The workshop is being held in the **Banquet Hall** of :

Qutub Hotel
Shaheed Jeet Singh Marg
New Delhi-110016
Phone—6521010

The lodging arrangement of the participants is at :

National Institute of Educational Planning and Administration.

On conference dates, morning and afternoon tea/coffee+Lunch will be served as a part of the conference package.

Programme Directors

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DR. RATNABALI BANERJEE - UGC

Facilitators :

MR. KANWAR SEN-UGC

MR. R. SINHA

MS. P. SINHA

Secretarial Assistance

MR. DHARMINDER PAL SINGH - UGC

MS. P. RAJESHWARI

Medical Facilities

Courtesy Qutub Hotel

Safdarjung Hospital

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Tel : 6968905

All India Institute of Medical Sciences
New Delhi

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Tel : 682286

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Reader in Sociology Department
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12. Dr. Nazma Akhtar
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15. Dr. Rupa Shah
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Mithibai College of Arts
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16. Dr. H.A.S. Jafri
Registrar
Aligarh Muslim University
Aligarh

Appendix vi. List of materials (other than those relating to the modules) circulated by resource persons and participants

A. Resource Persons

- (i) South Asia Workshop on Women in Higher Education.
Panel Discussion on Women and Leadership in Higher Education.
G.D. Sharma, Secretary, University Grants Commission, New Delhi (India)

B. Participants

- (i) Women and Management in Higher Education
Prof. Mrs. O.P. Mohanty-Hejwadi
Vice-Chancellor, Sambhalpur University
Jyoti Vihar
Sambhalpur (Orissa)
- (ii) Innovative Experiments to stimulate creativity and provide practical experience to students

Dr. Gururaj Karajagi
Principal of V.V.S. First Grade
College for Women
Bangalore-560 079
- (iii) Developing Women as Managers in Higher Education - A case Study of Academic Staff College, Shimla

Dr. Yoginder Verma
Professor of Management and Director, Academic Staff College
H.P. University, Shimla-171 005
- (iv) Role of Stella Maris College in Women's Development

Dr. Sr. Annamma Phillip fmm
Principal,
Stella Maris College (Autonomous)
Chennai-600086

DEVELOPING WOMEN AS MANAGERS IN HIGHER EDUCATION - A CASE STUDY OF ACADEMIC STAFF COLLEGE, SHIMLA

Dr. Yoginder Verma

Professor of Management and
Director, Academic Staff College
H.P. University, Shimla-171 005

As a result of world wide quantitative expansion in educational institutions, inadequate diversification of academic programmes and constrained financial environment, the management of higher education is becoming highly technical and complex task. Certain domestic peculiarities of Indian society such as mushroom growth of institutions, increased unemployment, mounting unrest and indiscipline, frequent collapse of administration, deterioration of academic standards, demoralizing effects of purposeless education, increasing number of courses especially non-professional, political interferences, etc. have further complicated the management of higher education. Undoubtedly, the quality of higher education is directly linked with the efficiency and capabilities of its managers. For ensuring high managerial effectiveness in the immediate future, it is vital to equip the potential educational managers both men and women with certain set of skills, attitudes and practices.

Academic Staff College of Himachal Pradesh University (ASC-HPU) undertaking the arduous task of inculcating managerial skills among the teachers through its orientation programmes in particular and refresher courses in general. In an oriented programme, the ASC utilizes about 34.6 percent of contact hours for covering on component of personality and management development (based on the average in previous year's programmes). So far it has organized 36 orientation programmes and 51 refresher courses in which 2094 teachers have participated (including 1633 men and 461 women). The task of developing managerial acuemanship and skills among men and women teachers is focused at :

1. Empowering the teachers to be effective managers inside the class-room which involves producing active learning, superior lecturing, relevant curriculum, alternate evaluation strategies and corrective feedback mechanism; optimum utilization of group dynamics, classroom logistics, heterogenous groups including disadvantaged section of the society, and differences in individual learners; and counselling for career planning, maintenance of discipline and solving personal problems of the students.
2. Enabling the teachers to effectively plan, organize, coordinate and monitor different co-curricular activities.
3. Inspiring and developing confidence among the teachers to shoulder the responsibility of effecting desired influences in solving the problems of the society through direct as well as indirect interventions.
4. Equipping the teachers with requisite managerial skills and temperament enabling them to effectively act as an educational administrator such as Head, Dean, Principal, Vice-Chancellor etc.

In the mixed group wherein men and women simultaneously undergo management development process, it is observed that the women teachers excel in certain areas of this process but are constrained to achieve high results in others. This analysis becomes necessary because of the fact that more and more women are entering into the profession of teaching as well as management of higher education. Moreover, the problems arising in the process of developing women as managers can be better tackled.

