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1960-61



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CONTENTS

<i>Chapter</i>	PAGE
I. Introduction	I
II. Primary and Basic Education	4
III. Secondary Education	12
IV. Higher Education	20
V. Development of Hindi and Sanskrit	30
VI. Scholarships	42
VII. Physical Education, Games, Sports and Youth Welfare	53
VIII. Social Education	62
IX. Education and Welfare of the Handicapped	69
X. The Indian National Commission for Cooperation with Unesco and Unesco Programmes in India	77
XI. Other Educational Activities	84
XII. Education in the Union Territories	96
XIII. Social Welfare	102
XIV. National Archives of India	116
XV. Annexures	
(i) Annexure I—Advisory Bodies Functioning in the Ministry of Education	123
(ii) Annexure II—Activities of the Central Institutions of Education —1960-61	124
(iii) Annexure III—Sanctions Issued under the Scheme of Relief of Educated Unemployment and Expansion of Primary Education	130
(iv) Annexure IV—Grants sanctioned under the Scheme for Expansion of Girls' Education	131
(v) Annexure VA—Expansion of Teacher Training Facilities	132
(vi) Annexure VB—Administrative Approval Issued during 1960-61 for the Scheme of Expansion of Teacher Training Facilities	133
(vii) Annexure VI—Additional Enrolment Expected in the Third Plan	134
(viii) Annexure VII—The Main Findings and Recommendations of the Educational Survey	135
(ix) Annexure VIII—Prizes Awarded in the Sixth National Competition of Children's Books/Manuscripts	139
(x) Annexure IX—Statement showing the Position of Enrolment of Children in Age-Group 14-17	140
(xi) Annexure X—Payment of Grants to Hindi Organisations, Individuals etc. during 1960-61	141
(xii) Annexure XI—Progress of National Discipline Scheme	142
(xiii) Annexure XII—Prizes Awarded in the 7th Competition for Books for Neo-Literates in 1960-61	143
(xiv) Annexure XIII—Publications Brought out during the Period under Report	144

(ii)

XVI. Charts

PAGE

- (i) Chart I—Progress of Primary Education.
- (ii) Chart II—Progress of Middle Education.
- (iii) Chart III—Progress of High School Education.
- (iv) Chart IV—Progress of University Education.

CHAPTER ONE

INTRODUCTION

1. **Scope and Functions.**—The Government of India have sole executive responsibility for subjects included in the Union List. Under this head, the Ministry of Education is responsible for the Central Universities—Banaras, Aligarh, Delhi and Visva-Bharati—and also for a few Central institutions established for the development of special educational fields, *viz.*, (1) Central Institute of Education, New Delhi (with which the Central Bureau of Textbook Research and the Central Bureau of Educational and Vocational Guidance have been recently merged), (2) the National Institute of Basic Education, New Delhi, (3) the National Fundamental Education Centre, New Delhi, (4) the National Institute of Audio-Visual Education, New Delhi, (5) the Central Institute of English, Hyderabad, (6) the National Centre for the Blind, Dehra Dun, and (7) the Lakshmibai College of Physical Education, Gwalior. The responsibility of the Government of India for the coordination and determination of standards in institutions of higher education is carried out by the Ministry through the University Grants Commission which was established in 1953. It is also directly responsible for all education (other than technical education) in the Union Territories of Delhi, Himachal Pradesh, Manipur, Tripura, Andaman and Nicobar Islands, Laccadive, Minicoy & Amindivi Islands and in the Centrally Administered Areas of Pondicherry, N.E.F.A., and N.H.T.A. The direct responsibility for the development of education in the rest of the country lies upon the State Governments and hence most of the programmes of educational development are included in the State sector. But even here, the Ministry of Education has an important role to play. It looks after the financial assistance to be given to schemes included in the State sector; and in all sectors of education such as Primary and Basic, Secondary, university, scholarships, physical and social education and education and welfare of the handicapped, it conducts a number of Centrally sponsored schemes which are implemented by the State Governments but, for which financial assistance is provided by the Centre, and implements several Central schemes in significant areas. The Ministry is also in charge of the programmes for the promotion, development and enrichment of the Hindi language and looks after all programmes of international collaboration in education and the Unesco. As a federal agency, the Ministry is responsible for general coordination and collection and supply of educational information for the country as a whole. In addition to these educational responsibilities, the Ministry is also in charge of social welfare and the National Archives of India.

2. **Organisation.**—The organisation of the Ministry is given in the chart on the opposite page.

During the year under review, one new Division was created on May 9, 1960, under the name of 'Research and Publications Division'. It is responsible for the promotion, coordination and publication of educational research in India and looks after all the publications to be issued by the Ministry.

At the beginning of the year there were two Directorates under the Ministry—the Directorate for the National Discipline Scheme (established in 1959) and the Directorate of Extension Programmes for Secondary Education' (established in 1959). During the year under review, a new Directorate was created from March 1, 1960, under the name of 'Central Hindi Directorate'. Besides, the Social Welfare and Rehabilitation Directorate was transferred to this Ministry from the Ministry of Home Affairs on January 4, 1960.

The Ministry of Education has also taken over, during the year under report, a considerable amount of work from the Ministry of Rehabilitation.

The Special Reorganisation Unit is studying the working of the different sections in the Ministry with a view to finding out how the work could be reorganised to secure the maximum of efficiency with the minimum of staff. The work on some sections has been completed during the year and the recommendations made are under the active consideration of the Ministry.

3. **Advisory Bodies.**—In order to discharge its responsibilities of co-ordination and clearing house functions the Ministry of Education has appointed a number of advisory bodies. The oldest of these is the Central Advisory Board of Education which was established in 1935 and whose Silver Jubilee was celebrated on January 16 and 17, 1961. The list of the remaining sixteen bodies is given in Annexure I.

4. **Finalisation of the Third Five-Year Plan.**—The most important event during the year under review was the preparation and finalisation of the third Five-Year Plan. Working Groups for the preparation of the Plan were set up, both at the Centre and in the States, as early as in 1959. An All-India Plan was prepared by the Central Working Group and submitted to the Ministry in March 1960. Working Groups in the States also submitted their Plans to their State Governments by about the same time and the final Plans were discussed with State Governments between August and November 1960. The total demand made in these Plans was very large; but the provisional allocations made were only about Rs. 400 crores—Rs. 328 crores in the State sector and Rs. 72 crores in the Central sector. This reduction in allocation has made it necessary

3

to cut down the magnitude of several programmes and to exclude others. It is, however, hoped that more funds would be available as the programmes of the Plan are annually reassessed and that the resources available in the States and Central budgets would be supplemented largely through contributions raised from the community.

The major schemes included in the Second and Third Five-Year Plans will be discussed, in their appropriate context, in the Chapters that follow.

CHAPTER TWO
PRIMARY AND BASIC EDUCATION
(Age-Group 6-14)

Under Article 45 of the Constitution, it is the responsibility of the State (which expression also includes the Government of India) to provide free and compulsory education up to 14 years by 1960. For several socio-economic reasons, it was not possible to implement this programme within the time specified. The Panel of Education appointed by the Planning Commission, therefore, suggested, at its meeting held in Poona in 1957, that an intensive effort should be made to provide universal education for children in the age-group of 6-11 by 1965-66. This recommendation was accepted by the Government of India and since 1958-59, continuous efforts are being made to implement this revised programme.

The implementation of this programme was divided into two stages. In the first stage, which was spread over the last three years of the Second Plan itself, three Centrally sponsored schemes were undertaken and an attempt was to be made (1) to expand enrolment in the age-group of 6-11, (2) to adopt preliminary measures for increasing the enrolment of girls, and (3) to expand the facilities for teacher training. In the second stage, which was to be coterminus with the Third Plan, an attempt was to be made to provide universal education in the age-group of 6-11.

2. Scheme of Expansion of Primary Education. In so far as the first of these stages is concerned, the results achieved in all the three programmes undertaken are satisfactory. In respect of the first programme, viz., the expansion of enrolment in the age-group of 6-11, the Government of India sanctioned a scheme under the title of "Relief to Educated Unemployment and Expansion of Primary Education" in 1958-59. Under this scheme, assistance on a hundred per cent basis was given to State Governments for three purposes: (1) the appointment of additional teachers in Primary schools or for starting Primary schools in schoolless villages; (2) the appointment of additional inspecting officers to the extent needed by the expansion achieved; and (3) construction of quarters for women teachers in rural areas. The scheme, however, has to be worked out within the State Plan and subject to the Plan ceilings.

During the last three years, on an aggregate, 60,039 teachers, 1,119 inspecting officers and 5,490 quarters for women teachers have been sanctioned to different State Governments under this scheme as shown in Annexure III.

The scheme has been able to secure a good deal of additional enrolment. According to the original targets, a total enrolment of 325 lakhs was expected at the end of the Plan. On account of this scheme, however, the enrolment in the age-group 6-11 has gone up by about 20 lakhs and is expected to reach 338 lakhs by the end of 1960-61. In particular, the scheme has been of great assistance to backward States and has enabled them to make some leeway to catch up with the more advanced States.

3. Scheme of Expansion of Girls' Education.—As expansion in the education of girls is the most important bottleneck in the progress of Primary education, it was decided, in 1957-58, to introduce a Centrally sponsored scheme to accelerate the enrolment of girls in Primary schools and to increase the number of women teachers, especially in rural areas. Under this scheme, assistance is given to State Governments to the extent of 75 per cent of the approved expenditure; but it is open to the State Governments to contribute their quota of 25 per cent or not. The State Government can choose one or more of the following nine approved schemes for this purpose in accordance with local conditions: (1) Free Accommodation for Women Teachers in Rural Areas; (2) Appointment of School Mothers; (3) Condensed Courses for Adult Women; (4) Stipends for Women Teachers for Teachers' Training; (5) Refresher Courses; (6) Stipends for High School Students to take up Teaching; (7) Attendance Scholarships; (8) Exemption from Tuition Fees; and (9) the Construction of Hostels for Secondary Schools for Girls.

Grants sanctioned under the Scheme totalled Rs. 0.93 lakhs in 1957-58, Rs. 30.80 lakhs in 1958-59 and Rs. 70.37 lakhs in 1959-60. During the year 1960-61, administrative approval totalling Rs. 67,54,939 have been issued so far. The details are given in Annexure IV.

4. Scheme of Expansion of Training Facilities for Primary Teachers.—Since trained Primary teachers are essential for qualitative improvement of education and as it takes considerable time to set up training institutions and to turn out teachers after a course of one or two years, it was decided to assist the State Governments to expand training facilities for Primary teachers during the Second Plan itself. During 1959-60 and 1960-61, assistance on a hundred per cent basis was given to State Governments for two purposes: (1) to expand the available accommodation in existing training institutions, and (2) to establish new institutions, where needed. In accordance with the programme implemented so far, 276 new training institutions have been established and the total additional accommodation provided is 27,570. (The details are given in Annexure V-A).

Last year, grants-in-aid totalling Rs. 85 lakhs were sanctioned to State Governments for this purpose. During the current year, the

administrative approvals issued so far totalled Rs. 1,45,94,760. (The details are given in Annexure V-B).

5. Schemes for Primary Education included in the State Sector of the Second Five-Year Plan.—All other schemes for the expansion and improvement of Primary education were included in the State sector of the Second Five-Year Plan. The Government of India assisted the State Governments generally on a 50 per cent basis for these schemes.

6. From the information available with the Ministry of Education, it appears that, taking India as a whole, the total enrolment in Classes I to V of Primary schools is expected to be 338 lakhs at the end of the Second Plan. This implies an additional enrolment of 86 lakhs (from 252 lakhs in 1955-56 to 338 lakhs in 1960-61) in the Second Plan as against the additional enrolment of 61 lakhs (from 191 lakhs in 1950-51 to 252 lakhs in 1955-56) in the First Plan.

7. Outline of the Third Five-Year Plan for Education in the Age-Group 6-11.—The following targets have been adopted for the Third Plan in the light of the resources likely to be available:—

- (1) The target of the universality of school provision was to be reached and a Primary school was to be established within easy walking distance from the home of every child before the end of the Third Plan;
- (2) Taking into account the minimum period of time needed to bring all girls into schools, especially in those States where the existing level of the enrolment of girls is very low, and to prepare conditions in which it would be feasible to introduce compulsory education in the tribal areas, it was suggested that the target for enrolment should be 90 per cent (boys and girls taken together) in the advanced States and 70 per cent (i.e. 90 per cent boys and 50 per cent girls) in the backward States. According to the present proposals, the enrolment at the end of Third Plan would be about 504 lakhs in classes I-V. This will mean an additional enrolment of 166 lakhs of children. The details will be found in Annexure VI.
- (3) The percentage of trained teachers should be raised to not less than 75 per cent at the end of 1965-66 and, as far as possible, the duration of training should be raised to two years.

8. Three further steps have been taken during the year under review towards the implementation of the compulsory education programme in the Third Five-Year Plan: (1) Education Survey; (2) Preparation of a Model Legislation on Compulsory Primary Education; and (3) Organization of Seminars for the Orientation of Officers.

9. **Education Survey.**—As reported in the preceding year, the Education Survey of the country was completed between 1956-57 and 1958-59 and its report was published during the year under review. This survey will be of immense use in fulfilling the first target of the Third Plan, viz., the establishment of a school within an easy walking distance from the home of every child. A brief note on the main findings of the survey is given in Annexure VII.

10. **Model Legislation on Compulsory Primary Education.**—One of the basic essentials for a programme of universal education is the enactment of a good law for the enforcement of compulsory attendance. The Ministry of Education, therefore, examined all the compulsory education laws in the country and also in a few selected countries abroad and prepared a model legislation for compulsory education. The Delhi Primary Education Act based on this document was passed by Parliament during the year under review and it was brought into force on 2nd October, 1960. The State Governments have since been advised to examine their existing laws in the light of this Act. The States of Andhra Pradesh and Punjab have already passed the necessary laws and other State Governments are considering the matter.

11. **Seminars.**—To orientate the officers of the State Education Departments for the successful implementation of this major programme, four regional seminars were organised during the year under review at Bangalore, Mahabaleshwar, Puri and Chandigarh and senior officers from all States and Union Territories took part in them. During 1961-62, measures would be adopted to involve all inspecting officers in suitably organised seminars, and in addition, five all-India seminars devoted to the study of special problems are proposed to be held. A provision of Rs. 50,000 has been made in the budget for 1961-62 for these seminars.

12. **Education of the Age-group of 11-14.**—Education for children in the age-group of 11-14 also is proposed to be expanded very considerably in the Third Five-Year Plan. The total enrolment of children in this age-group in 1950-51 was 31.20 lakhs or 12.9 per cent of the total population in the age-group. At the end of the First Plan, it increased to 42.93 lakhs (or 16.7 per cent of the total population in the age-group), thus showing a gain of 11.73 lakhs in enrolment. During the Second Plan, the gains are expected to be still greater;—a total of about 19.00 lakhs of additional children is expected to be enrolled and the enrolment in the age-group of 11-14 is expected to be increased to 62.00 lakhs by the end of 1960-61. During the Third Plan, the target adopted is the enrolment of an additional number of 38.00 lakhs of children so that the percentage of children enrolled in the age-group of 11-14 would be 30 by 1965-66.

13. **Remuneration and Training of Primary Teachers.**—In this field, three proposals were made at the beginning of the Second Plan: (1) that the minimum basic salary of an untrained Primary teacher should be Rs. 40 and that of a trained Primary teacher should be Rs. 50, (2) that the same dearness allowance should be paid to a Primary teacher as is being paid to a Government servant drawing the same salary and (3) that the old-age provision for Primary teachers should include pension also as in the case of Government servants. State Governments which undertook programmes to implement these proposals were to be assisted on a fifty per cent basis.

14. A good deal of progress has been made in implementing these proposals. The first of these recommendations has been accepted by almost all State Governments and the basic salaries of qualified untrained and trained teachers are now equal to or above Rs. 40 or Rs. 50 respectively. In respect of the second, it may be said that ten States out of fifteen do not make any discrimination between the dearness allowance paid to Primary teachers and other Government servants; two more States have made provision in their Third Plan for removing this discrimination and the remaining States are actively considering the matter. In respect of the third proposal it may be stated that Madras Government has introduced a system of pension-cum-provident fund-cum-insurance. Pension is available to Primary teachers in Punjab and Rajasthan and to a considerable proportion of teachers in a few other States. Gujarat has included a scheme to introduce pensions for all Primary teachers in the Third Plan. The remaining States are considering the matter.

15. It is possible to give some indication of the improvement made or proposed to be made in the salaries of teachers in the Second and Third Plans. Just before the Second Five-Year Plan commenced, in four States the minimum emolument (salary and allowances) of the Primary school teachers was less than Rs. 44, in six States it was between Rs. 45 and Rs. 55, in three States between Rs. 56 and Rs. 65, and in only one State over Rs. 65. As a result of the revision made during the Second Plan, there was no State left where the level of total emoluments was less than Rs. 45; in six States it was between Rs. 45 and Rs. 55, in two States between Rs. 56 and Rs. 65, in three States between Rs. 66 and Rs. 75 and in three States it was over Rs. 75. On the basis of the proposals of the State Governments, a provision of Rs. 14 crores has already been made in the Third Plan in the State Plans concerned for improving the remuneration of Primary teachers and when these proposals are implemented, there would remain only one State where the emoluments would be less than Rs. 55, in four States the emoluments would be between Rs. 56 and Rs. 65, in five States between Rs. 66 and Rs. 75, and in five States over Rs. 75. It is hoped that these measures would enable us to attract a better type of individuals to this profession.

16. **First National Seminar on the Training of Primary Teachers.**—The Ministry of Education conducted a detailed survey of training institutions of Primary teachers during 1959-60. It also convened the first National Seminar on the Training of Primary Teachers at New Delhi in October 1960. This was attended by two representatives from each State and Union Territory—a deputy director in charge of teacher training and a selected principal of a Training school—and its deliberations were of great use.

17. **Basic Education.**—Since the conversion of Primary schools to the Basic pattern was being delayed on account of the paucity of funds available, the Panel on Education suggested at the Poona Meeting that the immediate task to be taken up should be the orientation of all Primary schools to the Basic pattern by introducing all those activities of Basic schools which do not require any costly equipment or larger space. This idea was pursued in four regional seminars held at Gandhigram, Bhopal, Puri and Chandigarh in which the details of the programme were finalised. The programme has now been included in the Third Plan and funds have been provided in the State Sector for the orientation of all Primary teachers to Basic education. It is hoped that by 1965-66, all Primary schools would be orientated to the Basic pattern and adopt a common integrated syllabus. The dichotomy between the Basic and non-Basic schools would thus be reduced to the minimum.

18. At the end of the First Plan, the total number of Junior Basic and Senior Basic schools was 8,360 and 1,645 respectively which works out at 3.05 and 8.3 per cent of the total number of Primary and Middle schools in the country. By the end of the Second Plan the number of Junior Basic schools will increase to 33,800 (or 10.3 p.c.) and that of Senior Basic schools will increase to 4,571 (or 20.1 p.c.).

19. **National Institute of Basic Education.**—In order to assist in the programme of Basic education, the Government of India has established the National Institute of Basic Education, New Delhi. Since its foundation in 1956, it has made considerable progress and it is proposed to expand its activities still further during the Third Five-Year Plan. A brief note on its activities during the year is given in Annexure II.

20. **Celebration of Basic Education Week.**—For the last four years, the State Governments/Union Territory Administrations and the Union Government have been celebrating a Basic Education Week highlighting the salient features of Basic education. These celebrations have served a useful purpose in creating greater awareness and appreciation of the aims and objectives of Basic education.

21. **Central Scheme for the Promotion of Children's Literature.**—Since good children's books are not available in sufficient numbers in the regional languages, the Ministry of Education took up a special scheme for the promotion of children's literature during the Second Five-Year Plan. Under this Scheme, two programmes have been adopted: (1) a National Annual Prize Competition for Children's Books; and (2) *Sahitya Rachanalayas*.

(a) *National Annual Prize Competition for Children's Books.*—Since 1954-55, the Ministry of Education organises national competitions for children's books in all regional languages. So far, six competitions have been conducted, and in the sixth competition, which was conducted during the year under review, five prizes of Rs. 1,000 each and twenty-three prizes of Rs. 500 each were awarded to books in different languages, the details of which will be found in Annexure VIII.

(b) *Sahitya Rachanalayas.*—In order to train potential authors of children's books, *sahitya rachanalayas* are being annually organised since 1955-56. The actual conduct of *rachanalayas* is left to the State Governments. In each *rachanalaya*, a number of authors of children's books are brought together for a period of six weeks and given orientation in the production of children's literature. Till the end of 1959-60, eleven *sahitya rachanalayas* had been organised. During 1960-61 administrative approvals have been issued to the State Governments of Madhya Pradesh, Orissa, Rajasthan and West Bengal for organizing one *sahitya rachanalaya* each at an expenditure not exceeding Rs. 11,000.