Attribute which have potential of making women effective managers.

1. Humility and soft-spokenness
2. Perseverance
3. More commitment to task
4. Strict in discipline
5. More patience
6. More strong to bear stresses and strains of additional tasks
7. Skilled in developing human relations.
8. High aesthetic sense
9. Better in communication

Factors which hinder the development of women as effective managers

1. Shyness
2. Less risk taking
3. Lack confidence to take lead
4. General perception of being weaker sex
5. Burdened with family and social obligations.
6. Social and cultural taboos
7. Weak perception about acceptability by the subordinates
8. If hurt gets easily shattered
9. More Possessiveness

In order to sensitize the women teachers to strengths and weaknesses which are generally perceived in their role as managers in higher education, certain managerial skills and conceptions are inculcated. The ASC-HPU has identified the following management skills for men and women.

1. Planning skill
2. Organizing skill
3. Leading skill
4. Communication skill

5. Motivating skill
6. Liasioning skill
7. Computer and Electronic media operating skill
8. Decision-making skill
9. Human relations skill
10. Monitoring and evaluation skill
11. Innovating and conceptual skill
12. Listening skill

In addition to the above skills, certain attitudes and values are also developed with the objective of improving the potency and direction of managerial activity. The task of management development is executed with the understanding that the educational manager should have breath in love, hands in society, heart in the work and head in the forest. This will nurture the sense of sincerity of work, commitment, delegation of power, discipline and humane approach to manage men. Creativity is an essential attribute required in the management of higher education. It can be developed by training.

The ASC adopts a multi-dimensional approach covering cognitive, affective and conative domains of learning. Despite the sharing of participants' experiences and understanding about the management of higher education, certain management concepts and approaches relevant to the management of higher education are discussed. Some of the following topics are included in an orientation programme depending upon the participants, educations and needs.

1. Leader in Education
2. Effective Communication
3. Group Programmes and Team Building
4. Stress Management
5. Task and Responsibilities of Teacher as Manager
6. Socialization in higher education
7. Conflict management
8. Improving inter personal effectiveness
9. Management of Examinations
10. Impact of Liberalization, Privatization and Globalisation on the management of higher education.
11. Problems and issues in College Management
12. Educational Institutions as Social Systems
13. Decision-making Styles of Educational Managers
14. Individual Differences

15. Values in Education and Management
16. Attributes of Excellence in Management of higher education
17. Bureaucracy, Politics and Educational Management
18. Financing of higher education
19. Management of Change
20. Education in 21st Century

The teachers are helped to acquire certain essential values and attitudes helping them to be effective managers. Different techniques and methods such as incident sharing, management games, workshops, role playing, simulations, brain storming, reflective sessions, video presentations, quality circles and case studies are used to effect desired changes.

Further, certain tasks are delegated to the participants so as to develop in them managerial skills, insight and confidence. At individual level, each teacher shoulders the responsibility of managing the technical sessions by rotation in the capacity of chairperson, reporter and commentator. A number of groups are formed for managing different activities namely, academic, editorial, refreshment and cultural. The responsibility of arranging field visits is also undertaken by the participants. Monitoring and evaluation is a continuous process undertaken with the purpose of further improving the efficiency of participants as managers. Some of the techniques utilized are - quiz, objective type tests, psychological tests, observations, etc.

At the end of the programme the women teachers were asked to express their views about the impact of management development task. They felt more confident, skilled and motivated to shoulder the responsibilities in the management of higher education. Similar observations were shared by the course team.

Follow-up

After the participants join their institutions, some responses regarding their initiative in the management of upper education were received. Some women teachers have excelled in the management of different activities. Here I am giving three such instances.

1. Mrs. V. Singh, a lecturer in Zoology, St. Bede's College, Shimla attended a Refresher Course in 1995. During this course various issues relating to environment were discussed. The participants were also trained how to organize environment clubs, undertake social awareness programmes, organize and inspire students to manage social welfare programmes, etc. Mrs. Singh was highly motivated and felt the need to implement the ideas gained during the programme. With her initiative and interest she became the President of Nature Club in the college. Her views published in *Academe*, May, 1996, a *Journal of Academic Staff College of HP University* are as under :

"I wanted to use the ideas learned during the programme so that our students become environmentally conscious and extend the same to their families and neighbourhood. Perhaps

it was the overall effect of the Refresher Course that prompted me to propose the banning of polythene bags in our college campus after duly educating the students about the deleterious and long lasting effects of this menace through a competition which highlighted the eco-degrading practices and the need for using alternative eco-friendly products like cloth and jute bags in place of polythene bags. Consequently, St. Bedes' became the first "Green Institution" on August 22, 1995. As a continuation of the above proposal our students collected polythene bags and used papers which loaded onto a bus and we visited the paper re-cycling and polythene re-use centre."

Mrs. Singh organized the campaign with great enthusiasm and insight. Other educational institutions in the city were also motivated by the initiative taken by Mrs. Singh in St. Bede's College. Consequently, the Municipal Corporation of Shimla took up the issue of treating the polythene at a large scale. This led to passing of a legislation by the Govt. of Himachal Pradesh banning the use of polythene bags. This decision, of course, could not be implemented for the unknown reasons. Even today, St. Bede's College continues to be "green institution".

2. Dr. Devika Chandel, Govt. College, Solan (Academe, HPU, Shimla, 1994) writes, "At the completion of the course I found myself a totally changed, reformed and enthusiastic teacher, full of confidence and determination, looking forward to implement the newly acquired skills and techniques in action. The course also afforded me the opportunity for introspection whereby I could realize my shortcomings and made all efforts to overcome them by acquiring new skills and techniques."
3. Some lessons for effective management are contained in Dr. Sangeeta's comments (Academe, HPU, Shimla, 1996) when she says, "On the very first day I realized that there was much for me to learn in the programme. Starting from breaking the ice to multi-quiz all the exercises gave me not only relief from the routine but also developed my teaching competencies..... The College provided us a platform where we could learn by participation and interaction, both formal and informal. In this institution I could see that the ideals are implemented, not only talked. Now I feel more competent and confident to perform my job. In my class rooms, now interaction was much even and educative. Now I look at the students as source of knowledge and vibrating persons my perception about the job stands changed. I find teaching very interesting and self satisfying job."

Problems and Issues

Following are some of the problems and issues we experienced during the process of developing women as managers in higher education.

1. Management development is only one of the four components of orientation programme. Therefore, required stress on all the issues in educational management was not possible within a period of 4 weeks.
2. Factors hindering the developing of women as managers can not be fully tackled in a mixed group.

3. Educational managers do not seem to be much enthusiastic about developing women as managers, according to certain women participants.
4. Indifference on the part of women to management development due to the complexities and conflicts caused by their professional and personal responsibilities.
5. Evaluating the impact of management development in the real work setting.

Managerial Implications

1. Development of training package for developing women as managers keeping in view the requirements of educational institutions as well as the strengths and weaknesses as identified in the women managers.
2. Exclusive training programmes on management of higher education are required to be conducted by ASCs, Women Study Centres, NIEPA, etc. in collaboration with Common Wealth Secretariat.
3. Organization of awareness programmes for educational managers sensitizing them about the need for involving women in the management of higher education.
4. Identification of excellent women managers in higher education for preparing success stories/case studies and adopting them as inputs in managerial development programmes.

WOMEN AND MANAGEMENT IN HIGHER EDUCATION

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There are many ways to get to managerial positions, some direct and some indirect. With a structured teaching profession it is different to reach top managerial positions as many times the positions are limited and the selection process is totally detached from ones place of work, achievement and skills. However, some managerial positions are routine affairs and are purely on the basis of seniority without any regard to merit. In India, we still remain is a "seniority based" mind set. My brush with administration started purely as a routine affair. As the seniormost Professor of the department I was appointed as the Head of the department of Zoology in 1982, the first lady as the Head of Science Department. This was a purely amateurish affair as one literally finds ones way through as one runs the day to day affair. Of course, running a department where the thrust is academic does not need much managerial skills. However, one can play a major role in developing curricula, having more academic activities in addition to the routine classes and interaction at various levels to develop the department. It has been obvious to me ever since I went to a coeducational college that there are severe limitations to one's functioning if one is a woman. You cannot interact freely and expansively and therefore, one of the major constraints is the access to information about what is happening around you. You may depend on "contacts" but I soon found out quite early in my life that depending on "contacts" means getting as much "information" as "misinformation". Therefore, one has to apply almost a sixth sense to filter out what is "essential" information. However, until I had to run a department such information was for personal consumption but became relevant for overall management of the department. I became the "Head" at a transitional stage when the absolute authority of the "Headship" was slowly diluting and being questioned by the main players of a teaching department : the teachers as well as the employees. This was a transitional period where old values were questioned, respect was not given to experience or age and degree of unionisation was getting more consolidated. In other words, all the disciplines which had sustained administration was breaking down at a rapid pace. Then came my own problem. Being a lady I was not accessible nor I had access to the employees for informal interaction. Several problems arose at the initial stage but one develops ones own strategies if one has to survive. Spontaneous confrontations became more and more routine affairs.