This important scheme is also being continued in the Third Five-Year Plan. The provision for 1961-62 is Rs. 2 lakhs.

22. **Pilot Project for the Improvement of Science-Teaching in Primary Schools.**—A Centrally sponsored scheme for the improvement of the teaching of science in Primary schools was approved by the Government of India in 1959. It provides for the appointment of science consultants with the object of making expert guidance in the teaching of science available to Primary teachers so as to enable them to make their students familiar not only with abstract scientific principles but also with many of the practical applications of these principles. Under this Scheme, the Government of India bears the entire expenditure up to a ceiling of Rs. 4,000 non-recurring, and Rs. 11,580 per year recurring per consultant unit.

This assistance is available up to the end of the Second Five-Year Plan only and then the projects have to be continued by the State Governments on their own. Administrative approvals have so far been issued

during 1960-61 to the following State Governments for the implementation of this Scheme:

State	Amount Rs.
1. Jammu & Kashmir	10,450
2. Punjab	10,000
3. Madras	17,904
4. Kerala	7,700
5. West Bengal	9,575
6. Mysore	6,800
7. Orissa	4,733
8. Bihar	6,750

23. **Loan to Children's Book Trust.**—The Government of India have sanctioned a loan of Rs. 7 lakhs to the Children's Book Trust, New Delhi, in order to help the Trust to put up a building and set up a good press for the printing of children's books. A sum of Rs. 4 lakhs had been advanced earlier and a request for a further advance of Rs. 2 lakhs has been received during the year under review and is under consideration at present. The Trust has been able to import a press and to obtain a site. The construction of its building will start shortly. The revised budget provision for the scheme during the current year is Rs. 2 lakhs and a sum of Rs. 1 lakh has been provided for 1961-62.

CHAPTER THREE
SECONDARY EDUCATION

(Age-Group 14-17)

In the field of Secondary education, the Ministry of Education has been pursuing a number of programmes for diversification and qualitative improvement of Secondary schools. Almost all the programmes in this field are included in the State sector and assistance is given to State Governments on a basis which varies from 50 to 66 per cent, according to the nature of the scheme. However, a number of Central schemes for the improvement of Secondary schools are being implemented through the Directorate of Extension Programmes for Secondary Education which was established in April, 1959, when the former All India Council for Secondary Education was reconstituted.

2. **Expansion of Secondary Education.**—Owing to the desire for higher education which is widespread among the people, Secondary education has been expanding very rapidly in all parts of the country. The number of Secondary schools increased from 7,288 in 1950-51 to 10,695 at the end of the First Plan. It is expected to rise to about 14,000 at the end of the Second Plan and to about 19,000 by the end of the Third Plan. The increases in enrolment have been even greater. During the First Plan, the enrolment in the age-group 14-17 increased by 6.70 lakhs,—from 13.25 lakhs in 1950-51 to 19.95 lakhs in 1955-56. This is expected to increase by 11.65 lakhs during the Second Plan and rise to 31.6 lakhs by the end of 1960-61. In the Third Plan, it is estimated to go up by 15 lakhs and reach 46.6 lakhs by 1965-66, which is 15.6 per cent of the total population in this age-group (*Vide* Annexure IX for details).

3. **Reorganisation of Secondary Education.**—All are agreed on the need to diversify Secondary education and to improve its quality and it is towards these two objectives that the efforts of the Ministry of Education, in collaboration with the State Governments, are directed. For this purpose, the Government of India appointed the Secondary Education Commission in September, 1952, which submitted its report in 1953. Its major recommendations were approved by the Government of India and a sum of Rs. 22 crores was earmarked in the First Five-Year Plan for the development of Secondary education. The amount was increased to Rs. 51 crores in the Second Five-Year Plan.

4. The main items of the programme undertaken for the reorganisation and reform of Secondary education are:

- (i) conversion of High schools into Higher Secondary schools; (ii) establishment of Multipurpose schools; (iii) improvement in the teaching of science; (iv) improvement in the remuneration and training of Secondary teachers; (v) provision of educational and vocational guidance in Secondary schools; (vi) examination reform; and (vii) improvement of the professional competence of Secondary school teachers through various inservice programmes, chiefly through the agency of Extension Services in teacher training institutions.

5. **Conversion of High Schools into Higher Secondary Schools.**—One of the important recommendations of the Secondary Education Commission was that Secondary education should extend up to the eleventh class in the place of existing patterns which vary from 10 to 12 classes. This recommendation has been accepted by all State Governments except Uttar Pradesh. By the end of the Second Plan, about 10% or 1500 schools will be of the Higher Secondary pattern and at the end of the Third Plan, about 50 per cent of the Secondary schools would have been upgraded.

6. **Establishment of Multipurpose Schools.**—The next important recommendation of the Secondary Education Commission was that Multipurpose schools, offering a number of diversified courses, should be established in order to prepare students for entering different walks of life at the end of the Secondary schooling. During the First Plan, 374 Multipurpose schools were established and their number is expected to increase to 1800 by the end of the Second Plan. Progress in this field has been slow on account of a number of difficulties, chief of which has been the paucity of trained teachers, especially in the practical subjects. In the Third Plan, therefore, it is proposed to consolidate the scheme. Four Regional Training Colleges are proposed to be established to train specialised teachers required for these schools. In the meanwhile, the Directorate of Extension Programmes for Secondary Education has been conducting seminars and workshops for the teachers and headmasters of these schools in order to help them to improve teaching. It has also implemented a scheme of strengthening selected Multipurpose schools. Under this scheme, schools offering technology, agriculture, and commerce and fulfilling certain criteria formulated by the Directorate are supplied with equipment and are guided by consultants in the respective fields. By the end of January, 1961, 26 courses each in Technology, Agriculture and Commerce were so strengthened.

7. **Teaching of Science in Secondary Schools.**—In view of the importance of science in modern life, steps are being taken to improve its

teaching in Secondary schools through the Directorate of Extension Programmes for Secondary Education.

8. The former All-India Council for Secondary Education had launched a programme of organising science clubs in Secondary schools and over 350 clubs had been organised during 1955-58. In 1959-60, no new science club was sanctioned, but during the current year, grants-in-aid amounting to Rs. 1,20,800 were sanctioned to the State Governments for the establishment of 115 science clubs and five central science clubs. To enable these clubs to organise their programmes satisfactorily, three conferences of sponsors were organised during January-March 1960, at Jabalpur, Cuttack and Belgaum. Forty sponsors were invited to each conference which discussed various aspects of the movement. A scheme of assessing these clubs has also been taken up with the assistance of Extension Services Departments and training college lecturers in science. Two hundred and twenty science clubs have so far been assessed.

9. During 1961-62, it is proposed to take a number of steps to strengthen and augment the programme of science education. These include: (1) a survey of science teaching; (2) preparation of handbooks for the guidance of general science teachers; (3) in-service training for teachers of science; (4) establishment of a Central Science Unit to conduct comparative studies of syllabi and generally to strengthen the teaching of science in Secondary schools in all possible ways.

10. In the Third Plan, it is proposed to emphasize the teaching of science very greatly. For this purpose, it is proposed to provide for the teaching of general science in all Secondary schools and of elective science in at least 25 per cent of them. A Central organisation for the improvement of science teaching is proposed to be set up and steps will also be taken to increase the output of science teachers.

11. Training and Remuneration of Teachers.—The percentage of trained teachers in Secondary schools has increased from 53 in 1950-51 to 59 in 1955-56. At the end of the Second Plan it is expected to rise to 68 and by the end of the Third Plan, it is expected that 75 per cent of the teachers in Secondary schools will be trained. The number of training colleges has also increased from 53 in 1950-51 to about 170 by the end of the Second Plan.

12. The question of improvement in the salary scales of Secondary school teachers was taken up during the Second Plan and Central assistance on a 50 per cent basis was given to the State Governments for this purpose. Almost all the States made use of this offer and revised the salary scales of the teachers.

13. **Provision of Educational and Vocational Guidance.**—In the context of diversified courses which could be taken up by pupils according to their ability and aptitudes, educational and vocational guidance occupies a very important place. The Central Bureau of Educational and Vocational Guidance has so far been the main Central agency to assist in the implementation of this programme. Some of this work has also been taken up by the Directorate of Extension Programmes for Secondary Education. In the Third Plan, it is expected that every Multipurpose school will have provision for a teacher-counsellor or full-time counsellor and most of the High and Higher Secondary schools would each have a career master to offer occupational information and guidance.

14. **Examination Reform.**—The programme of examination reform was launched by the Ministry of Education in 1958. It seeks to improve the examination system, not in the narrow and mechanical sense, but in the context of the total educational development including curriculum, textbooks, teaching aids, techniques of presentation and testing devices. The main work included the preparation of test items for the examination boards and teachers, training the staff of the teacher training colleges in the new evaluation techniques, establishing evaluation units in the States and training officers for this purpose, revising the syllabi, etc.

15. The task of implementing this reform was entrusted to the Directorate of Extension Programmes for Secondary Education which has evolved both an intensive and extensive programme for the purpose. Some of the important activities carried out in this field during the year under review are reported below.

(a) *Administration of Tests and Items Analysis.*—The officers of the Examination Unit of the Directorate administered about 50 tests in general science, mathematics, social studies and English in selected schools in different States. The answers were then subjected to item-analysis and selected items were finally allowed for transmission to the Boards.

(b) *State Level Evaluation Workshops.*—About thirty State level and advanced workshops were organised during January and February 1960, affecting over 600 Secondary school teachers.

(c) *Work with Training Colleges.*—Work with training colleges was carried out in three phases:

- (i) Extension work covering thirty colleges, 250 lecturers and 1,500 students through workshops conducted during January-February, 1960. The work included orientation workshops with B.T./B.Ed. students and conferences with the members of the staff.

(ii) Ten orientation workshops in June 1960, in which nearly 200 lecturers from 63 training colleges participated.

(iii) Intensive work in 20 training colleges located in eleven States. This programme covered 175 lecturers and over 2,000 pupil-teachers.

(d) *Training Course on Evaluation for State Officers.*—A five-week training course was organised in September-October 1960, at the Central Institute of Education, Delhi, for twenty-seven officers from fifteen States and Union Territories with the object of training the State evaluation personnel to take up the work of examination reform in the States during the Third Plan.

(e) *Studies in Internal Assessment.*—Some of the Secondary Education Boards have introduced internal assessment in their High and Higher Secondary school examinations. The last Conference of the Secretaries of the Secondary Education Boards had recommended that certain aspects of internal assessment should be further studied. Accordingly, the officers of the Examination Unit, conducted an investigation into the subject. A report of this study has been published.

(f) *Publications.*—A number of brochures on examination reform were published during the year under review and were made available to the State Education Departments, State Boards of Secondary education and training colleges.

(g) *Syllabi.*—In pursuance of a recommendation of the Conference of the Secretaries of Boards of Secondary Education held in September 1959, the Examination Unit drafted a note on the incorporation of evaluation approach in the B.T./B.Ed. syllabi and circulated it to the various universities and training colleges for opinion and suggestions. On the basis of replies received, a revised note was sent to the training colleges and universities for further action. Most of the colleges have agreed in principle to incorporate this approach in their teaching practices.

(h) *Seminar on Research in Evaluation.*—It was recognised that a stage had been reached in examination reform when its further development depended upon studies and investigations carried out by training colleges and progressive institutions on the various aspects of the reform. A Seminar on Research and Evaluation was, therefore, organised in August-September 1960. It was attended by nineteen lecturers, coordinators and headmasters of schools. As a result of the seminar, a list of subjects that required research studies was drawn up.

In the next financial year, the Directorate will intensify these activities and also take up work in several subjects which have not been dealt with so far. A Curriculum Unit will be set up in the Directorate to work out

the criteria to which learning experiences and evaluation instruments will be related. A Psychometric Unit and a Statistical Unit will also be set up for statistical analyses of the data collected and to help in the standardisation of tests.

16. *Extension Service Departments.*—Consequent upon the reconstitution of the former All-India Council for Secondary Education into the Directorate of Extension Programmes for Secondary Education, the staff of the Extension Services Centres was transferred to the State Government or the university or the Managing Committee which controlled the training college concerned, with effect from April 1, 1959. Nine State Governments, eight universities and all the 14 private managements have so far agreed to take over the management of the Extension Services Centres. During the year under review, the Directorate continued to meet the entire expenditure on the project as before. Funds were paid in the form of grants-in-aid through the State Departments of Education,—Rs. 2.24 lakhs in 1959-60 and Rs. 4.95 lakhs during the first three quarters of 1960-61.

17. A ten-day Workshop of the Co-ordinators of the Extension Services Centres was organised at the Central Institute of Education, Delhi, from 29th February to 9th March, 1960 and was attended by 47 persons. In addition, zonal conferences of directors and coordinators of the five zones were also held during March 1960. Two four-week workshops on audio-visual education were held at the National Institute of Audio-Visual Education, New Delhi, in May and September 1960, for the Coordinators and Technical Assistants of the Extension Centres. During January-March 1961, it is proposed to hold zonal conferences of the Honorary Directors and Coordinators of the five regions to discuss a concerted programme of work during the Third Plan in accordance with the over-all objective of re-organising Secondary education.

18. Since the extension services have proved to be very useful, it is proposed to expand the project during the Third Five-Year Plan to cover as many more training colleges as feasible.

19. *Other Programmes of the Directorate of Extension Programmes for Secondary Education.*—In addition to its activities described earlier, the Directorate of Extension Programmes for Secondary Education also carried out a number of significant programmes which are described below.

(a) *Experimentation in Schools.*—During the last quarter of 1959-60, an amount of Rs. 15,875 was sanctioned as grant to thirty Secondary schools for the completion of experimental projects which had already been approved. During 1960-61, sixty-four projects were selected for

financial assistance costing a total sum of Rs. 31,543. During 1961-62, the scheme will be expanded further.

(b) *Seminars and Workshops.*—The programme of subject-teachers' and headmasters' seminars which was started in October 1959, was completed during January-March 1960. Nine subject-teachers' seminars and six headmasters' seminars were conducted during this period. In addition, three follow-up workshops of headmasters, two conferences of the heads of Multipurpose schools and a seminar-cum-training course of headmasters and teachers of Multipurpose schools were also organised.

During the summer of 1960, for a period of six weeks a Working Group of selected teachers of technology, agriculture and commerce met to prepare instructional material for teachers of these three subjects. A Handbook on Agriculture has been brought out and the remaining two handbooks are expected to be printed shortly. These books will be distributed to the teachers of Multipurpose schools during January-March 1961.

During the current year, the Directorate proposes to organise altogether sixteen subject-teachers' seminars, sixteen headmasters' seminars and two all-India seminars. In view of the extreme importance attached to science teaching in the Third Plan it has been decided to confine all the sixteen subject-teachers' seminars to a discussion of science teaching in Secondary schools. The headmasters' seminars will discuss vocational guidance, library organisation, internal assessment, evaluation and science teaching.

The in-service training programmes of science teachers will be intensified during 1961-62, especially in general science. It is proposed to organise the following seminars: all-India seminars—7, subject-teachers' seminars—32, follow-up workshops—3, seminar-cum-training courses—5, regional seminars—4, and State seminars for guidance and cumulative records—16.

(c) *Library Organisation in Secondary Schools.*—Libraries constitute one of the weak points in Secondary schools and require to be greatly strengthened. A preliminary study on this problem has been made and the data collected will form the basis of further action during 1961-62. It is also proposed to organise seminars and workshops to prepare standardised lists of library books for Secondary schools.

(d) *Studies on English Teaching.*—English teaching constitutes another area which has become rather weak during the last decade and requires strengthening. A study was, therefore, made on the existing position of English teaching in the various States to find out precisely what type of future programme may be organised. This has been compiled in the form of a brochure. During 1961-62 it is proposed to organise a series of lectures on the teaching of English in collaboration with the Central Institute of English, Hyderabad.

(e) *Craft Teaching.*—The Directorate has also undertaken a study of the position of craft teaching in the Secondary schools of the country. Detailed information has been collected through questionnaires and is being compiled.

(f) *Publication.*—The Directorate continues to bring out the monthly journal, 'Teacher Education'. It has also brought out a number of other publications on different aspects of its activities and problems of Secondary education. A list of publications brought out by the Directorate during the period under report will be found at Annexure XIII.

CHAPTER FOUR

HIGHER EDUCATION

In the field of Higher education, the Government of India is responsible for the maintenance of the Central Universities—Aligarh, Banaras, Delhi and Vishvabharati. It is also responsible for the coordination and maintenance of standards in Higher education and it is for this purpose that the University Grants Commission was constituted in 1953. In addition to these constitutional obligations, the Government of India gives grants-in-aid to State Governments and voluntary organisations for the development of Higher education and operates several programmes of international cooperation for the development of Higher education in India. It also conducts significant pilot projects in Higher education of which the most important is that of Rural Institutes.

A. CENTRAL UNIVERSITIES

2. Aligarh Muslim University.—In December 1959, the Executive Council of the Aligarh Muslim University set up an Enquiry Committee whose terms of reference were: (a) to enquire into the financial transactions of the University from 1951-52 to date with special reference to the audit objections relating to the accounts of these years and the steps, if any, taken by the University to meet these objections; (b) to enquire into the recruitment, appointment and promotion of the teaching and administrative staff of the University and the admission of students to the University since 1951-52 and to report on the same; (c) to suggest suitable measures of reform necessary for the efficient functioning of the University. The Committee consisted of Dr. G. C. Chatterjee (Chairman), Prof. A. R. Wadia, Shri Kartar Singh Malhotra and Shri R. P. Naik, Joint Secretary, Ministry of Education (Secretary). Later on, two members, Shri P. N. Saprú and Shri M. A. Shahmiri were added to it. The Committee has recently submitted its report to the Aligarh University.

3. Banaras Hindu University.—Shri Justice N. H. Bhagwati was appointed as the Vice-Chancellor of the Banaras Hindu University *vice* Dr. V. S. Jha who resigned. Shri Bhagwati took over charge on April 16, 1960.

During the year under review, the proposal for long term legislation in respect of the Banaras Hindu University was examined and the drafting of the Bill taken in hand.

At the request of the Executive Council of the Banaras Hindu University, the President was pleased to permit Shri Justice K. T. Desai of the Gujarat High Court to conduct an enquiry into the purchase of U.P. Zamindari Abolition Compensation Bonds by the University. Justice Desai has completed the enquiry and submitted his report to the Executive Council of the University towards the end of October, 1960. The report has been accepted by the Executive Council.

4. Delhi University.—During the course of the year, Dr. V. K. R. V. Rao resigned the Vice-Chancellorship of the University. Prof. N. K. Sidhanta, who was appointed by the Visitor in the resultant vacancy, took over charge on October 8, 1960.

One more college for girls, the Pramila College, was started by the Daulat Ram Public Trust Education Society from the current academic session. Orders for the allotment of 14 acres of land in the University campus for the building, hostel and staff quarters, playground, etc. of this College have also been issued.

The Working Group appointed to study the problem of the expansion of the school and collegiate education in the city of Delhi during the next two decades submitted its report to the Government in June, 1960.

The administration of the Deshbandhu College, Kalkaji, was transferred to the Ministry of Education from the Ministry of Rehabilitation towards the latter part of 1957-58. In 1958-59, this college was recognised by the University of Delhi as a constituent college and pursuant to this decision, it has been included in the 'grant-in-aid' list of the University Grants Commission with effect from 1958-59 and it receives grants from the Commission on the basis of the usual formula of grants applicable to such colleges. The balance of the deficit of the college is being met by the Central Government.

B. INSTITUTIONS OF ALL-INDIA IMPORTANCE IN EDUCATION

5. Jamia Millia Islamia.—The Ministry of Education assists the Jamia Millia Islamia on a deficit basis. Out of a provision of Rs. 5,20,000 made for the purpose in 1960-61, a sum of Rs. 3,90,000 has so far been released to the institution. The revised budget provision for the current year is Rs. 5,60,000 and that for 1961-62 is Rs. 5,80,000.

A proposal for formulating legislation in respect of this institution with a view to declaring it as an institution of national importance under Entry No. 63 of the 7th Schedule of the Constitution and for empowering it to confer or grant degrees is at present under consideration.

6. **Gurukul Kangri and Indian School of International Studies.**—The two Committees constituted by the Government of India to consider the desirability of empowering these two institutions by an Act of Parliament to confer or grant degrees in respect of courses of study conducted by them have submitted their reports which are now under the consideration of the Government of India.

7. **Strengthening of Institutions of Higher Learning of All-India Importance.**—A scheme for giving financial assistance to all-India institutions of higher learning is being drafted. In that connection an Advisory Committee has been set up with two items of reference: (i) to assist in the selection of institutions for grants under the scheme; and (ii) to advise on the schemes formulated by the institutions for assistance. During the year under report, the Advisory Committee held two meetings. The Committee has already recommended the names of a certain number of institutions for being considered for financial assistance under the scheme. The cases of these institutions are being examined.