One thing I have done wherever I have been involved in management (whether the department or the university) - I made it a point to be in office most of the time and give free access to anyone who comes with any kind of problem. There are two reasons for it. First I have felt that by listening to the problems immediately one defuses minor confrontations and avoids complications in future and secondly many of them can be tackled right away. One day there was a great commotion in the department and I was informed by the teacher-in-charge

that he is unable to conduct the practical class because of the confrontation between the class II (Laboratory Assistants) and class IV (Laboratory Attendants). Since the students were sitting in the class and this seemed an undesirable situation where a "clash of egos" was holding the "class to ransom". I went to the parties in conflict and found out that the whole precipitation was due to the fact that a "certain microscope" necessary for the practical class has to be transported from the store to the class. The laboratory attendant is refusing to bring it from the stores. Both the sides went into many details about the allegations and counter-allegation much to the amusement of student and other staff. I got disgusted with which I thought was an "unnecessary crisis" and asked if the class can run if the culprit - the microscope can be brought to the class. The teachers and laboratory assistants said yes. Immediately I walked into the stores, picked up the microscope and brought it to the laboratory and asked the people concerned to continue the practical class. There was a "hush-silence" and until the end of my tenure as Head of the department in 1990, I never had any such incident during my tenure.

There were other conflicts but by patient listening to the problems, co-operating with staff and frankly expressing my inability to solve their problems, the department developed and emerged as an academically vibrant department. As the administrative process gets more and more mass-based, union-based and populist governance by any particular standard or mode is no longer possible. Adaptability is the key word for survival. However, this does not mean compromises as compromises will ultimately lead to collapse of any organisation one is heading.

After the "Headship" of the department, with the introduction of "rotational headship" I was no longer directly involved in administration. However, as the seniormost Professor of the department was often called to help in the times of crisis. During my career I was perhaps noticed because of my "frank opinions" and "transparent dealings". Because, it came as a surprise to me (as to all the ladies in Orissa) when I was asked whether I would like to join as the "Vice-Chancellor" of Sambalpur University. I have broken the gender barrier many times in my professional career as a Zoologist but this one was the most challenging as it meant an opportunity to be the *First lady Vice-Chancellor* of Orissa State and perhaps one of the few at the National and International level. I took 24 hours to convey my decision. Being from Utkal University I was familiar with the fact that Vice-Chancellorship meant mainly crisis management and managing people. The traditional role of a "Vice-Chancellor" of providing leadership for academic development of the university, the "citadels of knowledge" has undergone a drastic change with mass based education and its related problems from campus unness to managing a large number of affiliated colleges which are coming up like mushrooms. Many academicians therefore, no longer accept this position. But, the very fact that this is the first time that this has been offered to a lady became a major factor for my decision. The peer pressure and the thought that if I refuse it may not be offered to another lady for a long time made me accept this position. My family members were unhappy, close friends mixed in reactions but unusual support from general public. Ever since I joined as Vice-Chancellor, I have tried to have a transparent and direct administration. Again I have encouraged people to have access to me and listen to their problems/suggestions and tried to liasion solutions wherever possible. But,

to administer a certain degree of harsh personnel discipline has always been my choice - minimum socialising and "keeping mum" on most issues. I have understood that socialisation sometimes sends the wrong messages and leads to secondary administrative problems.

In administrative matters, I must acknowledge that whatever I have been able to achieve is due to the co-operation from all quarters. We are very much in a "Men's World". Even my selection was by an exclusively "men's team". In most matters of administration, whether inside the university or outside dealing with Government agencies, it is with the co-operation of men that so far I have been able to stabilize the atmosphere of the university (there has been 39 heads in this university in 30 years), activated academic activities with relatively calm atmosphere), facilitated development works and introduced some new curricula. I guess if I have to identify some criteria for restoring stable atmosphere in the campus I would say my "transparent and direct" dealings have been key to some degree of success in administration. Now, more ladies, I am sure, will be selected and come forward to take up this position because I have survived.

WOMEN AND LEADERSHIP IN EDUCATION

Dr. G. D. Sharma

'Empowerment of Women', 'Gender Positive Initiatives', 'Gender and Development', - these are some of the terms often used in relevant sectors and fora, bringing to the fore, the fact that re-ordering of perceptions - where a woman's autonomous functioning in thought and action is an accepted fact-is yet to be a part of the general mindset. It is still something in process.

On the eve of independence, women constituted only 9.3% of students in institutions of higher education. The enrolment (1995-96) figure is 22,91,138 out of a total 64,25,624 that is 34.1%. Kerala leads, statewise, followed by Goa and Punjab. In all three states, the women's enrolment in higher education is higher than that of men. In 1993-94, this could be said only for Kerala. Thus, there is a shift in the gender weightage with more women enjoying the 'enabling circumstances'. The probability of women taking up leading positions in higher education must concurrently increase therefore. However, the gender positive initiatives are needed in Bihar, Arunachal Pradesh, Uttar Pradesh, Madhya Pradesh, Andhra Pradesh, Orissa and Rajasthan, where women's enrolment is still less than one third of the total enrolment in higher education. This may appear surprising for Rajasthan which boasts of the unique, fully residential women's university, Banasthali Vidyapith as well as the Savitri Girls' College (in Ajmer). On the other hand, the 32.8% figure achieved despite the relatively conservative environment of Rajasthan could well be due to these pace-setting institutions.

What is gender positive initiative? It is accepted in principle that the objectives of institutes of higher education is not just to make a student a degree-holder but go beyond and prepare the student for life. In respect of women students, a re-ordering of perception is crucial and to bring about this change, certain specific initiatives need to be taken. This is gender positive initiative. Any programme, project or activity which is implicitly or explicitly designed to promote any dimension of women's development is considered as a gender positive initiative.

To go back to figures, women's enrolment as a percentage of total enrolment consistently increased during the period 1986-87 to 1995-96 at all the levels of higher education-undergraduate, postgraduate, research and diploma/certificate the hike being most notable in the research sector (from 31.7% to 39.2%).

The facultywise women's enrolment for 1995-96 shows that the highest concentration is in Arts (including Humanities). Comparing the facultywise percentage of enrolment as against 40.4% for all students, 54.4% women are enrolled in various courses in Arts. The percentage of women students enrolled in the Faculty of Education is nearly double the share of the total enrolment in Education. In the Faculty of Science, the percentages are almost the same, both for women and all students. The percentage of women students is markedly low as compared to the percentage of all students in the Faculties of Commerce, Law and of Engineering and Technology.

Talking of Technology, when we are approaching the 21st century and economic development is linked to emerging technologies, the poor enrolment of women in Technology

is not a happy situation. Women must be integrated into the process of development, otherwise there may eventually be an adverse effect on the growth of the nation state. Our technology strategies have to be geared up to provide gender equality. Women must not limit their role to that of technology user but extend it to technology producer as well.

In order to promote research, development of curricula, extension work and training in the areas of gender equity, economic self-reliance of women, girls' education, population issues, issues of human rights and social exploitation, the UGC has provided assistance to 33 universities and colleges/university departments for setting up Women's Studies Centres/Cells (22 and 11 respectively). These activities are expected to contribute not only to social awareness and change but also to academic development. The following activities have been reported by the Women's Study Centres :

Teaching : Curriculum development and upgradation material for training manual for women; leaflets on women's issues.

Research : Research Projects on Women's issues.

Extension : Newsletter, Counselling and Aid Centre, Family Counselling Centre, Literacy Mission, Community Development Surveys, assistance to audio-visual unit to prepare video on problems concerning women.

Family counselling is very important since several socio-economic and cultural factors hinder women's enrolment in higher education. The attitude of parents is such that often they do not see any value or necessity in educating girls. In financially poor families it is not an investment from where return is expected. Conservative parents hesitate to send their daughters to colleges, if some exclusively women's college is not available nearby. However, the number of women's colleges has recorded a substantial increase during the last decade. Sometimes, a woman has to drop out owing to marriage and since the husband's family does not think it necessary for the bride to complete her education, let alone reach the level of a leader in higher education. In a recent study (1996) conducted by the National Institute of Educational Planning and Administration, New Delhi, on 123 principals of women's colleges, 31 are male and 92 are female. Of the 31 males, 30 are married and only one single. On the other hand, of the 92 women principals, 26 are single and 4 widowed. Thus, of the male principals, 3.2% belong to the single status whereas for the female principals the percentage is 34.4% (including the widowed). However, the report says that there are several Christian missionary colleges in the sample and principals of these colleges are single women belonging to the religious order.

What is the situation in the UGC which is responsible for the co-ordination, determination and maintenance of standards in university education? Of the twenty-three officers in senior positions (Joint Secretary and above), nineteen are men, four women. Of the nineteen men, all (100%) are married. Of the four women, interestingly two are married (50%) and the other two single.

If a married woman has to enter upon a job outside the home, she has to see how to modify or meet the demands of her mother-cum-housekeeper role. Can the problems be tackled by modifying culturally defined role expectations? Education must contribute to this process of modifying role definitions. Women and men too need to be educated to this perception. This needs to be seen as a task of universities - to get to the core of empowerment. Efforts in preparing reading material, curriculum development, setting examples by integrating women into academic and administrative university governance can be a beginning, which would percolate into the larger society.

It may be interesting to note, that out of 228 university level institutions in India which include 39 Deemed to be Universities, 156 Traditional Universities, 34 Agricultural universities, 17 Technical Institutions, 14 Medical Institutions and 8 Open Universities, 13 institutions are headed by women.