8. A provision of Rs. 10 lakhs has been included in the budget estimates for 1961-62 for this scheme. A jubilee grant of Rs. 1 lakh has already been approved for each of the Gurukula Kangri Vishwavidyalaya and the Jamia Millia Islamia out of the budget provision under this scheme.

C. UNIVERSITY GRANTS COMMISSION

9. During the year under review, Dr. C. D. Deshmukh retired from the Chairmanship of the Commission on attaining the age of 65. Dr. V. S. Krishna, the Vice-Chancellor of the Andhra University, took over charge of the post with effect from 14th January, 1961.

10. Out of the budget provision of Rs. 7,15,61,000 for grant-in-aid to the University Grants Commission for 1960-61 (excluding grants for three-year degree course plan) a sum of Rs. 5,89,96,664.67 has so far been placed at the disposal of the Commission. In the revised estimates, a provision of Rs. 7,38,74,000 has been tentatively made. For 1961-62 a provision of Rs. 12,39,80,000 has been proposed. This includes Rs. 1,84,00,000 for technical education. The latter has to be adjusted against the Third Plan ceilings of the Ministry of S. R. & C. A. concerned with technical education.

11. The entire work relating to the implementation of the scheme of the three-year degree course has been transferred to the University Grants Commission with effect from 1st April 1960. For this purpose, a sum of Rs. 70,00,000 has been provided for in the revised estimates for 1960-61. Amounts are being released to the Commission for the

implementation of the scheme, both in government and non-government colleges as and when the Commission sends in its requirements.

D. DEVELOPMENT PROJECTS UNDERTAKEN WITH EXTERNAL ASSISTANCE

12. In the field of Higher education, a number of important development projects have been taken up with external assistance. These include: (a) Home Science education and research; (b) Public Administration Centre at Lucknow University; (c) the introduction of general education programme in selected Indian universities; (d) the Australian gift of reference books under the Colombo Plan; (e) Indo-United States Agreement for financing an educational exchange programme; and (f) India Wheat Loan Educational Exchange Programme. Brief notes on the progress of these projects during the year under review are given below.

(a) **Home Science Education and Research.**—The project for assistance to Home Science Education and Research under the Indo-U.S. Technical Cooperation Programme continued to progress during 1960-61. Out of the nine American technicians who had taken up their assignments in the institutions selected as regional demonstration centres under the project, one had to leave for the U.S.A. on grounds of health. The replacement has since been obtained and is assisting the Regional Demonstration Centre at Madras. As regards training facilities provided for under the project, four Indian Home Science administrators were selected for an observation tour for three months and four Indian Home Science teachers, for higher studies/training for twelve months in the U.S.A. The administrators/teachers left for the U.S.A. in two batches in September, 1960. Supplies envisaged under the Agreement (books worth \$ 8,700 and equipment worth \$ 32,000) continued to be received by the beneficiary institutions. The cost of the commodities (C.I.E. value), customs duty and incidental charges and local costs of technicians are reflected in Government of India accounts and for that purpose a total provision of Rs. 1,75,300 has been made in the budget estimates of 1960-61 and Rs. 1,58,400 have been provided in the budget estimates for 1961-62.

A Home Science conference was held in New Delhi in April 1960 to review and evaluate the accomplishments under the Programme, to plan for the most effective use of the remaining period of this Programme which is in the terminal phase and to consider the future development of Home Science in India. The conference also considered the findings of a survey, conducted by the Home Science technicians, which aimed

at assessing the existing facilities for Home Science education and research in India.

(b) **Public Administration Centre at Lucknow University, Lucknow.**—The project for assistance to the Public Administration Centre at the Lucknow University under the Indo-U.S. Technical Cooperation Programme continued during 1960-61 in so far as the supply of library materials was concerned. The final contribution date was extended up to 15th July, 1960 due to unforeseen delays in the procurement of equipment. The supply of books is expected to be completed before December, 1960. As the cost of commodities is reflected in the Government of India accounts, a provision of Rs. 20,000 was made for it in the revised estimates for 1960-61.

(c) **Introduction of General Education Programme in Selected Indian Universities.**—This programme, which had been drawn up in 1959-60 with a grant from the Ford Foundation spread over a period of three years, continued to make progress during 1960-61. The second instalment of \$ 25,000 out of the total grant of \$ 50,000 was received. Grants were sanctioned to the six Universities of Andhra, Sri Venkateswara, Osmania, Bihar, Poona and Mysore. A provision of Rs. 40,000 has been proposed in the revised estimates for 1960-61 and of Rs. 79,000 in the budget estimates for 1961-62.

(d) **Gift of Australian Reference Books under the Colombo Plan.**—The Government of Australia made gifts of reference books on Australia to the Indian universities/libraries/institutions for reference purposes. As the cost of these books is to be reflected in Government of India accounts, a provision of Rs. 61,400 has been made in the revised estimates for 1960-61 for making the necessary adjustments.

(e) **Indo-U.S. Agreement for financing an Education Exchange Programme.**—Under the programme for 1960-61 administered by the U.S. Educational Foundation in India, 99 students, 20 teachers and 13 university professors and research scholars were sent from India to the U.S.A. and nine students and 27 professors came to India from the U.S.A. The programme will continue during 1961-62. Under the Agreement, the Government of India makes a grant to the U.S. Educational Foundation in India for the taxes and duties paid by it and its American grantees in India who are exempted from the payment of such taxes. For this purpose a provision of Rs. 4,66,600 has been made in the revised estimates for 1960-61 and another Rs. 5 lakhs has been provided in the budget estimates for 1961-62.

(f) **India Wheat Loan Education Exchange Programme.**—The budget for the fifth and last year of the India Wheat Loan Educational Pro-

gramme has been finalised. The allocation of funds for the various aspects of the programme are as follows:

Books for Universities	\$168,550
Scientific equipment for universities	\$175,000
Exchange of persons between India and the U.S.A.	\$ 168,550
Administration	\$ 105,128

After the allocations have been made as above, an uncommitted balance of \$238,214 would be left. This is proposed to be spent in the following way:

Books	\$50,000
Scientific equipment	\$75,000
Administration for fiscal year 1961	\$100,000

The remaining amount will be used to cover any administrative costs that might arise beyond June 1961.

During the year, five librarians were sent to the U.S.A. to study library techniques for a period of five months and in exchange, one librarian has come to India. Three curriculum scientists were also sent to the U.S.A. for a period of three months. The two astronomers of Nizamiah Observatory who were in the United States have been granted an extension of eight months. The other aspects of the programme of the exchange, of personnel and books and scientific equipment are also being implemented.

E. OTHER IMPORTANT PROJECTS FOR THE DEVELOPMENT OF HIGHER EDUCATION

13. **Rehabilitation Grant to the Punjab University.**—Under the Second Five-Year Plan a sum of Rs. 65 lakhs was originally set apart by the Ministry of Rehabilitation for a grant to the Punjab University for its rehabilitation programmes. This project was transferred to this Ministry towards the end of 1957 along with the Plan allocation. An *ad hoc* grant of Rs. 25 lakhs was sanctioned in 1958-59 to the University, as a special case, pending a full assessment of its actual needs. A Visiting Committee which was appointed to assess the needs of the University recommended that the balance of the rehabilitation grant, *viz.*, Rs. 40 lakhs should be made available to the University to enable it to complete the works already taken up or envisaged subject to certain conditions. A further sum of Rs. 25 lakhs was, therefore, released to the university in 1959-60. The balance of Rs. 15,00,000 may be released during the current financial year.

14. **Medium of Instruction in Universities.**—The question as to the most suitable medium of instruction for Indian universities has been engaging the attention of educationists for some time. The University

Education Commission favoured the adoption of the regional languages, with the option to use the federal language, as the medium of instruction. This question has been considered also by the Central Advisory Board of Education, the Inter-University Board and the University Grants Commission, who have recommended a planned approach to the problem.

The University Grants Commission has been requested by the Government of India to examine the problem of medium of instruction and to take all possible measures for assisting the universities in the task of introducing the regional languages as medium at the university stage. In pursuance of the resolution passed by the U.G.C. at its meeting held in June 1958, the Commission appointed a Working Group to study the question of adopting the Indian languages as media of instruction in the universities. The Working Group has since submitted its report which is expected to be considered by the U.G.C. shortly.

15. **Establishment of New Universities.**—A suggestion has been made to the State Governments by the Government of India that, since the establishment of new universities has a direct bearing on the maintenance of proper academic standards, it would be a helpful practice to establish that all proposals connected with the establishment of a new university might be referred sufficiently in advance to the Union Ministry of Education who would seek the advice of the University Grants Commission and communicate the same to the State Government concerned. The State Governments have been further requested to give due consideration to the suggestions made by the Commission while formulating proposals for the creation of new universities.

During the period under report, the following universities have come into being or have been reorganised under Acts of State Legislatures:

West Bengal	(1) University at Bardwan (2) University at Kalyani
Bihar	(1) Ranchi University, Ranchi (2) Bhagalpur University, Bhagalpur (3) Bihar University, Muzaffarpur (4) Patna University, Patna

16. **Publication of Foreign Textbooks at Lower Prices.**—It has been increasingly realised that one of the handicaps suffered by the students and teachers in colleges and universities is the high cost of textbooks and reference books in English. In order to overcome this difficulty, efforts are being made to produce (or make available) books at reasonable prices, by arrangement with foreign publishers.

The Ministry of Education set up an inter-ministerial committee and through its help, it has been possible to compile lists of books which could be considered for publication on basic sciences, humanities, medicine, agriculture and veterinary sciences, and engineering and technology. Efforts are being made to evolve a scheme for developing the project in all its aspects. For this purpose, a Board has been set up, to utilise PL 480 funds for the cheap publication of the American books in India. In so far as the U.K. books are concerned, some selected books are being printed in the U.K. and would soon be made available in India at cheaper prices under a subsidy given by the Government of the U.K.

17. **Model Legislation.**—It is proposed to frame a model legislation for universities in India. Necessary action in this regard is expected to be initiated in consultation with the authorities concerned as soon as practicable.

F. RURAL HIGHER EDUCATION

18. The Rural Institutes which were started in 1956 entered the fifth year of their existence. There are at present 11 such institutes located in nine States and in the Union Territory of Delhi.

19. Rs. 30,27,370 in grants and Rs. 1,60,733 for stipends were released to the Rural Institutes during the period 1st January to the 8th December 1960.

20. **Examinations and Employment.**—The National Council for Rural Higher Education conducted final examinations in April 1960. 401 candidates were declared successful. 146 candidates found employment up to November 1960, in various fields.

21. **Sanitary Inspectors' Course.**—In accordance with the pattern of education laid down by the Committee on Rural Higher Education and in consultation with the Ministry of Health, it has been decided to introduce Sanitary Inspectors' course of one year's duration in Rural Institutes at Gandhigram and Udaipur on an experimental basis. For this purpose, the Ford Foundation has placed at the disposal of the Rural Institutes in February 1960, a grant of \$158,500 for starting the course. The grant includes expenditure to be incurred on the construction of tuitional buildings, hostels and fittings, staff quarters, equipment and supplies for office and laboratory. On the recurring side, it will include expenditure on payment of salaries to the staff, etc.

22. **T.C.M. Aid.**—Under the T.C.M. assistance programme for the Rural Institutes which started in 1957, 20 teachers from the Rural Institutes were sent in June 1959 to the U.S.A. for one year's training in Extension and Rural Higher Education. The services of Dr. Luther M. Ambrose for two years have also been obtained.

23. **Seminars and Training.**—During 1961-62, equipment worth \$30,000 and the services of four short term consultants will be made available by the T.C.M. It is also proposed to send the Directors of the Rural Institutes on a short term study and observation tour abroad. In July 1960 the fourth Inter-State Seminar was held in Bhopal. In December 1960, a training course of teachers of the Rural Institutes was organised in the Rural Institute, Amravati.

24. **Recognition of Diplomas.**—The State Governments of Rajasthan, Madhya Pradesh, Madras, and Jammu and Kashmir have recognised the Diploma in Civil and Rural Engineering for the purpose of recruitment to subordinate posts and services under them. The State Governments of West Bengal, Madhya Pradesh, Andhra Pradesh and Maharashtra have also recognised this Diploma in Rural Services as equivalent to the first degree of a university for purposes of employment.

The matter of recognition is being pursued with the remaining State Governments.

Proposals for the Third Five-Year Plan.—During the Third Plan period schemes for the development of Higher education have been included in the Central sector as mentioned below.

(1) **Correspondence Courses and Evening Colleges.**—The enrolment in universities is likely to increase from 9 lakhs to 13 lakhs by 1965-66. In order to provide for this increased number, the Government of India, besides expanding facilities for collegiate education, has proposed to institute Correspondence Courses and Evening Colleges in order to relieve the rush in colleges and also to provide facilities for higher education to some of those who have either been denied admission to universities or who cannot afford to continue their education as full time students. For this purpose a provision of Rs. 2 lakhs has been made in the budget estimates for 1961-62.

(2) **Rural Higher Education.**—At present there are 11 Rural Institutes in eight States. During the Third Plan it is proposed to start a few new institutes in regions where there is none. The following courses are proposed to be introduced in the Rural Institutes where the demand exists and considered to be suitable for their introduction:—

- (a) Three-Year Diploma Course in Rural Services;
- (b) Three-Year Diploma Course in Rural and Civil Engineering;
- (c) Certificate Course in Agriculture;
- (d) Health Course;
- (e) Teachers' Training Diploma Course;
- (f) Teachers' Training Certificate Course; and
- (g) Post-Graduate Course in Community Development.

(3) **Assistance to All-India Institutions of Higher Learning and Inter-University Board.**—The Ministry of Education has formulated a scheme to help selected institutions working at post-matriculation level and run by voluntary organisations at least for ten years on an all-India basis for improving and extending their activities.

(4) **National Institutes for Women.**—The National Council for Women's Education while surveying the position of the education of girls and women recommended that a National Institute for Women at post-Secondary or university level be set up to train women for positions of high level leadership and responsibility in every walk of life. The proposal is being considered by a committee set up for the purpose.

(5) **Assistance to Publication of University Textbooks.**—In addition to the steps described earlier under the sub-heading, "16. Publication of Foreign Books" in this chapter, there may, however, be some other titles requiring assistance. Under the scheme, the Ministry of Education in consultation with the University Grants Commission may have to help Indian publishers to produce cheap editions of foreign textbooks, textbooks by Indian authors and translations of foreign textbooks. A provision of Rs. 3 lakhs has been proposed for this purpose under the Third Five-Year Plan.

(6) **Educational Conferences, Exchange of Professors and Delegations etc.**—An exchange of delegations of professors as well as conferences would help in mutual understanding and offer opportunities to subject-specialists to get together and exchange information and opinion. The Ministry of Education already has in hand proposals for the exchange of university professors with the U.S.S.R., Germany and other countries. Under the agreements, it is proposed to exchange Indian professors/Readers with professors/Readers of these countries.

H. MISCELLANEOUS

Inter-University Board of India.—A provision of Rs. 32,000 has been included in the estimates for 1960-61 and it has been retained in the revised estimates. The same provision has been included in the budget estimates for 1961-62.

CHAPTER FIVE

DEVELOPMENT OF HINDI AND SANSKRIT

Under Article 351 of the Constitution, it is the duty of the Government of India to promote, develop and enrich the Hindi language. The Ministry of Education conducts several programmes for this purpose which have been briefly described in this Chapter.

A. PROPAGATION OF HINDI

2. For the propagation of Hindi, the Government of India has adopted a scheme under which facilities are provided to the employees of Central and State Governments to learn Hindi. The work is mainly being done under the auspices of the Ministry of Home Affairs. Secondly, the Government of India gives grants-in-aid to Hindi organisations, individuals, etc., for the propagation of Hindi. Grants-in-aid are also given to non-Hindi speaking States for schemes relating to (a) the appointment of Hindi teachers in Secondary schools, (b) the establishment of Hindi teachers' training colleges, and (c) the purchase of library books in Hindi. Thirdly, the Government of India also operates five schemes in the Central sector for this purpose, viz., (a) the establishment of Kendriya Hindi Shikshan Mandal, Agra; (b) organisation of lecture tours by prominent Hindi scholars and writers from Hindi speaking areas to non-Hindi speaking areas and *vice versa*; (c) organisation of debating teams to schools and colleges from non-Hindi speaking areas to Hindi speaking areas and *vice versa*; (d) free supply of Hindi books to schools and public libraries; and (e) holding of seminars of Hindi teachers of non-Hindi speaking areas in Hindi speaking areas and *vice versa*.

3. Payment of Grants to Hindi Organisations, Individuals etc. for the Propagation of Hindi.—The Ministry of Education assists voluntary organisations engaged in the work of propagation of Hindi. Grants are given both for specific projects entrusted to the organisation by the Ministry and for general purposes. The Ministry has also decided to grant financial assistance to individual authors who have written meritorious works which would go to enrich the scientific and technical literature in Hindi but which they are unable to publish. During the year under review, grants-in-aid amounting to Rs. 2.12 lakhs were given to 13 organisations for different purposes. The details of these will be found in Annexure X.

4. **Appointment of Hindi Teachers in the non-Hindi Speaking States.**—The scheme envisages the appointment of at least one Hindi teacher in each Higher Secondary school in the non-Hindi speaking States. Consequent on the introduction of the revised procedure for payment of grants to the State Governments on Centrally sponsored schemes, Central assistance under this scheme is being released to the State Governments by the Ministry of Finance, Department of Economic Affairs, in the shape of ways and means advances. Final sanctions on the basis of amounts spent by the State Governments concerned will be issued during the last quarter of the year. It is expected that grants totalling about Rs. 8 lakhs will be sanctioned to the State Governments concerned during the current financial year.

5. **Opening of Hindi Teachers' Training Colleges.**—This scheme envisages the opening of Hindi teachers' training colleges in non-Hindi speaking States to provide an adequate number of trained and efficient Hindi teachers in those areas. The entire expenditure on this account is borne by the Government of India. A grant of Rs. 15,020 was sanctioned to the Government of Andhra Pradesh during 1959-60. Expenditure sanctioned for Rs. 1,66,800 has been accorded to the Tripura Administration for opening of a Hindi teachers' training college in the Territory. A sum of Rs. 36,480 has been sanctioned to the Maharashtra Government for running four short term Hindi teachers' training courses this year.

6. **Kendriya Hindi Shikshana Mandal, Agra.**—A Kendriya Hindi Shikshana Mandal has been set up at Agra as an autonomous body which will supervise and control the Kendriya Hindi Shikshaka Mahavidyalaya, Agra, with effect from 1st January, 1961. The Mahavidyalaya will provide facilities for research and training of Hindi teachers on scientific lines, as also for the study of advanced Hindi literature and comparative philology of different Indian languages.

7. **Organisation of Lecture Tours by Prominent Hindi Scholars and Writers.**—Under this scheme, lecture tours by prominent Hindi writers are organised from Hindi speaking to non-Hindi speaking areas and *vice versa*.

8. **Organisation of Debating Teams of Schools and Colleges.**—Under this scheme, debating teams of school and college students from the non-Hindi speaking areas are sent to Hindi speaking areas and *vice versa*. The details of the scheme were finalised during the year under review and circulated to the State Governments. So far six debating teams have been organised—three senior teams from Lucknow, Kerala and Utkal Universities, and three junior teams from Gujarat, Madras and U.P. Arrangements for organising eight debating teams,—five senior and three junior,—are being made this year.

9. **Free Supply of Hindi Books to Schools and Public Libraries.**—Under this scheme, sets of Hindi books are supplied free to school and college libraries in non-Hindi speaking areas. So far 47 books have been distributed in the previous years. Books have been invited from publishers for supply during the current year.

10. **Holding of Seminars of Hindi Teachers.**—Under this scheme, seminars of Hindi teachers from non-Hindi speaking areas are held in Hindi speaking areas and *vice versa*. So far, six seminars of teachers from the non-Hindi speaking States were held at Varanasi, Gwalior, Patna, Udaipur, Madras and Trivandrum. Another seminar in Mysore is proposed to be held shortly.

B. DEVELOPMENT OF HINDI

11. For the development of Hindi the Ministry of Education operates a number of schemes which include: (a) publication of Hindi encyclopedia; (b) publication of revised and critical editions of standard Hindi works now out of print; (c) publication of omnibus volumes of the works of eminent Hindi writers; (d) prizes to Hindi books of outstanding merit; (e) preparation of histories of sciences etc.; (f) compilation of Basic Hindi Grammar; (g) translations of standard textbooks from foreign languages; (h) preparation of a keyboard in Hindi typewriter and teleprinter; and (i) improvement of Hindi shorthand.

12. **Hindi Encyclopedia.**—The work of preparing a ten-volume encyclopedia in Hindi at a total cost of Rs. 7 lakhs was entrusted to the Nagari Pracharini Sabha, Varanasi in 1956. The Sabha has been paid a sum of Rs. 75,000 for this purpose this year. The first volume of the Encyclopedia has been printed. The second volume is nearing completion.

13. **Publication of Revised and Critical Editions of Standard Hindi Works now out of print.**—This scheme originally envisaged the preparation of 13 works. Only four works have been taken up in the first instance. These have been entrusted to Allahabad University, who has been sanctioned an initial grant of Rs. 5,000 for the work entrusted to it.

14. **Publication of Omnibus Volumes of the Works of Eminent Hindi Writers.**—This scheme originally envisaged the preparation of 16 works. In the first instance, six works have been entrusted to various scholars and universities.

15. **Prizes to Hindi Books of Outstanding Merit.**—This scheme had been in operation since 1952-53 but was included in the Second Plan only in 1957-58. Three contests have already been held so far covering books published up to 1955. The scope of the scheme has now been

revised so as to cover only unpublished works on scientific and technical subjects. 20 prizes of Rs. 1,500 each have been announced and the last date for the receipt of entries was 30th September, 1960.

16. Preparation of Histories of Sciences etc.—The preparation of works on the following subjects has been entrusted to the universities mentioned against each work:—

- (1) History of Sciences (Pure)—Allahabad University
- (2) History of Sciences (Applied)—Jabalpur University
- (3) History of Social Sciences—Lucknow University
- (4) Encyclopedia of Indian Mythology—Muslim University of Aligarh
- (5) Dictionary of Indian Phrases and Fables—Banaras Hindu University

17. Translation of Standard Textbooks from Foreign Languages into Hindi.—Under the scheme about 300 books are proposed to be translated during the Third Plan. A book, 'Shasan par Do Nibandh' has been prepared by the Hindi Samiti, Government of Uttar Pradesh at a cost of Rs. 11,500.

18. Basic Hindi Grammar.—The English version of the Basic Grammar of Modern Hindi has been brought out. The Hindi version is under preparation by Dr. Aryendra Sharma.

19. Keyboard of Hindi Typewriter and Teleprinter.—The report of the Hindi Typewriter and Teleprinter Committee in regard to a keyboard for the Hindi typewriter/teleprinter has been published. The keyboard for the typewriter has been finalised and is under manufacture by the Ministry of Commerce and Industry. The report for the keyboard for the teleprinter is under consideration.

20. Hindi Shorthand.—The work of carrying out morphophonemic analysis of Hindi and various regional languages is expected to be completed by 1960. Thereafter, the matter will be placed before the Hindi Shorthand Committee for evolving a suitable system of Hindi shorthand.

C. ENRICHMENT OF HINDI

21. For the enrichment of Hindi, the major activity is that of review, evolution and coordination of scientific terminology pertaining to science and technology on the one hand and the humanities, social sciences and administration on the other. To implement this important project, it is proposed that the Board of Scientific Terminology which had been

established in 1950 should be dissolved in pursuance of the Order of the President dated April 27, 1960, on the propagation and development of Hindi, a Standing Commission for Scientific and Technical Terminology should be created. Dr. D. S. Kothari, Professor of Physics, Delhi University, and Scientific Adviser to the Ministry of Defence, has been appointed as the Chairman of the Commission, which will consist of six other members, with the Director of the Central Hindi Directorate as non-member Secretary. The functions of the Commission will be:—

- (a) Review of the work done so far in the field of scientific and technical terminology in the light of the principles laid down in paragraph 3 of the Presidential Order.
- (b) Formulation of principles relating coordination and evolution of scientific and technical terminology in Hindi and other languages.
- (c) Coordination of the work done by different agencies in the States in the field of scientific and technical terminology, with the consent or at the instance of the State Governments concerned, and approval of glossaries for use in Hindi and other Indian languages as may be submitted to it by the concerned agencies.
- (d) The Commission may also take up the preparation of standard scientific textbooks using the new terminology evolved or approved by it, preparation of scientific and technical dictionaries and translation into Indian languages of scientific books in foreign languages.

22. To secure the active association of the Central Ministries concerned, the State Governments, the universities and other learned societies, with the work of the evolution of scientific and technical terminology, it has further been decided to set up a high-level advisory board to advise the Government of India. The Minister of Education will be the Chairman of this Board whose composition will be as follows:—

- (i) A representative each from the Ministries of Education, Scientific Research and Cultural Affairs, Information and Broadcasting, Home Affairs. and the University Grants Commission;
- (ii) A representative of each of the State Governments;
- (iii) Ten members to be nominated by the Ministry of Education to represent universities, learned societies and other interests; and

(iv) The Chairman of the Commission for Scientific Terminology.

23. For terminological work pertaining to fields other than science and technology, it is proposed to establish a Review and Coordination Committee consisting of eminent experts in the field.

24. The work done in the field of the development of technical terms can be classified broadly under three groups: (1) development of technical terminology; (2) other work in terminology; and (3) publication of manuals using the new terminology. Brief notes on the progress of these schemes during the year under review are given in the paragraphs that follow.

25. Technical Terminology.—During the year, 24 expert committees on different subjects functioned under the Board of Scientific Terminology.

(a) Final Lists: The Lists of Technical Terms in Hindi on the following subjects have been finalised, and are available for sale at the Casual Sales Depot of the Ministry of Education, and with the Manager of Publications, Civil Lines, Delhi:—

1. Agriculture I
2. Agriculture II
3. Botany
4. Chemistry I
5. Chemistry II
6. Defence
7. Defence II
8. Defence V
9. Diplomacy I
10. Economics
11. Commerce
12. Engineering
13. General Administration
14. Mathematics
15. Mathematics II
16. Overseas Communication Service
17. P. & T. (Designations)
18. Physics
19. Social Science
20. Zoology

21. Tourism
22. Railways
23. P. & T. (General Terms)
24. Transport (Highway Engineering)

Finalised lists on the following subjects have been sent to the press:--

1. Education General I
2. Botany II
3. Medicine I
4. Information & Broadcasting

(b) **Provisional Lists:** Provisional lists on the following subjects were revised and submitted for approval to the Board of Scientific Terminology at its meeting held on 21st August, 1959:--

1. Agriculture III
2. Botany III
3. Chemistry
4. Defence VI
5. General Banking & Trade
6. History (Pre-History)
7. Advanced Banking
8. P. & T. (General Banking)
9. Transport VI
10. Zoology II

The following provisional lists have been published and circulated to various universities, Ministries and State Governments, research institutions and other important organisations for comments:--

1. Chemistry IV
2. Defence III
3. Defence IV
4. Defence VI
5. Defence VII
6. Defence VIII
7. Defence IX
8. Diplomacy II
9. Diplomacy III
10. Diplomacy IV
11. Education (General Terms)
12. Education (Education Psychology)

13. Education (Education Psychology II)
14. Education (Education Psychology III)
15. Engineering II
16. Engineering III
17. General Administration II
18. **General Meteorology**
19. History (Pre-History)
20. Information & Broadcasting
21. Law I, II, III.
22. Mathematics III, IV.
23. Medicine II (Part I)
24. Medicine II (Part II)
25. Medicine III (Part I)
26. Physical Geography
27. Physical Geography II
28. P. & T. (Stamps & Seals)
29. Stenotyping
30. Labour Economics
31. Transport-Shipping A-L
32. Transport-Shipping M-Z
33. Transport VI-Shipping III
34. Physics II
35. Meteorology II
36. Advanced Economics Theory & Thought
37. Physical Geology
38. Physics III
39. Mathematics I (Astronomy)
40. Philosophy I
41. Advanced Accountancy and Auditing
42. Agriculture IV

So far about 2,90,000 terms in different subjects have been evolved of which 40,898 have been finally approved by the Government of India.

26. **Dictionary of Technical Terms.**—A Dictionary Unit has been set up in the Hindi Division of the Ministry of Education for preparing a dictionary of scientific and technical terms evolved by the Board of Scientific Terminology. One General Editor, seven Editors and

one Assistant Editor have been appointed in addition to other staff in junior posts. The actual work of the preparation of the dictionary has been started.

27. **Other Work in Terminology.**—In addition to this major project in the evolution of scientific terminologies, the Ministry of Education is also engaged on three ancillary schemes for the preparation of terminologies or special vocabularies as below.

(a) *Preparation of Terminological Indexes of all Standard Hindi Works—Old and New.*—This scheme envisages the preparation of terminological indexes verborum of fourteen Hindi works in the first instance. The work has been entrusted to various universities in India. Grants totalling Rs. 24,800 has so far been paid to the different universities for the work entrusted to them. The manuscripts of the terminological indexes of the following works have been received from the universities mentioned against them:—

Works	University
1. 'Kamayani' of Jaishankar Prasad	Delhi University
2. 'Saket' of Mathilisanan Gupta	" "
3. Kabir Granthawali	University of Allahabad
4. Bisal Dev Raso	" " "
5. Godan of Premchand	Punjab University

(b) *Collection and Indexing of Special Vocabularies on Arts and Crafts.*—A detailed scheme for collecting and indexing special vocabulary on arts and crafts was drawn up early in 1957. It was decided to collect the material in three subjects, viz., Textile, Fishery and Metal Works, in the first instance. The State Governments of Andhra Pradesh, Bombay, Madras, Punjab, and Uttar Pradesh, in whose jurisdiction the centres of the said arts and crafts are situated, were requested in September, 1958 to depute competent persons for collecting necessary material with the help of actual field work. Requisite material has been received from the Governments of Punjab, Andhra Pradesh, Madras and Bombay.

(c) *Investigation of Terminological Material in Old Literature.*—Dr. Satya Prakash, Dr. Gorakh Prasad, Shri R. N. Misra, Dr. Pran Nath Vidyalankar, Shri Duni Chandra and Prof. Syed Ahmed were requested to undertake the work of collection of terminological materials in Chemistry, Mathematics, Transport and Ship-building, Economics (Banking and Trade), Diplomacy and Engineering and Architecture respectively. The required material has been received from all except Prof. Syed Ahmed. It has now been decided to proceed with the scheme in Hindi Division itself by entrusting the work to Research Assistants.

28. **Preparation of Manuals on the basis of Terminologies Evolved.**—A standard manual on Chemistry has been published. Manuals on Botany, Physics and Agriculture, Commerce, Medicine and Educational Psychology have also been written and are in the process of finalisation. In addition to these, manuals relating to Civics, Economics, Education—General, Engineering, Mathematics and Zoology are under preparation.

D. DEVELOPMENT OF SANSKRIT

29. The programme pertaining to the promotion of Sanskrit in all its aspects will be undertaken in the light of the recommendations made by the Sanskrit Commission. Following the recommendations of the Commission, a Central Sanskrit Board has already been set up to advise the Government on various aspects pertaining to the propagation of Sanskrit and several other recommendations of the Commission are being taken up for implementation including the one for the establishment of a Central Sanskrit Institute in the South.

30. The progress of the various schemes and projects now being implemented by the Ministry of Education during the year under review is given below:—

(i) **Payment of Grants-in-aid to Voluntary Sanskrit Organisations for Propagation and Development of Sanskrit.**—A sum of Rs. 64,865 has been paid during the year under report to various institutions.

(ii) **Scholarships to the Products of Sanskrit Pathshalas.**—17 scholarships are proposed to be awarded to the products of Sanskrit pathshalas this year.

(iii) **Preparation of Sanskrit Dictionary based on Historical Principles.**—A sum of Rs. 1.5 lakhs has been paid to the Sanskrit Dictionary Department, Deccan College, Poona for the preparation of a Sanskrit Dictionary based on historical principles.

E. THIRD FIVE-YEAR PLAN

31. **Translation of Standard Works into Hindi.**—One of the major projects which the Ministry proposes to launch during the Third Five-Year Plan is that of translation of standard works from foreign languages into Hindi. As already mentioned earlier, the Ministry has drawn up an elaborate scheme for translating about 300 selected standard scientific and technical works which are used either as source books, textbooks or reference books in the various universities at the graduate and post-graduate levels. A sum of Rs. 40 lakhs has been provided for this project under the Third Five-Year Plan. It is proposed to implement this scheme through the universities and other academic bodies of the State Governments. Government have agreed to bear the entire expenditure and the sale proceeds of the books will be ploughed back for further production of such books.

32. Production of Popular Works in Cheap Editions in Cooperation with the Publishers.—Closely allied with the project of translation is that of the production of popular works in cheap editions. These works will include translations of some of the better known world classics, standard Hindi works to be printed with suitable editing where necessary, in popular editions; and original works in Hindi on the lines of 'Mathematics for the Millions', 'Everyday Science', 'How and Why series', etc. The main object of this project is to give an incentive to the production of a sufficient volume of popular low priced literature in a form which will attract the attention and hold the interest of the general reader, including school-going children. It is proposed to associate some of the leading Hindi publishers with the implementation of this project for which a sum of Rs. 25 lakhs has been provided for during the Third Five-Year Plan.

33. Preparation of Dictionaries, Encyclopaedias, Polyglot Readers, etc., and Popularisation of Uniform Terminology by Production of Books for Regional Languages on Scientific and Technical Subjects using the Terminology Evolved by the Standing Commission for Scientific and Technical Terminology.—The Nagari Pracharini Sabha has been entrusted to bring out Hindi Vishva Kosh in 12 volumes. The scheme is estimated to cost Rs. 11.35 lakhs and is expected to be completed during the Third Five-Year Plan period. The first volume was brought out during 1960. Apart from this, a one-volume standard Hindi Dictionary is also likely to be completed during the next five years. It is also proposed to undertake an elaborate project for the preparation of a standard Hindi Dictionary on the lines of Webster's International Dictionary of English language.

34. A number of new projects for the development and propagation of Hindi have also been taken in hand. These include an investigation into the current vocabulary of arts and crafts in the country, publishing revised editions of important Hindi works now out of print, preparation of terminological indexes of some of the most representative works of Hindi literature, production of omnibus volumes of the works of outstanding Hindi writers and all works representing certain periods or aspects of Hindi literature. The major Hindi universities and some of the leading institutes of higher learning have been closely associated with the Government in the implementation of the schemes. The schemes were started in the Second Five-Year Plan but work on them will continue during the Third Five-Year Plan.

35. To popularise the uniform scientific and technical terminology, it is proposed to produce books in regional languages on scientific and technical subjects using the terminology evolved by the Standing Commission for Scientific and Technical Terminology.

36. **Financial Provision.**—The following financial provisions have been made on account of the schemes for the development of Hindi and Sanskrit discussed in this Chapter:

Sl. No.	Name of the Scheme	Provision for 1960 - 61	Budget Provision for 1961-62
(Rupees in lakhs)			
1.	Preparation of Terminological Indexes of all Standard Hindi Works—Old and New	0.15	0.10
2.	Organisation of Debating Teams of Schools and Colleges	0.10	0.08
3.	Free Gifts of Hindi books	2.05	2.00
4.	Hindi Teachers' Training College	4.50	4.00
5.	Appointment of Hindi Teachers	5.00	6.00
6.	Payment of Grants to Hindi Organisations	5.00	5.00
7.	Preparation of Hindi Encyclopaedia	2.00	1.50
8.	Preparation of Manuals on the basis of Terminology evolved	0.30	0.10
9.	Production of Hindi literature :		
	(i) Publishing of Revised & Critical editions of Standard Hindi Works now out of print		
	(ii) Publication of Omnibus Volumes		
	(iii) Preparation of Technical Encyclopaedias, Dictionaries and other Reference Books		
	(iv) Bringing Cheap Editions of Popular Works into Hindi		
	(v) Preparation of Bi-lingual Alphabet Charts	3.50	6.97
	(vi) Collection of Proverbs of all Indian Languages		
	(vii) Translation of Standard Works from Foreign Languages into Hindi		
	(viii) Bringing Hindi Readers to the level of corresponding English Readers		
	(ix) Prizes on Hindi Books		
10.	Collection of Indexing of Special Vocabularies on Arts and Crafts	0.10	0.05
11.	Revision of Pay-Scales of Hindi Teachers . . . . .	..	0.40
12.	Organisation of Lecture Tours by Prominent Hindi Scholars and Writers	0.10	0.10
13.	Holding of Seminars of Hindi Teachers	0.20	0.10
14.	Investigation of Terminological Materials in old Literature . . . . .	..	..
15.	Revival of Sanskrit	2.00	5.11
TOTAL		25.00	31.51

CHAPTER SIX

SCHOLARSHIPS

The Government of India administers a large number of scholarships in different fields which may be divided into seven groups. The objective of the first group is to provide facilities for Indian nationals for study abroad and that of the second group is partly to encourage and assist foreign nationals to study in India and partly to foster cultural contacts. Cutting across both these groups is a third category of scholarships instituted as a result of bilateral agreements with other countries under which Indian nationals go abroad for studies and also foreign nationals come to India. The fourth group includes special scholarships instituted by the Government of India for Indian nationals for research or higher studies in India itself. The fifth group is specially meant for students of the Scheduled Castes, Scheduled Tribes and Other Backward Classes for studies in India at the post-matriculation stage. The sixth group of scholarships has been instituted for studies in residential schools and the seventh group is meant for assistance to children of political sufferers.

2. SCHOLARSHIPS AND FELLOWSHIPS AVAILABLE TO INDIANS FOR STUDY ABROAD

The facilities available under this group fall into three broad categories: (A) scholarships, fellowships and passage-grants instituted by the Government of India; (B) scholarships and fellowships instituted by the U.N. and its allied organisations and under multilateral programmes such as the Commonwealth Education Cooperation Plan; and (C) scholarships and fellowships offered by foreign governments or institutions.

A. GOVERNMENT OF INDIA SCHEMES

The first category of scholarships includes the following schemes:

(a) **Central Overseas Scholarships Scheme.**—The scheme is meant for teachers of colleges, universities and comparable institutions of higher education. Out of eight scholars of 1958-59 who went for studies in the Humanities, two have returned and six are still continuing their studies abroad. It has been decided not to process the scheme in view of the large number of scholarships or fellowships which are now being made available from other sources to enable Indian nationals to study abroad.

(b) **Union Territories Overseas Scholarships.**—One scholarship for studies in the Humanities is available every year for a person who, by birth or domicile, is a native of any of the Union Territories. The candidate for 1959-60 is continuing her studies abroad, and that for 1960-61 will go as soon as his admission/passage arrangements have been finalised.

(c) **Foreign Languages Scholarships Scheme.**—Twenty scholarships per year for specialisation in Arabic, Chinese, French, German, Italian, Japanese, Persian, Russian, Turkish, Spanish, Rumanian and Swahili can be awarded every year. If any scholarship by a foreign Government is offered for the study of any of these languages, a corresponding reduction is made in the number of awards in the language concerned. Out of the 14 candidates selected for 1959-60, 11 are studying abroad and the remaining are expected to go during the current year. Selection for 15 scholarships for 1960-61 are in the process of finalisation and the selected candidates will go during 1961-62.

(d) **Fully Paid Overseas Scholarships Scheme.**—The scheme is meant for such young and brilliant persons in the age-group 20–25 as are not in any employment. Four scholarships for study in the Humanities are available every year. The candidate for 1957-58 is still continuing her studies abroad. The scheme could not be implemented after 1957-58 due to restrictions on foreign exchange.

(e) **Overseas Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes Students.**—Twelve scholarships (four for each of the three categories) are available every year. Out of the 12 candidates selected for studies during 1959-60, seven are studying abroad; four will go during the current financial year; and the remaining one will leave during the next financial year. Selections for 1960-61 scholarships are in the process of finalisation.

(f) **Passage Grants for Scheduled Castes, Scheduled Tribes and Other Backward Classes Students.**—Twelve passage grants (four for each of the three categories) are available every year, for candidates who are in receipt of merit scholarships which do not provide for passage cost. During 1960-61, six 'Other Backward Classes' students have been awarded these grants.

(g) **Agatha Harrison Fellowship.**—This Fellowship (instituted in 1956-57 in the memory of the late Miss Agatha Harrison) envisages the study of Asian problems with special reference to India at St. Anthony's College, Oxford and is of five years' duration. The first selected candidate is still working in the college.

B. (1) SCHOLARSHIPS AND FELLOWSHIPS INSTITUTED UNDER UNITED NATIONS AND UNESCO

This category of scholarships includes the following schemes:

(a) **U.N. Social Welfare Scholarships and Fellowships Programme.**—This programme is designed to train suitably qualified social welfare personnel through observation and study abroad by gaining additional knowledge and experience in their particular subjects of specialisation.

The Government of India or the sponsoring authority has to meet the inland cost, actual passport, visa and medical examination fees and 50 per cent of the cost of round-trip air travel, and the rest of the expenditure is met by the United Nations. The six candidates of 1959 who went in 1960-61 have returned after completing their study/observation abroad. Recommendations for five Fellowships for 1960 have been sent to the United Nations authorities, whose approval is awaited.