There are several issues in enabling women to occupy the positions of leadership in higher education. Some of them could be stated as follows :-

- i) Socio-cultural forces defining the role of women for centuries throughout the world.
- ii) The role perception of women by women themselves.
- iii) Educational system and socio-political and economic institutions re-enforcing the second fiddle role of women in the family.
- iv) Compelling biological reasons to confine women to home background owing to very important function of procreation and development of the offsprings.

To grapple with these forces, a new concept of development of women through education processes and intervention of socio-cultural forces is very essential. Since the biological function of a woman is very important, the standards for assessment of a woman for assuming the position of leadership has to be distinct from man. Instead of years of experience, it should be the capability and the potentialities. Instead of continuation of service it should be the capability of service at any point of time in their life-span.

With regard to educational processes, the total paradigm is to be shifted from male-centric to human-centric, which would necessarily require the reformation of curriculum and text of role perception of man and woman in the society. Are we prepared for that?

WORKSHOP ON WOMEN AND MANAGEMENT IN HIGHER EDUCATION

ROLE OF STELLA MARIS COLLEGE IN WOMEN'S DEVELOPMENT

Dr. Sr. Annamma Philip, fmm,
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BRIEF INSTITUTIONAL PROFILE

Stella Maris College is a Catholic institution of Higher Education for women and is affiliated to the University of Madras. Founded on Aug. 15, 1947 under the direction of the Franciscan Missionaries of Mary, the College has just celebrated its Golden Jubilee and has on its rolls over 2300 young women.

The aim of Stella Maris is to prepare young women to grow into mature and responsible citizens, ready to face the challenges of life both at home and in society. The College, therefore, strives to inculcate in the students a sound philosophy of life based on faith in God, respect for the individual, concern for the less privileged and the ideals of Truth, Justice and Peace inspired by the Christian vision.

In pursuit of this goal, Stella Maris College

- Seeks to develop in its students an intellectual curiosity, an eagerness for life-time learning and the ability to put their knowledge to creative use;
- Seeks to help students discover their potential and channelize them to form an integrated personality.
- Seeks to form women of character, convinced of moral principles and courageous in action.
- Seeks to sensitize students to a deeper awareness of the social reality of the country, training them to act responsibly in relation to themselves and to others.

Stella Maris College became Autonomous in 1987 and continues to be affiliated to the University of Madras. However, it is free to frame its own courses of studies and adopt innovative methods of teaching and evaluation. In keeping with its tradition of promoting innovation and growth, the College has, after a decade of autonomy, introduced the Credit Based System of education from June 1997. The objectives of the Credit Based Systems are :

- to provide broad based education
- to provide students with greater flexibility in choice of courses
- to enable students to choose courses at basic/advanced levels.

- to enable students to progress at their own pace
- to enable highly motivated students to gain extra credits.

Apart from the wide variety offered in the Academic Programme the under graduate course of study includes Value Education (Catholic Doctrine, Ethics, Scriptures) Social Awareness Programmes (SAP), Student Training Programmes (NCC, NSS, Games/Literacy and Environmental Awareness Programmes), Professional & Skill Development Programmes.

Stella Maris College thus works towards the development of the innate skills of the students by offering them the ambience in which their abilities may flower and they may take the rightful place at the helm of the society of the future.

ROLE OF THE PRINCIPAL

- ★ Administrator : (Management Committee, Governing body, Academic Council, Finance Committee. . . .)
- ★ Head of the Faculty : (Works in co-ordination with Vice-Principals, Deans of Student Affairs, Academic Deans, Deans Curriculum Development, Heads of Departments).
- ★ Managerial responsibilities
- ★ Membership of various academic bodies : Syndicate, Senate . . .

DEVELOPMENT OF WOMEN AS ADMINISTRATORS

- ★ Faculty
 - Faculty Improvement Programmes (Academic and Research)
 - Faculty Exchange Programmes, Visiting Scholars Programme (In India and Abroad)
 - Managerial and Leadership Oriented Programmes
 - Training as Counsellors and Facilitators
 - Orientations for Value Education and Social Awareness programmes
 - Encouraged to participate in the decision making process on campus and in institutions and bodies outside the college (consultants, Members of various academic and non-academic bodies, organisers of various programme. . .)
- ★ Administrative Staff
 - Orientation to imbibe the institutional ethos
 - Training Programmes to develop and improve managerial and organisational skills

★ Students

- Every student is a member of the Students Union (Elected Office bearers and the Executive Committee, Total Representation from all sections)
- Orientation to imbibe the institutional ethos
- Leadership Training Programmes
- Training programmes (SAP, NSS, NCC and Games-Karate, yoga, Aerobics, Team and individual events)
- Responsibility for the Organisation of events and programmes that help explore and channelize the creative potential of the students (collegiate and inter-collegiate events, amateur theatre, musical and dance shows)

CONCERNS AND MANAGERIAL IMPLICATIONS

- Introducing changes in an accepted/traditional set-up (Academic-Credit system. . .)
- Transparency is not always obvious or easy
- Changing work culture
- Greater consciousness of rights and privileges
- Coping with changing values in a rapidly changing world

Thus we find, in addition to a challenging academic programme the main thrust of the college is to create not just citizens but leaders of the future. Towards this end the leadership qualities of the students are honed to perfection through various training programmes. The active participation of students in the decision making process of the college is encouraged and they are members of various committees : Student Welfare Committee, Library Committee, Games Committee.....