(b) **Unesco Grants for Regional Cultural Studies (1960).**—The names of the two selected candidates have been recommended to Unesco and their approval is awaited.

(c) **Unesco Fellowships for Study of Journalism (1960).**—The two candidates who have been awarded the Fellowships are studying abroad.

(d) **Unesco Fellowship for Production of Books (1960).**—The name of the selected candidate has been recommended to Unesco and their approval is awaited.

(e) **Unesco—Thai Government Fellowships (1961).**—The offer of six Fellowships (available on a world-wide basis) has been received and is under consideration.

B. (2) COMMONWEALTH EDUCATION COOPERATION PLAN

A significant development in Commonwealth cooperation emerged at the Commonwealth Education Conference held at Oxford in July 1959 which, in its turn, arose out of the Commonwealth Ministers Trade and Economic Conference held at Montreal in September 1958 which stressed "the great importance of education and training as an indispensable condition of development". India participated in the Oxford Conference and the leader of the Indian Delegation was Dr. A. L. Mudaliar. The Conference drew up a four-fold plan as follows:—(i) Commonwealth Scholarships/Fellowships Plan; (ii) Training of Teachers; (iii) Supply of Teachers for Service in Countries of Commonwealth other than their Own; and (iv) Technical Education. The Plan was intended to set in motion constructive efforts to share resources to ever greater common advantage so that all the peoples of the Commonwealth would reap the benefit, and the bonds which bind them together would be strengthened by service given and received.

Under the Education Cooperation Plan, offers of scholarships were received from some of the Commonwealth countries and were availed of as follows during the year under review:

- (i) *U.K.*—39 candidates were selected against 40 awards offered.
- (ii) *Canada.*—15 candidates were selected against 14 awards offered.
- (iii) *Australia.*—Seven nominations have been made. No indication have been received as to whether any of these have been awarded a scholarship.

- (iv) *New Zealand*.—Two nominations have been made. No indications have been received as to whether any of these have been awarded a scholarship.

No nominations have been made for the awards offered by Malaya, Hong Kong, Kenya, Uganda and Tanganiyka which were on an all-Commonwealth basis with no specific allotment for India.

For 1961-62 the following offers have been received:—the U.K. Government—40 awards; Canada—16 awards; and Ceylon—three awards on an all-Commonwealth basis. These offers are now being processed. The awards mentioned in this paragraph also include those for scientific subjects which are dealt with in the Ministry of Scientific Research and Cultural Affairs.

Under this Plan, separate awards have also been offered for teacher training. Of the bursaries offered by the U.K. Government for 1960-61, three teachers (two from West Bengal and one from the Punjab) were selected and they are pursuing their studies at the Leeds University. For 1961-62, the U.K. Government have again offered teacher training bursaries and applications have been invited from the State Governments.

C. (1) SCHOLARSHIPS OFFERED BY FOREIGN GOVERNMENTS

The following foreign Governments offered scholarships to Indian nationals during 1960-61:

1. <i>French Government</i>	. . . .	Nine scholarships for postgraduate study in the Humanities in France;—the nine selected candidates are studying in France.
2. <i>Bulgarian Government</i>	. . . .	One scholarship for postgraduate study of Slav language;—the selected candidate is studying abroad.
3. <i>Danish Government</i>	. . . .	Two scholarships for postgraduate study in Adult Education;—the two selected candidates are studying in Denmark.
4. <i>East German Government</i>	. . . .	Five scholarships for teachers for study of German language in East Germany— the offer is under consideration.
5. <i>Israel Government</i>	. . . .	One scholarship for postgraduate study in the Humanities in Israel;—the offer is under consideration.
6. <i>Spanish Government</i>	. . . .	One scholarship for postgraduate study of Spanish language in Spain;—the name of the candidate recommended has been approved by the Spanish Government and he is expected to go shortly.
7. <i>Swedish Government</i>	. . . .	Two scholarships for postgraduate study of 'Folk High School and its Implementation in India' in Sweden;—one of the selected candidates is studying abroad and the other is expected to go shortly.
8. <i>Turkish Government</i>	. . . .	One scholarship for study of Turkish language in Turkey;—the selected candidate has gone abroad.
9. <i>West German Government</i>	. . . .	12 scholarships for postgraduate study in the Humanities in West Germany;— applications have been invited and the candidates will go in 1961-62.

The Government of India meet the passage expenses in cases where such expenses are not provided under the foreign awards.

C. (2) SCHOLARSHIPS OFFERED BY FOREIGN INSTITUTIONS

The following foreign institutions offered scholarships or Fellowships to Indian nationals during 1960-61:

1. <i>British Council, London</i>	14 scholarships for postgraduate study in the Humanities in the U. K.;—12 selected candidates are studying abroad; the awards of the remaining two were cancelled as they declined the offer. Applications for eight scholarships for 1961-62 have been received by the Regional Offices of the British Council in India; selections are expected to be made by the middle of February, 1961.
2. <i>Canadian Council</i>	One Fellowship for postgraduate study of Psychology in Canada;—the award has been made by the Council direct. The offer of 65 Fellowships (available on a world-wide basis) for 1961-62 has been received and applications invited.
3. <i>Canadian Women's Press Club</i>	One visiting Fellowship for an Indian woman journalist;—the award was made by the Club direct.
4. <i>Hellenic Lines, New York.</i>	Three free passages for study in the U.S.A.;—the three selected candidates have gone abroad.
5. <i>Imperial Relations Trust (London University Institute of Education) Fellowships</i>	Two Fellowships for investigation in live educational problems of the country at the Institute;—the two selected candidates are studying abroad. Applications for two Fellowships for 1961-62 have been invited.

The expenditure on the above scholarships is borne by the awarding authority or the candidate or the sponsoring authority, except in the case of the Imperial Relations Trust Fellowships where the expenditure is borne by the Government of India and the Trust on a 50 : 50 basis.

3. SCHOLARSHIPS AND FELLOWSHIPS AVAILABLE TO FOREIGN NATIONALS FOR STUDY IN INDIA

These facilities fall into two groups: (A) Scholarships offered by the Government of India; and (B) Scholarships and Fellowships offered by other Agencies.

A. SCHOLARSHIPS OFFERED BY THE GOVERNMENT OF INDIA TO FOREIGN NATIONALS FOR STUDIES IN INDIA

These include the following schemes:

(a) **General Scholarships Scheme.**—Scholarships are awarded to students of certain Asian, African and foreign countries and to students of Indian origin domiciled in those countries for studies in India. 140 scholarships are available every year. Of the total of 119 candidates

selected for 1960-61, 116 are prosecuting their studies here; three are expected to come during the current financial year. In all, 430 scholars are studying at present under the Scheme.

(b) **Commonwealth Education Cooperation Plan.**—The Government of India have made an offer of a total of 200 scholarships/Fellowships to the nationals of the other Commonwealth countries for studies in India for the period of the Plan. Applications for 100 awards (50 each for 1960-61 and 1961-62) have been invited from the Commonwealth countries concerned through the Indian Missions. These will be tenable for the academic year 1961-62.

(c) **French Fellowships Scheme.**—One Fellow of 1959-61 batch is continuing her studies in India. Nominations for the remaining 2 Fellowships are awaited from the French Government. The French nationals are required to teach French and to do research in their field of interest. The expenditure is shared by the Government of India and the universities concerned on 50:50 basis. Nomination for three Fellowships for 1961-63 will be invited from the French Government.

(d) **Indo-German Industrial Cooperation Scheme.**—Scholarships are awarded to German nationals, as a reciprocal measure to the gesture of good-will on the part of the Government of the Federal Republic of Germany in offering facilities to Indian nationals for postgraduate study/training in Germany. Out of the four German nationals who came for studies in the Humanities under 1956-57 batch, two are still continuing their studies. No fresh scholarships have been awarded in 1960-61.

(e) **Reciprocal Scholarships Scheme.**—Five scholars (one each from Italy, Yugoslavia and Czechoslovakia and two from Rumania) who were awarded scholarships for 1958-59 are continuing their studies. It is proposed to increase the total number of scholarships to 40 every alternate year, to be allocated between the Education and the S.R. & C.A. Ministries for Humanities and science subjects respectively.

(f) **Scholarships to Bhutanese Students.**—Fifteen scholarships (10 for 'school study' and 5 for degree/diploma courses) are available every year. The 12 candidates (10 for 'school study' and two for degree/diploma courses) who were awarded scholarships for 1960-61 are prosecuting their studies in India. Besides, 42 students (39 for 'school study' and 3 for degree/diploma courses) of the earlier batches are continuing their studies. Selections for 1961-62 scholarships are expected to be made by the end of January 1961.

(g) **Scholarships to Sikkimese Students.**—Sixteen scholarships (10 for 'school study' and 6 for degree/diploma courses) are available every year. The 19 students (10 for 'school study' and 9 for degree/diploma courses which include three not utilised by the Bhutanese students) who were awarded the scholarships for 1960-61 are prosecuting their studies in

India. Besides, 44 students (30 for 'school study' and 14 for degree/diploma courses) of the earlier batches are continuing their studies. Selections for 1961-62 scholarships are expected to be made by the end of January, 1961.

(h) **Scholarships/Fellowships to South, South-East Asian and other Countries (Colombo Plan).**—During 1960-61, the Education Ministry arranged for the admission of 18 Nepali students for studies in the Humanities. Of these, 11 have come so far and are studying in this country. Besides, 28 students of earlier batches are prosecuting their studies. Seventeen students have returned to their countries after completing their studies during the year.

B. SCHOLARSHIPS OFFERED TO FOREIGN NATIONALS FOR STUDY IN INDIA BY FOREIGN GOVERNMENTS AND ORGANIZATIONS

During 1960-61, study tour/observation programme for 13 candidates (one each from Belgium, Norway, Chile, Italy, Greece, New Zealand, Sweden, Switzerland, Argentine, Denmark, Spain, Indonesia, and the Philippines) under the auspices of Unesco and one candidate from Nepal under the auspices of T.C.M. have been arranged. Arrangements for study/observation programme for four candidates (one each from Norway, Netherlands, Japan and Chile) are being made under the auspices of Unesco.

4. PROGRAMME FOR THE EXCHANGE OF SCHOLARS ON BILATERAL BASIS

In recent years, in furtherance of the policy of developing cultural ties, the Government of India have had recourse to bilateral agreements for the exchange of scholars between countries. At the present time, such programmes are in force with China, Rumania and the U.S.S.R. Consideration is also being given to the adoption of such programmes with the U.A.R. and Yugoslavia. Brief details of the programmes at present in force are given below:

(a) **Exchange of Scholars between India and China.**—This programme was first initiated in 1955-56 and at present three Chinese scholars of the batch selected in 1958-59 are studying in India. Nominations for six scholarships for 1961-62 programme have been invited from the Chinese Government.

Four Indian scholars of the 1958-59 batch are in China pursuing their studies of the Chinese languages. Six scholars would be selected to participate in the 1961-62 programme.

(b) **Exchange of Scholars between India and Rumania.**—This programme has been recently initiated. Nominations of two scholars by the Rumanian Government are awaited and it is anticipated that they

will start work in the academic year 1961-62. Similarly two Indian scholars, selected for the study of Rumanian language, are expected to attend the 1961-62 academic session in Rumania.

(c) **Exchange of Scholars between India and the U.S.S.R.**—This programme is under discussion between the two Governments in relation to the subjects which Indian scholars can study in the U.S.S.R. In any case the intention is to award three scholarships to the Russians for study in the field of Humanities in India and one Indian scholar for study in the field of Education or Planning in the U.S.S.R.

5 SPECIAL SCHOLARSHIPS INSTITUTED BY THE GOVERNMENT OF INDIA FOR RESEARCH OR HIGHER STUDIES IN INDIA

The fourth class of scholarships, viz., those that are meant for Indian nationals for research or higher studies in India itself, includes three schemes:

(a) **Post-Matric Merit Scholarships Scheme.**—The Scheme provides for the award of 200 scholarships every year on the results of the matriculation or equivalent examinations. A scholarship once awarded is renewable up to the postgraduate stage subject to the scholar's satisfactory progress in studies. Selections for 142 scholarships for 1960-61 have been finalised and the selected candidates have joined their institutions; candidates for the remaining 58 scholarships will be selected shortly. In all 937 scholars are studying under the Scheme at present.

(b) **Scholarships for Higher Studies in Hindi for Students from non-Hindi speaking States.**—110 scholarships are available every year to students of non-Hindi speaking States for University education. A scholarship once awarded is renewable up to the postgraduate stage subject to the satisfactory progress in studies. Selections for 70 scholarships for 1960-61 have been finalised; candidates for the remaining 40 awards will be selected shortly. In all 250 scholars are studying under the Scheme at present.

(c) **Research Scholarships in Humanities.**—The Scheme provides for the award of 100 scholarships every year to students who have taken a Master's or an equivalent degree and who want to pursue advanced research in any branch of the Humanities. Of the total of 49 candidates selected for 1959-60, 32 are doing research in their approved subjects; the remaining 17 have yet to commence their research. In all, 72 scholars are studying under the Scheme at present. Selections for 1960-61 scholarships are in progress.

6. SCHOLARSHIPS TO SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER BACKWARD CLASSES STUDENTS FOR POST-MATRICULATION STUDIES

The scheme provides for the award of scholarships to the three categories of students for post-matriculation studies in India. Owing to the phenomenal increase in the demands for these scholarships it was decided in 1959-60 to decentralize the scheme and to pass on to the State Governments and the Union Territories, the work of making selections. This, it was anticipated, would rationalise the work in as much as the State Governments and Union Territories are themselves awarding scholarships to these classes. However, the Ministry retains the right to lay down principles for the award of these scholarships so that uniformity may be observed in all the States. The Ministry also provides substantial funds to the States and the Union Territories for this purpose.

7. SCHOLARSHIPS IN RESIDENTIAL SCHOOLS

The scheme of scholarships in residential schools falls in the sixth category. It provides opportunities of Public school education to those who would not otherwise be in a position to afford it. Scholarships of the total value of Rs. 1 lakh are available every year. During 1960, 57 scholars (of the total of 60 selected) joined their allotted schools; one will join his allotted school in January 1961 and the awards of two have been cancelled. In all, 354 scholars are studying under the scheme at present. Selections for 1961 scholarships are in progress.

8. SCHOLARSHIPS AND OTHER EDUCATIONAL FACILITIES FOR CHILDREN OF POLITICAL SUFFERERS

This last group of scholarships and other educational facilities for the children of political sufferers has been instituted from 1959-60. The scheme provides, inter alia, the following concessions: (a) special consideration in the matter of admissions and awards of freeships and half-freeships in all the recognised Primary, Basic, Middle and High schools, (b) free seats in hostels attached to recognised schools and colleges, and (c) a limited number of stipends and book grants to students from the Primary to the postgraduate levels. The scheme is administered by the State Governments/Union Territory Administrations and the Central Government give grants to the State Government on a 50 per cent basis on the expenditure incurred, while in the case of Union Administrations, the entire expenditure is borne by the Central Government. The Governments of Andhra Pradesh, Bihar, Mysore, and Orissa and Administrations of Delhi, Manipur and Tripura have so far instituted the Scheme.

9. PARTIAL FINANCIAL ASSISTANCE (LOAN) SCHEME

The Scheme provides for the grant of loans towards passage and other incidental expenditure to students with good academic records who have

obtained admission in foreign universities or have obtained scholarships etc., from foreign universities, etc. and are still in need of some financial assistance. During 1960-61 (up to 20th December 1960) loans amounting to Rs. 2,200 have been sanctioned to two students while applications of some more students are under consideration. Specific allotments out of the total provision for this Scheme, are placed at the disposal of the Indian Missions in the U.K., the U.S.A. and West Germany to assist Indian students in emergent need of funds. A total of Rs. 5,535 have so far been paid to 15 students by these Missions.

10. Financial Provision.—The following financial provisions have been made on account of the schemes of scholarships discussed in this Chapter:

Sl. No.	Scholarship Scheme	Provision for 1960-61	Expenditure Incurred so far during the year	Budget Provision for 1961-62
		Rs.	Rs.	Rs.
1	2	3	4	5
1.	Central Overseas Scholarships Scheme . . .	29,500	9,796	17,000
2.	Union Territories Overseas Scholarships . . .	19,700	3,892	26,900
3.	Foreign Languages Scholarships Scheme . . .	84,000	8,228	1,40,000
4.	Fully Paid Overseas Scholarships Scheme . . .	25,100	3,362	..
5.	Overseas Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes Students . . .	2,00,000	70,850	2,00,000
6.	Passage Grants for Scheduled Castes, Scheduled Tribes and Other Backward Classes . . .			
7.	U. N. Social Welfare Scholarships and Fellowships Programme . . .	26,000	17,541	26,000
8.	Second Commonwealth Education Conference . . .	..	..	*2,00,000
9.	Scholarships Offered by Foreign Governments (This is intended to cover passage costs where these are not provided in the award) . . .	15,000	9,603	15,000
10.	General Scholarships Scheme . . .	15,60,000	11,21,911	15,00,000
11.	Commonwealth Scholarships/Fellowships Plan . . .	1,50,000	..	3,00,000
12.	French Fellowships Scheme . . .	10,000	2,775	10,000
13.	Indo-German Industrial Cooperation Scheme . . .	15,000	18,783	15,000
14.	Reciprocal Scholarships Scheme . . .	26,000	15,650	26,000
15.	Scholarships to Bhutanese and Sikkimese Students . . .	2,25,000	1,52,892	3,57,000
16.	Scholarships/Fellowships to South, South-East Asian and other Countries (Colombo Plan) . . .	1,75,500	62,887	1,75,200 (This amount had been asked for from Ministry of Finance).

*Provision has been made in Secondary Education Division's over-all budget.

1	2	3	4	5
17. Programme for Exchange of Scholars between India and China :				
(a) for Chinese nationals		9,000	5,708	9,000
(b) for Indian nationals		2,000	2,261	14,500
18. Programme for Exchange of Scholars between India and Rumania:				
(a) for Rumanian nationals	7,000
(b) for Indian nationals	2,400
19. Programme for Exchange of Scholars between India and U.S.S.R. :				
(a) for Russian nationals		6,700	..	10,500
(b) for Indian nationals		1,500	..	1,500
20. Post-Matric Merit Scholarships Scheme		9,40,000	5,38,252	9,60,000
21. Scholarships for Higher Studies in Hindi for Students from non-Hindi Speaking States		3,00,000	1,68,231	3,42,000
22. Research Scholarships in Humanities		2,25,000	1,27,971	2,25,000
23. Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme for Post-Matriculation Studies in India		2,18,55,000	2,19,42,300	2,22,63,000
24. Merit Scholarships in Residential Schools		4,90,000	2,87,268	5,20,000
25. Scholarships/other Educational Facilities to the children of Political Sufferers		2,00,000	1,05,403	3,00,000
26. Partial Financial Assistance (Loan) Scheme		15,000	5,535	15,000

NOTE : In addition , an amount of Rs. 1,36,000 was provided for 1960-61, for Government Scholarships for Advanced Studies in the U.K. under Charges in England. An expenditure of Rs. 48,290 has been incurred so far. A sum of Rs. 1,20,000 is being provided for 1961-62. The provision of Rs. 1,36,000 for 1960-61 includes an amount of Rs. 10,700 and Rs. 7,332 for Agatha Harrison Fellowship and Imperial Relations Trust Fellowships respectively. An equal amount for these two schemes is being provided for 1961-62.

CHAPTER SEVEN

PHYSICAL EDUCATION, GAMES, SPORTS AND YOUTH WELFARE

A number of important Central schemes are being implemented by the Ministry of Education in the field of physical education, games and sports and youth welfare. A brief review of the progress of the schemes during the year under review is given in the paragraphs that follow.

A. PHYSICAL EDUCATION

Under physical education, the schemes taken up by the Ministry of Education during the Second Plan include: (1) the establishment of a national college of physical education; (2) the strengthening of the physical education training institutions; (3) the organisation of the national physical efficiency drive; (4) grants-in-aid to *vyayamshalas*; (5) research and specialisation in physical education and *yoga*; and (6) coordination of programmes and training of personnel through holding seminars, etc.

2. **The Lakshmibai College of Physical Education.**—The Lakshmibai College of Physical Education was set up at Gwalior in 1957 as a national institution which would provide training facilities for a three-year degree course in physical education. Its management is entrusted to a Board of Governors of which five members, including the Chairman, are nominees of the Government. The Deputy Financial Adviser to the Ministry of Education, besides being a member of the Board, also acts as a financial adviser to the Board. The audit of the accounts of the college has been entrusted to the Auditor-General of India. The Government of India meets all the expenditure of the college.

Originally, it was planned that all the college buildings would be completed by 1960-61. Due to certain procedural difficulties, however, it will not be possible to achieve the target and the scheme is, therefore, being carried forward to the Third Plan. The first batch of graduates of physical education came out of the college in 1960. Out of the students who passed, all but two, have already been employed in suitable posts. Although meant to be coeducational, it has not been possible, so far, to admit women students due to lack of adequate facilities. It is, however, proposed to admit women students from the academic session of 1961-62.

3. **Strengthening of Physical Education Training Institutions.**—In accordance with the recommendations of the Central Advisory Board of

Physical Education and Recreation, financial assistance under the Scheme was to be made available to physical education training institutions only after the Regional Visiting Committees set up by the Government of India completed their on-the-spot study of the institutions concerned and made recommendations in respect of their financial requirements for developmental programmes. Accordingly, three Regional Visiting Committees were set up and they have completed the on-the-spot assessment of the needs of physical education training institutions and their recommendations have now been taken up for implementation.

The Scheme is being continued in the Third Plan. In view of the limitation of funds, however, the pattern of assistance under the Scheme has been revised so as to limit its scope to non-governmental physical education training institutions which have not received assistance from any other source and whose effective functioning is being handicapped for lack of funds.

4. National Physical Efficiency Drive.—The National Physical Efficiency Drive based on precise and carefully graded physical fitness tests was launched by the Government of India during 1959-60 through the agency of the State Governments for activating interest in physical fitness throughout the country and for arousing the enthusiasm of the people for higher standards of physical efficiency and achievement.

During the first year of the 'Drive', 400 testing centres were sanctioned by the Government of India for the country as a whole. Although detailed reports from a number of State Governments are still awaited the 'Drive' is reported to have made a fairly successful start.

In the light of the experience gained so far, the Government of India are considering measures for expanding the scope and coverage of the 'Drive'. In accordance with the revised policy, the State Governments have been requested to set up testing centres in at least all educational institutions of the level of High or Higher Secondary schools and above where adequate facilities for conducting the tests are available. In order to bring in the non-student youth also, it has been suggested to the State Governments to enlist the cooperation of the *vyayamshalas*, *akharas*, sports clubs, recreation centres and important commercial and industrial houses. It has also been emphasised that the National Physical Efficiency Drive is designed for implementation as a continuous process and has, therefore, to be transformed into a movement sustained by vigorous action.

In order to give wider publicity to the 'Drive' the Government of India have brought out illustrated brochure and four-page folders. Posters on the Drive are under print. A documentary film on the 'Drive' is also being prepared.

In view of the fact that the testing centres are to be set up henceforth at institutions where adequate facilities for conducting the tests will already be available, the Government of India have also decided to discontinue the practice of paying grants to the State Governments at Rs. 300 per testing centre set up under the 'Drive'.

5. **Grants to Vyayamshalas.**—The scope of financial assistance under this scheme is still restricted to cover 75 per cent of the expenditure on the purchase of equipment and/or library books, and grants are paid only on the specific recommendations of the State Governments. It has been decided to transfer this Scheme to the States sector during the Third Plan.

6. **Scholarships for Specialisation in Physical Education.**—The Scheme provides for the award of four scholarships for specialisation in certain selected indigenous physical education activities. The amount of each scholarship is Rs. 200 per mensem and it is tenable for one year. The Research Sub-Committee of the Central Advisory Board of Physical Education and Recreation has recommended three candidates for the award of scholarships during 1960-61 for *yoga*, wrestling and folk dances. The Scheme has been included in the Third Plan. The Central Advisory Board of Physical Education and Recreation has recommended that the number of these scholarships may be increased to eight and that the list of activities may also be enlarged so as to include some of the activities like football, hockey, gymnastics etc.

7. **Promotion of Yoga.**—Financial assistance under this Scheme has continued to be given to the Kaivalayadham Shreeman Madhava Yoga Mandir Samiti, Lonavla (Ponna), for the promotion of *yogic* research. The Government of India have recently appointed a Committee of Medical Experts to evaluate the therapeutical claims of the *yogic* practices and to recommend measures for the scientific development of the *yogic* institutions.

8. **Seminars on Physical Education.**—The reports of the first two All-India Seminars organised by the Government of India during 1958-59 for the (i) Principals of Physical Education Training Institutions, and (ii) State Inspectors and University Directors of Physical Education have been published and circulated among the State Governments/universities/physical education training institutions with the request that the recommendations contained therein may be implemented as far as possible. The report of the Third All-India Seminar organised at Bangalore in October 1959 for the Experts and Organisers of Indigenous Physical Education Activities is under finalisation. The Scheme has been included in the Third Plan and at least two all-India seminars are proposed to be organised in 1961-62.

B. GAMES AND SPORTS

9. Under games and sports, the schemes taken up by the Ministry of Education during the Second Plan include: (1) the establishment of a National Institute of Sports at Patiala; (2) the organisation of a national coaching scheme; (3) grants-in-aid to sports federations; (4) construction of stadia; and (5) assistance to State Governments for acquisition of play-fields, supply of sports equipment to schools and development of sports in rural areas.

10. **The National Institute of Sports.**—The National Institute of Sports has been set up at Patiala with the primary object of producing first class coaches by giving them training in the method and technique of the games/sports concerned. It is intended that these coaches, after successful completion of their training at the Institute should work at the national and State levels with a view to giving coaching to the students in various schools and colleges to improve the standard of sports and games in the country. To achieve this end, it has been decided to avail of the services of foreign instructors. To begin with, there will be short *ad hoc* training course ranging between six months and one year for the trained coaches available in the country. The exact duration of the course shall be determined in consultation with the foreign experts keeping in view the qualification and standing of each individual in the field of sports. The regular courses will be for a period of three years. It is proposed that the students admitted to these courses will be given free tuition and free lodging and that they will have to pay boarding only.

11. During the year, an autonomous Board of Governors under the Chairmanship of the Education Secretary has been set up to govern the Institute. Negotiations are now being carried on for the recruitment of foreign coaches. Some of these coaches are expected to join shortly and with their help, the short *ad hoc* course for which applications have already been invited, will commence some time in February, 1961.

12. **National Coaching Scheme.**—A broad-based National Coaching Scheme is proposed to be brought into existence after the National Institute of Sports has started working and qualified coaches become available. In the meanwhile, the Rajkumari Coaching Scheme continues to function and provides necessary facilities for training athletes and sportsmen in athletics, tennis, cricket, hockey, football, etc. The total number of coaches employed at present is 79.

13. **Assistance to Sports Federations/Associations.**—Under this scheme grants are paid to national sports federations/associations in different States which serve as key bodies for the promotion of sports and games in the country. So far 30 federations have been given assistance for

holding coaching camps, purchase of sports equipment, appointment of assistant secretaries and to invite foreign teams to visit India to encourage sports and games. A few federations utilised the grants given on sending Indian teams abroad.

14. **Construction of Stadia.**—To provide adequate facilities for sportsmen for training in sporting events, grants were given for the construction of stadia at Bangalore, Jalpaiguri, Gauhati and Jamshedpur. It has since been decided to confine the scheme for the construction of utility stadia at a cost of about Rs. 50,000 each, the Central Government's contribution being 50 per cent of the total amount.

15. **Assistance to State Governments for the Acquisition of Play-fields, Supply of Sports Equipment to Schools and Development of Sports in Rural Areas.**—As shortage of play-fields had been an impediment in the way of progress of sports and games, it was considered necessary to give grants to enable educational institutions to acquire lands to be turned into play-fields adjoining their institutions at a cost not exceeding Rs. 5,000 in each case. With the help of these grants the State Governments have been helping educational institutions to provide this major facility for sports and games. Funds are also placed at the disposal of the State Governments for the purchase of sports equipment by schools and also for the popularisation of sports and games in rural areas, by holding tournaments, sports festivals, sports weeks and giving help for the promotion of indigenous games. These schemes have been transferred to the States sector under the Third Plan.

16. **Olympic Games.**—India participated in the following sports and games held at the XVII Olympiad at Rome which was the major event of the year: Athletics, Hockey, Football, Wrestling, Weight-lifting, and Shooting.

C. LABOUR AND SOCIAL SERVICE SCHEME

17. **The Labour and Social Service Scheme** was first started in 1953-54 and has been continued in the Second Plan with a provision of Rs. 280 lakhs. The scheme is divided into two parts: (i) Labour and Social Service Camps for Students and other Youths; and (ii) Campus Work Projects in Universities and Educational Institutions.

18. **Labour and Social Service Camps.**—The object of the Labour and Social Service Camps is to inculcate a sense of dignity of manual labour among the students and other youths and give them an opportunity to get into contact with village life and conditions and to offer *shramdan* for the improvement of amenities in the rural areas. The campers are largely drawn from the colleges and schools, and camps of the duration 10–30 days are held in the rural areas. Each camper is expected to put in about four hours of *shramdan* every day. The Government grant

for the camps is restricted to Rs. 1.75 per camper per day for meeting food and incidental expenses, and travelling expenses are also payable to students, teachers/instructors and visiting instructors at the prescribed rates. On an average, about 1,350 camps a year have been held during the Second Plan period. During the current year, the Ministry has so far sanctioned the holding of 1,533 camps in which 1.34 lakh campers participated.

19. **Campus Work Projects.**—The purpose of this scheme is to provide the much needed amenities like recreation hall-cum-auditorium, swimming pool, gymnasium, open-air theatre, pavilion, small stadium for spectators around the sports arena and cinder track. One of the conditions for giving the grant is that the staff and students of the educational institutions should render skilled/unskilled labour on the project and the institutions have also to contribute 25 per cent or more of the actual expenditure on the project excluding the cost of voluntary labour. Since 1956-57, a total of 517 projects involving an expenditure of Rs. 100.35 lakhs were sanctioned. During the period under review, 119 new projects, *viz.*, three swimming pools, two open-air theatres, seven stadia, four pavilions, ninety recreation halls-cum-auditoria, twelve gymnasia and one cinder track were approved.

D. YOUTH WELFARE

20. The main objects in organising youth welfare programmes in this group of Central schemes are two: (1) the promotion of inter-State understanding and development of a spirit of nationhood in the youth of the country; and (2) to expand welfare services to young boys and girls who are not attending any educational institutions. In the programmes undertaken under this scheme, therefore, an attempt is made, whenever possible, to mix persons from different States and also to mix youths attending and not attending schools.

21. **Youth Festivals.**—An important programme organised under this scheme was to hold youth festivals on inter-collegiate or inter-university basis. The vice-chancellors of universities recommended in their Conference held in June 1960, that inter-university youth festivals should not be held on an elaborate scale. The Government of India accepted this suggestion and the organisation of the festival for 1960-61 was dropped, and proposals to organise it on a more modest scale are under consideration. For the organisation of inter-collegiate youth festivals, grants are given to individual universities on the basis of 50 per cent of the expenditure incurred, subject to a maximum of Rs. 5,000. During the year under review, eight universities were assisted under this scheme.

22. **Youth Leadership Training and Youth Welfare Boards and Committees.**—Under this scheme, the Ministry of Education organised camps—one at Lovedale, Nilgiris (June 1960), one at Varanasi (October

1960) and one at Mahabaleshwar (December 1960). The object of these camps was to give short term training to teachers of universities and colleges in the techniques of conducting youth welfare activities in educational institutions. 80 college teachers availed themselves of the facilities of training given in the camps.

The Ministry of Education also gives assistance, on a 50 per cent basis, to universities to set up Youth Welfare Boards/Committees. During the year under review, five universities were assisted under this scheme.

23. **Student Tours.**—The object of this scheme is to offer financial assistance to batches of students for visiting places of historical interest, scenic beauty or architectural grandeur. The assistance is given through the State Governments who distribute funds to the educational institutions under their respective territorial jurisdiction and the Ministry of Education sanctions grants direct to the educational institutions in the Union Territories. The scheme has been very popular.

24. **National Youth Centre and Youth Hostels.**—The Youth Hostels Association of India is given a grant-in-aid for its administrative expenditure and assistance is also given for the construction of youth hostels at suitable places. There is also a proposal to set up a National Youth Centre at the Ridge, near Talkatora Gardens, New Delhi.

25. **Clubs and Centres for Non-Student Youth.**—Under this scheme, registered clubs or centres devoted to the welfare of the youth who do not attend schools are given grant-in-aid for the purchase of equipment, etc. on a 50 per cent basis, subject to a maximum of Rs. 5,000. A number of proposals have been received and are under consideration.

E. SCOUTS AND GUIDES

26. Financial assistance has been given to Bharat Scouts and Guides for the construction of a training centre at Pachmarhi, holding of training camps at various levels, holding of the third National Jamboree, deputation of scouts and guides abroad, organisational expenses of the National Headquarters, construction of swimming pool and open-air pavilion in Delhi. Proposals for financial assistance for the establishment of World Training Centre for Guides and construction of the National Headquarters' building are under consideration.

F. NATIONAL DISCIPLINE SCHEME

27. The National Discipline Scheme was introduced in July 1954 by the Ministry of Rehabilitation under the guidance of General J. K. Bhonsle. Originally, the scheme was meant for the children of the displaced persons who naturally showed signs of feelings arising out of insecurity. To arrest further deterioration in their morale, the National

Discipline Scheme was started as an experimental measure in Kasturba Niketan, one of the refugee colonies in New Delhi. The results obtained were very encouraging and the scheme was, therefore, gradually extended to other institutions for displaced persons. Finally, it was extended to non-displaced persons also and made a national scheme.

28. During the last four years, the Scheme has become very popular. The original target envisaged was to train 2,40,000 children at the end of the Second Plan. As against this, 5,85,438 children are actually receiving training at present. The number of institutions in which the Scheme was to be introduced was estimated at three hundred at the end of the Second Plan. As against this target, the scheme is now being worked out in 1,090 institutions.

29. A detailed statement showing the progress of the Scheme since 1958-59 is given in Annexure XI. The Scheme is being continued and expanded in the Third Five-Year Plan.

THIRD FIVE-YEAR PLAN

30. During the Third Five-Year Plan the schemes about the acquisition of play-fields, purchase of sports equipment of schools, popularisation of sports and games in rural areas, development of *vyayamshalas*, *akharas*, etc. have been transferred to the State sector. All other schemes included in the Second Five-Year Plan will continue in the Third Plan. Special emphasis will be placed under the Third Five-Year Plan about the setting up of the National Institute of Sports at Patiala, completion of the construction programme of the Lakshmibai College of Physical Education, Gwalior, development of a Sports Village at Delhi, expansion of the National Discipline Scheme, building of a Youth Centre in Delhi, holding of camps under the Labour and Social Service Scheme and grants-in-aid to institutions under the Campus Work Projects Scheme, greater emphasis on the National Physical Efficiency Drive and coordination of various schemes in the field of physical education and youth welfare.

31. **Financial Provisions.**—The following financial provisions were and have been made for the schemes of physical education, games and sports, youth welfare etc. discussed in this chapter:

Schemes	Provision	Budget
	1960-61	1961-62
	Rs.	Rs.
I	2	3
(a). PHYSICAL EDUCATION		
1. National College of Physical Education	16,00,000	19,00,000
2. Strengthening of Physical Education Training Institutions	4,00,000	1,50,000
3. Grants to <i>Vyayamshalas</i>	50,000	*Nil

	1	2	3
4. National Physical Efficiency Drive		2,70,000	1,00,000
5. Promotion of Research in Physical Education		15,000	1,65,000
6. Measures for Promotion of <i>Yoga</i>		1,20,000	
7. Scholarships for Higher Studies in Physical Education		15,000	15,000
8. Seminars on Physical Education		20,000	15,000
9. Implementation of the Syllabus of Physical Education for Boys and Girls		10,000	15,000
10. Central Advisory Board of Physical Education and Recreation and other Committees—Travelling and Daily Allowances etc.		Nil	10,000
(B) SPORTS AND GAMES			
11. National Institute of Sports		8,00,000	12,00,000
12. Rajkumari Sports Coaching Scheme		5,00,000	5,00,000
13. Grants to the National Sports Federations		7,00,000	4,00,000
14. Construction of Stadia		4,00,000	4,00,000
15. Acquisition of Play-Fields and Purchase of Sports Equipment by Educational Institutions		20,00,000	*Nil
16. Popularization of Sports and Games in Rural Areas		3,00,000	*Nil
17. Travelling and Daily Allowances etc. of the Meetings of the AICS and Miscellaneous		30,000	30,000
(C) LABOUR AND SOCIAL SERVICE CAMPS AND CAMPUS WORK PROJECTS			
18. Labour and Social Service Camps		28,00,000	14,00,000
19. Campus Work Projects		25,00,000	20,00,000
(D) YOUTH WELFARE PROGRAMME			
20. Student Tours		3,80,000	50,000
21. Youth Hostels		95,000	1,20,000
22. Youth Festivals		4,00,000	2,30,000
23. Camps		40,000	45,000
24. Non-Student Youth Clubs and Centres		45,000	95,000
25. Youth Welfare Boards and Committees		40,000	40,000
(E) SCOUTING AND GUIDING		5,00,000	3,75,000
(F) NATIONAL DISCIPLINE SCHEME		26,00,000	39,26,000

*The schemes have been transferred to the State sector.

CHAPTER EIGHT

SOCIAL EDUCATION

The Government of India are aware of the pressing need for provision of social education facilities for both literate and illiterate adults; but in view of the more urgent demands on the limited resources available, the programme of social education necessarily gets restricted. The activities of the Government of India, therefore, have to be confined, more or less, to the conduct of pilot projects which would pave the way for bigger programmes to be undertaken in future. These include: (1) to establish and conduct the National Fundamental Education Centre at New Delhi for training high level personnel in social education; (2) to conduct a pilot project in the education of industrial workers; (3) to train workers in library service; (4) to develop a library service in Delhi as a pilot project; and (5) cooperation with international agencies. It also assists in the development of the Vidyapeeth project in Mysore which is assisted by the Ford Foundation and is trying to develop reading materials for neo-literate adults and new reading public.

2. An account of the National Fundamental Education Centre will be found in Annexure II. The other activities are briefly given in the paragraphs that follow.

3. **Social Education for Industrial Workers.**—A literate and educated industrial worker is more useful to the industry than his illiterate and ignorant counterpart. The worker not only needs wholesome literature to stimulate his thinking and to increase his efficiency, but also needs good recreational facilities. To develop a programme of education for industrial workers, a Workers' Social Education Institute was established at Indore as a pilot project. It has started functioning from November 1, 1960 and provides facilities for classroom work, club activities, library and women's educational activities. An Advisory Board has been set up for the Institute with the representatives of the Central Ministries of Education, Labour and Employment, the Madhya Pradesh Government, workers, employers and social workers.

4. **Training Workers for Library Service.**—Most of the States in India have already established State Central Libraries and a good many district libraries have also been set up. It is proposed to extend this library service down to the Block level, so that even the Block and village libraries can draw freely upon the District and State Central Libraries to strengthen their services to the reading public. To run such a

comprehensive library service, a body of trained librarians is necessary. The Institute of Library Science has, therefore, been established in the Second Plan at the Delhi University. The training of librarians has already started in this Institute. A three-month refresher course with thirteen trainees from the various States and a one-year diploma course with nine trainees have already been organised. During the year under review, the Institute is conducting the second one-year diploma course with effect from July 16, 1960.

5. The Institute was entrusted with the responsibility of conducting a Regional Seminar on Library Development in South Asia, held under the joint auspices of the Unesco and the Ministry of Education—in the premises of the Delhi University. The Seminar lasted from October 3 to 14, 1960. Representatives from eight countries of South Asia participated.

6. Development of Library Service in Delhi.—The object of the scheme is to develop the Delhi Public Library into a Central Library in a public library system for Delhi. The service, when fully established, should serve as a model for the development of library services in the States. The following activities are proposed to be added in the Third Plan: (i) to cover the whole population of the Union Territory of Delhi with a library service to be administered from a Central Library; (ii) to set up two Branch Libraries; and (iii) to serve organisations and groups like schools, youth clubs etc.

7. Cooperation with International Agencies.—(a) The World Conference on Adult Education was convened by Unesco at Montreal (Canada) from August 21 to 31, 1960. On an invitation from the Unesco, Shri R. P. Naik, Joint Secretary in the Ministry of Education, and Shri R. M. Chetsingh, Vice-President, Indian Adult Education Association, New Delhi, were deputed to attend the conference.

(b) *Colombo Plan—Offer of Training Facilities in Librarianship at Toronto Public Library, Canada.*—The Government of Canada has offered training facilities for two Indian librarians at Toronto Public Library under the Colombo Plan. The offer has been accepted and the selection of the two candidates is being made.

8. Ford Foundation Aid—Mysore State Vidyapeeth Programme.—In cooperation with the Ford Foundation, U.S.A., the Mysore State Adult Education Council has started the *Vidyapeeth* programme in Mysore State. The *vidyapeeths* aim primarily at training village youth for rural leadership. Under this project, it is proposed to establish eight *vidyapeeths* in all in the State. Up to the end of this year (1960), the Council has established four *vidyapeeths* and the setting up of the fifth is going apace. The remaining *vidyapeeths* will be set up in the Third Plan.