Apart from this, they are granted independent leadership of the Students' Union — a body of which all 2300 students are members and whose executive committee is elected through a democratic electoral process. The Committee works in harmony with a specially appointed team of 3 faculty members namely the Deans of Student Affairs. They call for meetings, organise events and take decisions that concern student affairs. Transparency at all levels is encouraged and the management tries to uphold the student opinion so that they may become confident leaders of tomorrow.

The creativity of the students and their talents are allowed to flower in an atmosphere redolent of freedom and open encouragement. Various inter-collegiate and interclass events that span several days are wholly organised by the students. The presence of the faculty is restricted to a minimum, that too in an advisory capacity. The organisation of collegiate shows that are open to the general public have recently been allotted to the students including staging shows such as the college play and they have done the college proud.

In Stella Maris College therefore, the development of the managerial capacities of the students is not restricted to theoretical classroom concepts-Stella Marians live them, practice them, hone them and finally accept them as part and parcel of their very being. Thus in the world outside the portals of the college these young women can confidently assume their rightful place in society.

INNOVATIVE EXPERIMENTS TO STIMULATE CREATIVITY AND PROVIDE PRACTICAL EXPERIENCE TO STUDENTS

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Ours is a womens' degree college in it's 20th year. Though quite young in terms of its age, it has acquired a very good reputation both for its good academic performances and innovative programmes. All these innovations have dual purposes.

- a) To identify and encourage creativity in students, and
- b) Provide adequate exposure so that they develop confidence to face live situations. Some of the major programmes are listed below.

I. MENTOR SCHEME :

This is an unique scheme to build good rapport between teachers and students. We believe that when students behave in a particular way in the college, there is a background for that. Treating the students in any way without understanding the background is like treating a patient without diagnosis. In the mentor scheme about 10-12 students are assigned to the care of a teacher (Mentor). The mentors would meet her/his wards separately and individually at regular intervals of time, not only to study the academic progress of the student but also to know her interests, aptitude and personal problems. All personal details including the blood group are recorded in a confidential document called the "Personal Development Record". The mentors visit the student's house in the first year to understand the social/economic background of their wards and invite the parents to the college regularly during next two years. This scheme has been extremely useful in handling many problems of the students at the appropriate time. The scheme has even been responsible for patching up broken homes. It has been successful in unearthing and projecting many talents of the students, which would otherwise, have gone unnoticed and unencouraged. In every college, the teachers remember either the most intelligent or the most mischievous students, while the rest of the students pass out as faceless entities. Because of mentor scheme, no student goes out of the college unnoticed and uncared for. There is at least one teacher, who would be knowing her intimately.

The Scheme brings attitudinal change in the teachers as well. Now, they feel that they are not only responsible to the quantum of academic programme that they are assigned with but also to the group of young students. I have had the pleasure of seeing many of my colleagues bringing out the unnoticed talents of students, help them to sort out their personal problems and make them confident. The number of such cases is seemingly endless. Mentor Scheme is a beautiful concept, immensely useful but equally demanding in care and attention. Thanks to the commitment of my colleagues, it has achieved a fair degree of success. But its potentialities still to be realised are unlimited.

This scheme is working for last 10 years.

II. COLLEGE BANK :

Our higher education has been so bookish that it very rarely exposes students to the real world. Though, the students study a special paper on "Banking theory and Practice" in their B. Com. course, they do not know how to open an account in a bank; how to get a cheque encashed; difference between a crossed cheque and a bearer cheque etc. Hence, to provide practical training to them, we started a bank, exactly on the lines of a nationalised bank. It is totally managed by the students only and handles savings bank A/C, Fixed Deposits, Recurring Deposits and loan A/Cs. The bank is at present managing about Rs. 500,000/- in its transaction. This practical training has helped many students to face the bank examinations confidently and most of them have been very successful bank officers.

The bank has been working for the last 13 years.

III. JOINT STOCK COMPANY :

This is another platform to provide practical orientation to the theoretical concepts that the students study in the class rooms. To expose them to the working system in share market, we started a Joint Stock Company. Shares of face value Rs. 5.00 were floated. A student officiates as the secretary of the Company. Students transfer and transact in shares. Annual general body meeting is conducted. Another student works as an arbitrator in case of disputes. The share amount is invested in business and profit is declared as dividend to the shareholders. It is really heartening to see the students managing these positions so responsibly.