9. **Literature for Social Education.**—The Ministry of Education has been trying to promote and stimulate the growth of literature for the various types of readers, mainly neo-literates. This has been done mainly through the incentives given to the normal publishers to produce and to make available the type of literature that such readers need. Where, however, it was felt that such efforts were not liable to succeed, the Ministry of Education has not hesitated in taking direct steps to meet the needs of the reading public.

10. The literature which the Ministry of Education is trying to promote or to produce falls into two main categories: (a) literature for neo-literates and (b) literature for the new reading public.

(a) *For the Post-Literacy Stage.*—It was felt that people coming out of literacy classes as well as people who had to leave school at the Elementary stage should have some literature available for them, so that they could keep up their reading habits and thus keep alive a desire to live a better cultural life. With this end in view, a competition for books for neo-literates in all Indian languages has been organised annually since 1954. In the year under review, the seventh competition was organised, and out of a total number of 316 entries, 40 books and manuscripts were awarded prizes of Rs. 500 each, and five books out of them will receive additional Rs. 500 each. 1,500 copies of each of these books will be purchased and these will be distributed in the Community Development Blocks. (For details, see Annexure XII.) 267 books have so far been awarded prizes and copies thereof purchased for actual use of the readers for whom they are meant.

(b) *For the New Reading Public.*—Midway between the neo-literate adult and the fully literate adult, is a stage of literacy which has come to be called the 'new Reading Public', a term coined by the Unesco. For this class of readers, literature of a little more advanced nature is required. To promote such literature, the Ministry of Education, with the assistance of Unesco, organized the First Competition for Books for the New Reading Public in 1958, and prizes of \$ 480 (approximately Rs. 2,400) each were given to the authors of six books in Hindi and Bengali. Steps are now afoot to purchase 1,500 copies of each of these books for distribution to libraries.

A Second Competition for Books for the New Reading Public will be announced in 1961-62 as the Unesco has agreed to award ten prizes of \$ 400 each to authors of best books for the new reading public in Bengali, Hindi, Tamil, and Urdu, which have been published during the period January 1, 1959 to December 31, 1960. The books may be on any subject relating to international understanding, simple science, economic and social development, or translations of simple classics.

11. **Purchase of Literature in Hindi.**—In view of the special responsibility of the Centre in propagating Hindi, as also to meet the interest of the various State Governments for simple books in Hindi for use in social education centres etc., the Ministry of Education had been meeting half of the cost of Hindi books purchased by the State Governments on the recommendation of the Ministry. As a result of the first competition held under the Scheme, 56 books were selected for such purchase, and the State Governments were requested to make known their demands. Arrangements are being made to meet these demands by the end of 1960-61. Due to the poor response of the State Governments, the scheme is being dropped from the next year.

12. **Training of Authors.**—With a view to training authors for production of appropriate literature for the neo-literates, the Ministry of Education has been organizing *sahitya rachanalayas* in which writers in other fields are orientated to the art of writing for neo-literates. During the Second Plan, ten such *rachanalayas* were held in the various parts of the country through the State Governments which trained about 200 authors. In 1959, however, the work of these *rachanalayas* was assessed and in the light of this assessment, the scheme was considerably revised. It is now proposed to hold four *sahitya shivirs* (as they are now called) every year, beginning from 1961-62.

13. **Graded Books for Neo-Literates.**—In 1957, the Hindustani Culture Society, Allahabad, had been entrusted with the work of preparing and publishing eight-graded books in Hindi for neo-literate readers. Four manuscripts have been prepared so far and are being examined.

14. **Direct Production of Significant Books.**—In addition to the above-mentioned schemes, in which the existing publishers are being encouraged to produce the type of literature needed, the Ministry of Education has also been taking direct responsibility for the production of certain types of books, the need for which is very pronounced and which cannot be produced by the ordinary publisher for want of finance.

(a) *Gyan Sarovar.*—The publication of *Gyan Sarovar*, an encyclopaedia in Hindi in five volumes, is one of these ventures. The first two volumes of *Gyan Sarovar* have been published already during the Second Plan. Of the remaining three volumes, two are ready for press; these are expected to be out during 1961-62. The manuscript of volume five is under preparation, and it is expected to be ready for press by the end of 1961.

(b) *Hindi Vishwa Bharati.*—*Gyan Sarovar* caters to the needs of the neo-literates as also to the needs of children of the age-group 7-14. For more advanced readers, another encyclopaedia on the model of the Junior Oxford Encyclopaedia is under preparation through a private publisher. This encyclopaedia, called the *Hindi Vishwa Bharati* is

planned in 10 volumes, each comprising 400 pages, copiously illustrated. In the year under review, the 5th and 6th volumes of this encyclopaedia were brought out, and the 7th volume is nearing completion and is expected to be in the market very soon. The remaining three volumes are expected to be published during 1961-62. Out of a total grant of Rs. 2 lakhs approximately provided for the scheme, the balance of Rs. 45,000 will be released to the publishers, M/s. Hindi Vishwa Bharati, Lucknow, after the successful completion of the project.

(c) *History of India and Story of Life*.—Alongside the project for the publication of *Gyan Sarovar*, two other books were planned to be published for the neo-literate readers. The first was a *History of India* which will give to the common reader a story of the cultural and political evolution of our country. Manuscripts were invited through the offer of a prize of Rs. 5,000 and the prize winning manuscript has been selected. This is now under publication by the Publications Division of the Ministry of Information and Broadcasting. This book is proposed to be published in Hindi and in other regional languages during 1961-62.

Another manuscript "The Story of Life" has been prepared by a commissioned author and approved by the Ministry after consultation with experts on the subject. This manuscript is also with the Ministry of Information and Broadcasting who are considering it for publication in Hindi and other regional languages.

15. **Literature for Block Workers**.—On behalf of the Ministry of Community Development and Cooperation, the Ministry of Education is operating a scheme called the Scheme of Basic and Cultural Literature. In the first competition held in 1960, only two books were finally selected for award of prizes. These books, written in Hindi, have been purchased and other language editions are under preparation. In the second competition under this Scheme, 41 entries were received on eleven different subjects. Results are expected to be announced shortly. The third competition in the series for the award of 25 prizes will be announced during 1961-62. The entire cost of the Scheme is being borne by the Ministry of Community Development and Cooperation.

16. **Cooperation with Unesco**.—The Ministry of Education has been cooperating with Unesco in the working of its project for reading materials for several years past. It has taken part in the three Regional Seminars on Reading Materials held in Murree, Pakistan (1956), Rangoon, Burma (1957), and Madras, India (1959).

In 1960, the Ministry drew up its own proposals under the Unesco Project and sent them to Unesco for approval. These proposals include (1) guidance and help to the literature-producing agencies in India to better their production and output through training and discussion and

(2) assignment of books to private publishers for publication in Indian languages. On approval by the Unesco, the project would be worked out in the Third Plan.

17. **Outlook for the Third Plan.**—The total allocation for social education in the Third Plan is not likely to exceed the provision made in the Second Plan. However, it has been decided to maintain all the projects of the Second Plan. In addition, the following intensive projects which do not involve large financial outlay, are proposed to be implemented.

(a) *Development of Library Service in Delhi.*—The Delhi Public Library has already established multiple services in the city of Delhi and neighbouring villages. It is proposed to establish one more branches in order to extend the same facilities to the rural areas of Delhi.

(b) *Library and Social Education Workers' Seminars.*—The objective of this project is to train the librarians through seminars so that the existing libraries and their librarians can be fitted into a countrywide library service. Some refresher training is also necessary for orienting the social education workers. A small provision has, therefore, been made for arranging seminars of librarians and social education workers during the Third Plan.

(c) *Research and Publication in the field of Social Education and Libraries.*—The objective of this project is to bring out literature for workers in the field of social education and libraries and to assist in the publication of results of researches carried out by various organisations. It is further hoped to sponsor research on the syllabus of higher classes in adult schools.

18. **Production of Literature.**—In the Second Plan, there was a total outlay of Rs. 23 lakhs for this scheme of which an expenditure of Rs. 11.24 lakhs has been incurred up to 31st December, 1960. The provision for the scheme under the Third Plan has been reduced to Rs. 8 lakhs. There is, therefore, no scope for any expansion of the work under the scheme. But a scheme for production of model books through non-official agencies is expected to be put into operation.

19. **Financial Provisions.**—The following financial provisions have been made on account of the schemes of social education discussed in this Chapter:—

Sl. No.	Name of the Schemes	Provision for 1960-1961	Expenditure incurred so far during the year	Budget Provision for 1961-1962
1	2	3	4	5
		Rs.	Rs.	Rs.
1	National Fundamental Education Centre (RE)	2,50,000	1,29,500.00	2,42,300
2	Workers' Social Education Institute (RE)	38,400	34,109.00	40,000

1	2	3	4	5
		Rs.	Rs.	Rs.
3	Institute of Library Science, Delhi University.	(OE) 96,500 (RE) 30,000	36,078.48	80,000
4	Delhi Public Library	(RE) 2,50,000	2,25,000.00	3,30,000
5	Ford Foundation Aid-Mysore State Vidyapeeth Programme	(RE) 2,00,000	1,35,473.75	5,59,000
6	Production of Literature for Neo-Literates	(RE) 2,50,000	61,607.60	1,95,000

CHAPTER NINE

EDUCATION AND WELFARE OF THE HANDICAPPED

Although no reliable statistics are available it is believed that the blind population in this country is in the neighbourhood of 2 million. The deaf population is estimated at roughly 7 to 8 lakhs. No estimate of the orthopaedically and mentally handicapped is available.

2. One of the major difficulties in the planning of services for the handicapped has been the almost complete absence of statistical data. In order to at least partially remedy the situation, the Government of India attempted, during the Second Plan period, to carry out random sample surveys in select areas. Such a survey was recently completed in Greater Delhi. This survey reveals that nearly 4 per cent of the families residing in Delhi had a handicapped member. The blind constitute the largest group of handicapped persons and the orthopaedically handicapped come next.

3. While we still have no dependable data regarding the size of the handicapped population and their needs, the magnitude of the problem seems to be obvious from the limited studies already carried out. An attempt will be made here to describe very concisely the steps that have been or are being taken by the Government of India to develop educational and other services for the physically and mentally handicapped.

A. THE BLIND

4. *Institutions.*—There are at present about 100 schools and other establishments for the blind in the country. The majority of them are run by voluntary agencies with some State aid. Most of these institutions impart Elementary education coupled with vocational training in crafts like weaving, chair-caning, candle-making, toy-making, etc. Music is taught in almost every school for the blind.

5. *The National Association for the Blind.*—The National Association for the Blind established eight years ago acts as a coordinating agency and provides a forum for representatives of institutions for the blind at periodical conferences. It receives grant-in-aid from the Government of India. The Association also undertakes valuable experimental work in this field.

6. **Tata Agricultural Training Centre for the Blind.**—An agricultural training centre for the adult blind has recently been established at Phansa in Gujerat State and started functioning on the 26th January, 1960. Its primary object is to train the blind in simple agricultural occupations like sowing, weeding, composting and so on. The trainees are also taught simple rural crafts like basket-making, rope-making and the like. Since the great majority of the blind persons in this country come from rural areas, the success of a project of this kind could have considerable significance for the rehabilitation of the blind. In view of this, the Government of India has just sanctioned financial assistance to this centre to cover a part of the cost of construction of buildings for this project.

7. **National Centre for the Blind, Dehra Dun.**—One of the major projects undertaken by the Government of India in the field of the education and training of the blind is the establishment of a National Centre for the Blind at Dehra Dun. The main object of this Centre is to provide an integrated service for the blind commencing from education in childhood to the provision of Braille literature and appliances for blind adults. The Centre is ultimately to consist of several institutions, some of which have already been established.

8. **Training Centre for the Adult Blind, Dehra Dun.**—The first institution was established at Dehra Dun on the 1st January, 1950. It is known as the Training Centre for the Adult Blind. This Centre imparts training to adult blind men and women chiefly in crafts with a view to helping them towards economic independence. Since blind persons trained in cottage industries were finding it difficult to secure remunerative employment an attempt is now being made to introduce training in light engineering and in trades like cycle-repairing, elementary carpentry and so on. It has accommodation for 150 blind men and 35 blind women. The Women's Section was established on 30th September, 1957 in a hired building with accommodation only for 20 trainees. The Centre provides free board, lodging, clothes and tuition. The normal period of training is two years.

9. **Sheltered Workshop, Dehra Dun.**—Attached to the Training Centre is a small sheltered workshop employing four weavers and five chair-caners. To this workshop are admitted such trainees as cannot be immediately placed in open employment. They are paid on a piece-rate basis. They are also provided free furnished residential accommodation, a free cook and free medical aid.

The trainees leaving the Training Centre may take up jobs in ordinary commercial, industrial or other establishments or set up an independent business in their own homes. During the past six years, 131 trainees have been placed in open employment by the Employment Office of the Centre at Madras. 27 others have informed the Centre about their placement in open employment.

10. **The Central Braille Press, Dehra Dun.**—In pursuance of the recommendations of the "Report on Blindness in India" submitted in 1944, the Government of India established a Central Braille Press at Dehra Dun in April, 1951. The main purpose of this Press is to produce Braille literature in Indian languages. Up-to-date, the Press has printed in Braille 65 titles in Hindi, Gujarati, Marathi, Tamil, Telugu, Bengali and English. The Press also publishes a quarterly journal in Braille entitled "Alok".

As the Press is not able to meet the demand for Braille literature in the country, it is proposed to expand it by importing two more Braille printing machines during the next year.

11. **Workshop for the Manufacture of Braille Appliances.**—In January, 1954, a small workshop was added to the Press for the manufacture of Braille appliances. Until then, almost all appliances needed for the education of the blind had to be imported from abroad. Today this workshop is manufacturing the basic appliances like Braille slates and arithmetic frames needed for the education of the blind. This year, the United Nations provided the services of an expert to assist in the development of this workshop. The report of this expert has just been made available and during the next year, it is proposed to develop the workshop in the light of the suggestions made in this report.

12. **Model School for Blind Children.**—Another important unit of the proposed National Centre for the Blind is the Model School for Blind Children. The Primary section of this school was established in January, 1959 with accommodation for 50 children. At present, the school has 32 children on its rolls. It is eventually to become a full-fledged Secondary school for the blind. During the next year, it expects to become a Middle school with accommodation for 75 children.

13. **National Braille Library.**—One of the most important constituent units of the National Centre for the Blind which is yet to come into being is a National Braille Library. There is at present no Braille lending library in the country. It is, therefore, proposed to establish, during the next year, the National Braille Library, Dehra Dun. This Library will lend Braille books in Indian and foreign languages to blind readers throughout the country. Braille books are carried through the post without charge. The library will have a small transcribing department which will undertake to put into Braille essential books for which there is limited demand. It will obviously not be possible for the National Braille Library at Dehra Dun to serve effectively the entire Braille reading population of the country. The State Governments are, therefore, being advised to establish Braille sections in the Central Libraries in the States.

With the addition of the National Braille Library and an after-care section to assist ex-trainees of the Training Centre for the Adult Blind in their rehabilitation, the National Centre for the Blind is expected to be completed during the Third Plan period.

B. THE DEAF

14. **Institutions.**—There are at present about 50 schools for the deaf in the country. The majority of them are run by voluntary agencies with some State aid. Most schools for the deaf impart Elementary education and training in trades like tailoring, weaving, carpentry, smithy, printing, book-binding and so on. There are two Centres for the training of teachers of the deaf.

During the Second Plan period it has not been possible for the Government of India to undertake the establishment of any special institution for the deaf. The All India Federation of the Deaf was recently given assistance for the establishment of a school of photography. This will be the first institution of its kind in the country.

The establishment of an institution for imparting vocational training to the adult deaf is envisaged during the Third Plan. The main purpose of this institution will be to train deaf adults in trades like carpentry, tailoring, machine work, commercial painting and so on with a view to helping them towards economic independence.

15. **Manufacture of Hearing Aids.**—A substantial number of deaf persons retain a degree of residual hearing which could be put to practical use with the help of modern amplifying equipment. The cost of imported hearing aids is, however, beyond the reach of the average deaf person. Consequently, about five years ago, at the request of the Ministry of Education, the National Physical Laboratory undertook experiments designed to develop indigenous group and individual hearing aids. The Laboratory has succeeded in developing indigenous aids which have been found to be as effective as imported ones and can be manufactured at a much smaller cost. One of the most important advantages of these aids is that they consume less electric current than imported aids. The possibility of having indigenous hearing aids commercially produced is being examined in consultation with the Ministry of Commerce and Industry.

C. THE ORTHOPAEDICALLY HANDICAPPED AND THE MENTALLY HANDICAPPED

16. There are, at present, about a dozen special institutions for the orthopaedically handicapped and about half a dozen schools for mentally deficient children. Almost all of these institutions are run by voluntary agencies. The main aim of the special institutions for the orthopaedically handicapped is to assist in the physical restoration of severely orthopaedically handicapped children by means of occupational therapy and

physio-therapy. The treatment is combined with simple academic education. On the other hand, the main purpose of special schools for mentally deficient children is to help the sub-normal child in receiving such education and vocational training as he can receive at his own pace.

17. *The Government of India have, during the Second Plan period, been attempting with some success to encourage the development of regional institutions for the orthopaedically handicapped. Meanwhile, it is proposed to establish a school for mentally deficient children in Delhi during the next year.*

D. GENERAL

18. *Scholarships.—During the Second Plan period, the Government of India have been awarding scholarships to blind, deaf and orthopaedically handicapped students. These scholarships are intended to assist physically handicapped students in receiving general education or technical or professional training in normal institutions. During the Second Plan period, scholarships were awarded to 185 blind, 246 deaf and 228 orthopaedically handicapped students. Thus 659 fresh awards were made during this period.*

207 scholars have completed their courses. A follow-up study designed to ascertain to what extent the training received with the help of these scholarships has helped in their rehabilitation is being undertaken on the advice of the National Advisory Council for the Education of the Handicapped.

During the year under review, rules governing these scholarships were revised in the light of the experience gained during the last five years. The outstanding characteristic of the revised rules is the rationalization of the rates of scholarships payable to different categories of handicapped students at different stages of education. Provision has been made in the rules for the payment of a special allowance to blind students for securing the services of readers and to orthopaedically handicapped students for meeting the extra expenditure on transport.

19. *Assistance to Voluntary Organizations.—One of the most important activities of the Government of India in this field during the Second Plan period has been to assist voluntary agencies in developing their existing activities or undertaking new ones. Under the scheme of Assistance to Voluntary Educational Organizations, institutions for the handicapped are helped in developing their existing activities by offering them assistance for the construction of buildings, purchase of equipment or meeting a part of the recurring expenditure.*

About two years ago, the Government of India decided to assist voluntary agencies with adequate experience wishing to establish new institutions for the handicapped on a regional basis. Assistance in such cases

is given on a more liberal scale. The Government of India have given assistance for the establishment of three regional institutions each for the orthopaedically handicapped and the deaf and two institutions for the blind.

Since the commencement of the Second Plan up-to-date, assistance amounting to approximately Rs. 8 lakhs has been given to institutions for the handicapped. It will be observed from the following statement indicating the assistance given year-wise that the pace of progress has been accelerated towards the end of the Second Plan period:—

Year	Amount Sanctioned
	Rs.
1956-57	67,510
1957-58	1,14,425
1958-59	56,495
1959-60	1,34,750
1960-61 (so far)	4,26,851

It is expected that by the end of the present year a total sum of Rs. 5.5 lakhs will be sanctioned to institutions for the handicapped.

20. **Surveys.**—As pointed out earlier, the lack of information is one of the most serious impediments to progress in this field. Consequently, during the 2nd Plan period, an attempt was made to conduct random sample surveys in a few select areas. These surveys are carried out in two stages. At the first stage the enumerators record preliminary information regarding the handicapped persons who are contacted. At the second stage, the handicapped persons are referred to a team of specialists who are asked to express opinion in regard to the ultimate chances of rehabilitation.

Surveys have been completed in Delhi, Bombay and Kanpur. A survey is in progress in a village near Nagpur. The possibility of conducting more surveys through the National Sample Survey of India or some other appropriate organization is being examined.

21. **Employment.**—Although educational and training institutions for the handicapped have existed in the country for over 70 years, no concerted efforts appear to have been made to place the handicapped in suitable occupations. Education and training are of little significance unless they culminate into remunerative employment. Accordingly, during the Second Plan period, considerable stress was laid on the development of a placement service for the handicapped. Following a Seminar on the Employment of the Blind held at Mussoorie in September, 1956, the International Labour Organisation offered the services of an expert to

assist in the development of a placement service for the physically handicapped. In consultation with this expert a scheme for the establishment of special employment offices for the physically handicapped was drawn up.