This Company is functioning for the last 6 years.

IV. 'VARDHINI' STORES :

The money raised by the Jt. Stock Company is invested in running the college stores called as 'VARDHINI'. It is also totally managed by the students. They go to the wholesale shops on the city, purchase articles required by the students, set new prices and sell them. At present, the student sell about 160 useful items through this store and materials in the stores are worth about Rs. 100,000/-. The margin of profit is passed on to the Jt. Stock Company, to be declared as dividend to the shareholders.

This scheme is in existence for the last 8 years.

V. HOBBY CLUB :

This is mainly to inculcate the dignity of labour in students. The college has not purchased a single chalk piece for the last 10 years. Our students in the Hobby Club prepare excellent chalk crayons - both white and coloured, which are in great demand by other institutions also, because of their good quality and low price. Students are paid for their work and is a (earn-while-you-learn) project.

Students also make greeting cards and detergents. There is a different section that trains students in tailoring, embroidery, knitting, fabric painting etc. Various garment companies send

their materials to the centre and our students make them finished goods. Quite a large number of students earn substantially in this programme apart from learning the skills. They not only do not become burdens to their parents but instead they contribute to the family income. We are happy that some students have pursued these skills after graduation and are making a decent living on that.

VI. P.D.P. PROGRAMME :

This is an effort to provide students, in this competitive world, good practical exposure in the realms of management, that cannot be given in the rigid and theoretical, examination oriented academic programme. This is also a highly professionally organised activity. About 50 students, who have the potentiality to become good leaders, are selected on the basis of an aptitude test. They are taken to our own "Academic and Administrative College" campus, located in very tranquil land scenic surroundings, about 40 kms away from Bangalore, for a week long Personality Development Programme (P.D.P.). This programme includes modules on communication skills, group dynamics, creativity, stress management, time management, quality circles etc. It will also have video assisted training in public speaking and art of facing interviews. Communication experts counsel the students and correct their flaws. The faculty is drawn from the Indian Institute of Management, Institute for Social and Economic Change, Indian Institute of Science and other professional management consultants. As a part of the programme, yoga and meditation are included. The emphasis is on total student participation. This programme has been highly successful and many colleges in Bangalore have also started this activity.

This is going on for the last 8 years.

VII. ART APPRECIATION CLUB :

The purpose of the club is to refine the faculty of appreciation of art, literature, music and films by the students. On every alternate Fridays, the club organises lecture demonstration by outstanding persons in respective fields. It has been a wonderful experience for the students to be intimately with the legends as also budding artists and share their knowledge and insights. Being a member of the National Film Archives, the college receives all time great classics and screens them to the students for critical appreciation of them.

This club has been working for the last 13 years.

VIII. 'SAMSKRITI' LECTURE SERIES :

We have been talking about our glorious culture and heritage, but do very little to pass them on to our students. Some times, we feel helpless at the way our children are getting culturally uprooted. We, in the college, do not believe in compulsory, moral lecture classes for a simple reason, that there is a natural tendency to resist anything that is made compulsory. We decided to inform the students about our heritage in an attractive way through the rendering of our great epic *Mahabharata*. Initially, people wondered whether the modern, college going girls of Bangalore would care to listen to *Mahabharata* and few even ridiculed the idea. Now

this programme is going on in the college uninterrupted for the last **11** years. Over 110 programmes are conducted so far. It is held on alternate Fridays and is not made compulsory. Two scholars handle this programme. One of them recites melodiously in Gamaka form the *Mahabharata* of **Kumaravyasa** - a poet laureate of Karnataka in the 15th century, and the other scholar provides meaningful commentary and makes it relevant. It has caught the imagination of students and even a few parents attend the programme regularly. This aspect of Indian culture, we believe, is very important for the complete blossoming of the personality of the girl students, who are real conservators of our culture.

IX. STUDENTS ASSESSMENT OF TEACHERS PERFORMANCE :

Every year the students assess the performance of their teachers through a questionnaire given to them. The level of maturity demonstrated by the students is commendable. This assessment is only an exercise in self improvement and is not used for administrative purposes.

X. LEGAL AWARENESS :

Most women suffer because they do not know what they should really get. They are not aware of their legal rights. The college organises legal awareness programme to the interested students on Saturdays. This is conducted by the faculty of the National Law School of India University, Bangalore.

The above mentioned special programmes are in addition to other routine activities such as intra and inter-collegiate cultural festivals, sports, excursion, career guidance and counseling.

As stated before, all these programmes are aimed at training, educating and empowering women with various tools, with the aid of which, they can be nation builders.