The first special employment office for the physically handicapped was established at Bombay in March, 1959. The Employment Office of the Training Centre for the Adult Blind established at Madras in July, 1954 is to be put on the same footing as the office in Bombay during the current financial year. An additional office is expected to be established in Delhi before the present financial year is out.

Since its inception, the special Employment Office for the Physically Handicapped at Bombay has placed nearly 100 blind, deaf and orthopaedically handicapped persons in ordinary commercial and industrial establishments as well as in the public services. The Office at Madras has made about 131 placements since its establishment in July, 1954.

The special employment offices will function as integral part of the National Employment Service and will be administered by the State Governments concerned. The cost of running these offices is, however, borne by the Government of India who are responsible for laying down the policy and procedures to be adopted.

In order to facilitate the task of these special offices, the Government of India have already issued instructions to the central employing departments requesting them to consider the applications of handicapped persons with sympathy. Instructions have also been issued to the effect that handicapped persons who have already been examined by the medical boards attached to the special employment offices should not be subjected to a further medical examination by the employing departments.

It is proposed to have one special employment office for the physically handicapped in each State by the end of the Third Plan. Three additional offices are proposed to be established during 1961-62.

22. National Advisory Council for the Education of the Handicapped.— In September, 1955, the Government of India appointed a National Advisory Council for the Education of the Handicapped to advise them on all problems concerning the education, training, employment and the provision of cultural and social amenities for the physically and mentally handicapped. The Council consists of representatives of concerned Government departments and experts in the education and training of the blind, the deaf, the orthopaedically and mentally handicapped. From time to time the Council has made valuable recommendations to the Government of India. One of the most important tasks undertaken by the Council is the appointment of a Sub-Committee to examine the training programmes for various institutions for the handicapped and to

suggest measures for their reorganization in the light of employment prospects.

23. **The Progress during the Second Plan.**—Only a few schemes estimated to cost about Rs. 11 lakhs were included in the First Plan towards the end. Provision of a sum of Rs. 50 lakhs was, however, made in the Second Plan for the education, training and employment of the handicapped. But in view of the fact that this was almost an uncharted field and both governmental and non-governmental agencies had to gain experience before properly thought-out schemes could be implemented with speed, expenditure in the initial years was very small. Progress was, however, accelerated towards the end. This will be evident from the fact that during the first four years of the Second Plan, institutions for the handicapped were given assistance amounting to only about Rs. 3,73,000. During the final year of the Plan, however, a sum of Rs. 5.5 lakhs is likely to be sanctioned to institutions and organizations for the handicapped. The total expenditure on the education and welfare of the handicapped on Central schemes included in the Second Plan is expected to be of the order of about Rs. 20 lakhs. The experience gained during the Second Plan period has also prepared the ground for the speedy implementation of carefully thought-out schemes during the Third Plan period.

24. **Financial Provisions.**—The following table gives the financial provisions made for the different schemes in this sector during 1960-61 and 1961-62:—

Sl. No.	Scheme	Budget Provision during	
		1960-61 Rs.	1961-62 Rs.
1	Training Centre for the Adult Blind, Dehra Dun (Men's Section)	2,16,800	2,20,900
2	Training Centre for the Adult Blind, Dehra Dun (Women's Section)	57,200	54,500
3	Sheltered Workshop for the Blind, Dehra Dun	47,600	54,000
4	The Central Braille Press, Dehra Dun	1,32,300	1,78,800
5	Workshop for the Manufacture of Braille Appliances, Dehra Dun	50,000	36,700
6	Model School for Blind Children, Dehra Dun	1,16,800	1,08,600
7	Training Centre for the Adult Deaf—Establishment of	..	1,00,000
8	Scholarships for the Blind	85,500	1,60,000
9	Scholarships for the Deaf	73,000	1,10,000
10	Scholarships for the Orthopaedically Handicapped	60,000	1,10,000
11	Survey of the Handicapped	25,000	20,000
12	Assistance to the Voluntary Organisations for the Handicapped	5,50,000	3,50,000
13	Establishment of Special Employment Offices for the Handicapped	48,000	50,000

CHAPTER TEN

THE INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO AND UNESCO PROGRAMMES IN INDIA

INDIAN NATIONAL COMMISSION

The tenth meeting of the Executive Board of the Commission was held in New Delhi in June 1960. It recommended a revised draft constitution for the Commission.

The fourth conference of the Commission was held in New Delhi on 25th and 26th October 1960. It considered the revised constitution of the Commission, Unesco's draft programme and budget for 1961-62 and the Secretary-General's report for 1958-60. The Conference also approved a number of resolutions to be sponsored by the Indian delegation at the eleventh session of the Unesco General Conference. These resolutions pertained to decentralisation of Unesco's work for a more effective implementation of programme activities, increased resources for the implementation of the Major Project on the Mutual Appreciation of Eastern and Western Cultural Values, promotion of activities of the National Commissions cooperating with Unesco, a more representative set-up in the Unesco Secretariat, adequate financial assistance to the National Commissions, cheap production of scientific and technical books in the underdeveloped countries and increased allocation for compulsory Primary education in Asia.

The Commission established and strengthened its relations with other National Commissions. It also participated in the Regional Conference of Representatives of National Commissions held at Manila in January, 1960.

The Commission received a number of Unesco officials during 1960 and was particularly honoured by the visit of Dr. Vittorino Veronese, Director-General, Unesco to New Delhi in January 1960 at the invitation of the Government. He was accompanied by Dr. M. S. Adishesiah, Assistant Director-General.

The Commission also received a number of educational leaders and scholars visiting India on Unesco awards under its various programmes and arranged their programmes of study and travel in India.

Delegation to the Unesco General Conference.—The Government of India sent a delegation to the Eleventh Session of the General Conference of Unesco which was held in Paris from 14th November to 16th December 1960. The delegation was led by the Union Minister of Education.

Representation on the Executive Board of Unesco.—On the expiry of Mrs. Hansa Mehta's term as India's representative on the Executive Board of Unesco, the Government of India proposed the candidature of Smt. Indira Gandhi. She was elected at the eleventh session of the General Conference of Unesco held in Paris in November-December, 1960.

UNESCO ACTIVITIES

The Union Government and the National Commission continued their cooperation and collaboration with Unesco in implementing the organisation's programme of activities in the fields of education, science and culture. Some of the important activities during the year under review are reported in the paragraphs that follow.

EDUCATION

Primary and Compulsory Education in Asia.—In implementation of a resolution of the tenth session of the General Conference, Unesco undertook a general survey of Primary and compulsory education in Asian countries. The results of this survey were placed at the disposal of a Regional Meeting of Representatives of seventeen Asian Member-States held at Karachi in December 1959–January 1960. Out of this meeting emerged a work plan for compulsory Primary education in Asia which aims at providing universal, compulsory and free Primary education in this region within a period of twenty years. The recommendations and the work plan adopted by this meeting have been included by Unesco in its revised work plan for 1961-62 with a budgetary allocation of \$ 1,045,884. On a resolution sponsored by the Indian delegation, Unesco agreed to an increase of \$300,000 in the allocation. The assistance that India will get under this programme will be known a little later.

Celebration of U.N. Day.—The Commission continued to participate in the celebration of the U.N. Day and gave an assistance of Rs. 11,000 to the All-India U.N. Day Committee.

Reading Materials Project.—The Commission participated fully in the various activities and programmes proposed by Unesco through its Regional Centre at Karachi. These included organisation of training courses, provision of Fellowships, award of prizes for best books and translation and publication in Hindi of Unesco publications.

International Bureau of Education.—The Government have decided to become a member of the International Bureau of Education, Geneva which works in close collaboration with Unesco. in the field of education.

NATURAL SCIENCES

Unesco South Asia Science Cooperation Office.—The Commission collaborated with this office in implementing the Natural Science Programme

of the Unesco through the organisation of seminars, symposia and training courses for the region.

Arid Zone Research.—India continued to participate in the Major Project on Scientific Research on Arid Lands. Assistance, including Fellowships and services of one expert, was received for the Central Arid Zone Research Institute, Jodhpur. A National Cooperating Committee was also established for this project under the Union Ministry of Food and Agriculture and India participated in the Symposium on Arid Zone Problems held in Paris in May 1960.

SOCIAL SCIENCES

Unesco Research Centre on the Social Implications of Industrialisation in Southern Asia.—This Centre has been functioning since January 1956 as a joint Unesco-Government of India enterprise. A sum of Rs. 1.66 lakhs was paid by the Government of India as its annual contribution towards the local costs of the Centre during 1960. Unesco and the Government of India have decided to continue the Centre for a further period of four years beginning from 1st January 1961 on existing budgetary arrangements. It has also been decided to shift the Centre from Calcutta to Delhi with effect from January 1961. It will function within a wider scope as the Unesco Research Centre on Social and Economic Development in Southern Asia.

CULTURAL ACTIVITIES

Major Project on Mutual Appreciation of Eastern and Western Cultural Values.—India has been actively participating in the implementation of this project launched by Unesco in 1956 for a ten-year period. The Commission has undertaken a number of activities for furthering the objectives of the project at the school and university levels and for the general public. These activities were implemented in collaboration with suitable agencies in the country with assistance from the Commission.

Among the important activities is the **Associated Schools Project in Education for International Understanding and Cooperation.** This project continued to function with ten Secondary schools and thirteen teacher training institutions. A National Seminar on Educational Methods most likely to develop international understanding was held at the Vidya Bhavan Teachers' College, Udaipur during December 1960 and was attended by representatives of participating institutions, nominees of State Governments and the Indian National Commission and a representative from the Unesco Secretariat.

The Commission has also undertaken the preparation of a book on **National Culture and Present Day Life in India** and assembling of a kit of visual materials for use in schools participating in the Associated Schools Project in other countries.

Universities in India have been requested to set up groups of scholars to study ways and means of implementing this project and incorporating some of its activities with their regular academic programme. Two universities have availed themselves of the financial assistance from the Commission. Six universities have organised Orient-Occident Weeks which consisted of exhibitions, cultural programmes and lectures on the culture of six countries, the United Arab Republic, the United States of America, Russia, Indonesia, France and Germany.

A survey of national institutions working within the framework of the Major Project has been undertaken by the Commission with the idea of assisting these institutions in developing projects in furtherance of the Major Project. The Commission has also developed a bilateral project with the United States National Commission for developing mutual understanding between the peoples of the two countries. A paper on the *Traditional Values of Modern Life in India* is expected to be out by March 1961.

The Commission continued to participate in the translation of representative works programme of Unesco. *Adi Granth*—Sacred Writings of the Sikhs—was added to the list of Indian classics translated into Western languages.

India also participated in two regional seminars organised by the Unesco under this project at Wellington (New Zealand) and Tokyo (Japan).

Asian Theatre Institute.—The Asian Theatre Institute, which has been amalgamated with the National School of Drama, aims at conducting research in the dramatic forms of India and other Asian countries. As a step towards enlisting the cooperation of all Asian countries and for defining the programme of the Institute, Unesco gave financial assistance of \$500 for convening a meeting of Asian experts in dramatic art. This meeting was held at New Delhi on September, 7, 1960. Unesco's assistance for 1959-60 consists of 2000 dollars worth of equipment and \$7500 for four study grants to Asian scholars for study and research in Indian theatre art at the Institute. With the latter assistance, the Institute is organising a theatre workshop in January 1961 which is to be attended by scholars from Indonesia, Japan, the Philippines and Thailand.

Establishment of a Museum of Western Art in India.—At the instance of Unesco, the Ministry of Scientific Research and Cultural Affairs have agreed to house a gallery of Western Art in the National Museum at New Delhi. The collection for this gallery will consist of original works obtained on exchange, long term loan basis, as gifts or by purchase. Unesco will assist in bringing together this collection and render technical advice.

MASS COMMUNICATION

Tagore Centenary Celebrations.—Unesco has agreed to adopt several measures which will make it possible for people throughout the world to pay a full and fitting tribute to the memory of the poet. These measures go much beyond those normally provided for by Unesco for the commemoration of centenaries under its mass communication programme and, in fact, form a part of the framework of the Major Project for the Improvement of Mutual Understanding between Cultures of the Orient-Occident.

Besides the issue of a circular letter to member-states and National Commissions inviting them to join in the commemoration of Tagore by observing a 'Tagore Week', Unesco has proposed the following measures:

- (a) the publication during 1961 of an anthology in English of the best works of the poet and a French translation of his novel *Gora*;
- (b) publication in 1961 of a special issue of the Unesco Courier; and
- (c) contribution to the travel expenses of delegates to a literary symposium that may be organised by the Indian authorities.

Unesco will also assist in the circulation of an exhibition of Tagore's paintings among member-states.

Unesco Coupon Scheme.—The sale of Unesco Coupons by the Ministry was continued and \$34,460.41 worth of coupons were sold during 1960. This scheme forms part of Unesco's programme to promote the free flow of information throughout the world.

ASSISTANCE FROM UNESCO

U.N. Expanded Technical Assistance Programme.—Aid received under this programme during 1960 consisted of 24 experts, 4 Fellowships and equipment worth \$254,500. The programme is now formulated on a two-year basis and the following requests were submitted for the years 1961 and 1962:

Year	Experts	Fellowships	Equipment
1961	33	5	\$570,800
1962	25	7	\$174,000

The aid is earmarked mainly for principal technological and research institutions of India, the major portion being allocated to the Indian Institute of Technology, Bombay.

Participation Programme of Unesco.—Under this Programme, the projects approved by Unesco for assistance for 1959-60 were implemented

during the period under review. After consulting the various Ministries concerned, India's proposals for assistance under the programme for 1961-62 were forwarded to Unesco. These included, among others, requests for services of experts in the fields of teaching materials for education for international understanding, science museum, and arts and crafts and Fellowships for the training of Indian personnel in different fields.

U.N. Special Fund.—Unesco has been nominated as the Executive agency for two out of the nine Indian projects approved by the Governing Council of the Fund. The projects and the amounts approved are:

1. Power Engineering Research Institutes at Bangalore and Bhopal	\$1,928,800
2. Central Mechanical Engineering Research Institute, Durgapur	\$691,400

CONFERENCES AND SEMINARS

The following seminars, symposia and training courses were organised by Unesco in India during the period under review:

- (i) International Training Course in the use of Radio Isotopes in Agricultural Research in collaboration with the Ministry of Food and Agriculture and the International Atomic Energy Agency,—New Delhi, January—February, 1960
- (ii) Regional Training Course on High Vacuum Techniques in collaboration with the National Physical Laboratory—New Delhi, January—February, 1960
- (iii) Regional Symposium on Termites in the Humid Tropics in collaboration with the Zoological Survey of India,—New Delhi, October, 1960
- (iv) Regional Seminar on Library Development in South Asia in collaboration with the Ministry of Education,—New Delhi, October, 1960.
- (v) First Regional Science Seminar on Physics and Chemistry Training in the University and Science Teaching in the Upper Secondary level in collaboration with the Ministry of Education,—New Delhi, December, 1960
- (vi) Regional Seminar on Public Administration Problems of New and Rapidly Growing Towns in Southern Asia in collaboration with the Institute of Public Administration, New Delhi,—New Delhi, December, 1960

India participated in a number of international conferences and meetings organised by or under the auspices of Unesco. Some of these are:

- (i) Committee of Experts to prepare Draft Recommendation on International Relations and Exchanges in Education, Science and Culture,—Paris, February, 1960

- (ii) Expert Committee Meeting for the Preparation of International Agreement concerning Rights of Performers, Recorders and Broadcasting,—Geneva, May, 1960
- (iii) Expert Committee Meeting regarding Draft International Convention on Discrimination in Education,—Paris, June, 1960
- (iv) XXIII International Conference on Public Education,—Geneva, August, 1960
- (v) World Conference on Adult Education,—Montreal, August, 1960
- (vi) Fifth Meeting of the Inter-Governmental Copyright Convention,—London, October-November, 1960

A pamphlet entitled, "National Commission for Cooperation with Unesco—Work and Programme—1958-60" brought out by the Ministry gives detailed information in respect of the activities of the Indian National Commission.

CHAPTER ELEVEN

OTHER EDUCATIONAL ACTIVITIES

In addition to the activities described in the foregoing Chapters, the Ministry of Education is engaged in pursuing a number of other useful educational activities a brief account of which is given in the paragraphs that follow.

I. Educational Delegations to and from India.—This item was transferred to the Ministry of Education from the Ministry of Scientific Research and Cultural Affairs with effect from April 1, 1959, and for the current financial year, a provision of Rs. 65,000 was made for this purpose. Under this scheme, a student-teacher delegation from Nepal, consisting of 15 persons, is currently visiting important places in India on a three-week tour beginning December 19, 1960.

Another 25-member student-teacher delegation is expected from Bhutan in January, 1961.

During 1961-62, besides the normal budget provision of Rs. 65,000, a sum of Rs. 2,30,000 has been provided as a Plan item for this purpose. This includes a provision of Rs. 2 lakhs for the Commonwealth Education Conference proposed to be held at New Delhi shortly and the remaining amount is earmarked for exchanges of educational value between India and foreign countries. It is also proposed to implement some of the items contained in the agreement signed between India and the United Arab Republic and to assist educational institutions run by the Indian community abroad.

II. National Awards for Teachers.—The scheme of National Awards for Teachers was started in 1958-59. The object of the scheme is to raise the prestige of teachers and to give public recognition to distinguished teachers who have rendered meritorious services to the community in their professional life. The scheme at present has been confined to practising teachers, who have put in at least 20 years of recognised teaching service, in Primary, Middle, High and Higher Secondary schools. During 1958-59 that is the first year of the scheme, 32 awards on an uniform basis of two awards for each State, were distributed. The following year, the number of awards was increased to 71 and divided among the States and Union Territories on the basis of the number of schools within their respective jurisdictions.

The following factors are taken into consideration while making the selection:

- (i) teacher's reputation in the local community;

- (ii) teacher's academic efficiency and the desire for its improvement;
- (iii) teacher's interest in, and love for, children; and
- (iv) teacher's share in the social life of the community.

The preliminary selection is made by the State Governments/Union Territory Administrations. The final selection is made by the Ministry of Education from among the applications which are recommended by the State Governments/Union Territory Administrations. Awards to the 71 teachers selected for 1960-61, were given away by the President of India at a special function held in New Delhi on December 22, 1960.

III. Educational Tours of Teachers.—The Government of India also offers a small token assistance of not more than Rs. 1,000 per State per year for the educational tours of teachers. Since January 1960, the proposals from the following States and Union Territories have been sanctioned:

1. Madras	1959-60
2. Uttar Pradesh	1959-60
3. L.M. & A. Islands	1959-60
4. A. & N. Islands	1959-60
5. Assam	1960-61
6. Kerala	1960-61
7. Maharashtra	1960-61
8. Manipur	1960-61

Tour proposals from Madras and Delhi for 1960-61, are under consideration. This is the last year of the scheme as it is not being continued in the Third Five-Year Plan.

IV. Committee on Religious and Moral Instruction.—The recommendations made by the Committee on Religious and Moral Instruction were discussed at the 27th session of the Central Advisory Board of Education held at New Delhi in February, 1960, and were accepted with slight modifications. The proceedings of the Board's meeting were duly forwarded to the respective authorities for necessary action. The Report of the Committee was also considered in June, 1960, at Khadakvasla by a committee of vice-chancellors who unanimously suggested implementation of three recommendations which are:

- (i) that in the first year of the degree course, lives of the great religious and spiritual leaders like Gautama the Buddha, Confucius, Zoroaster, Socrates, Jesus, Sankara, Ramanuja, Madhava, Mohammad, Kabir, Nanak and Gandhi be taught;
- (ii) that in the second year, some selections of a universalist character from the scriptures of the world be studied;

- (iii) that in the third year, the central problems of philosophy of religion be considered. Standard works for such studies should be prepared carefully by specialists who have deep knowledge of and sympathy for the religious systems about which they write.

It has been decided to request the same Committee also to select suitable literature for the purpose for all stages of education, namely, Primary to the university.

V. Promotion of Gandhian Philosophy.—Under the scheme of promotion of Gandhiji's teachings in schools, Kumari Manuben Gandhi delivered a series of lectures on "Gandhiji's teachings and way of life" in selected schools of Bihar and Rajasthan. Copies of the Unesco publication 'All Men are Brothers' which is a compilation of extracts from Gandhiji's writings emphasising the brotherhood of man were distributed to all High/Higher Secondary schools in the country.

The programme for Third Plan includes:

- (i) lectures on Gandhiji's teachings and way of life in selected Secondary schools by Kumari Manuben Gandhi;
- (ii) supply of Gandhian literature to colleges and schools;
- (iii) lectures by eminent persons on Gandhiji's life and thought in some universities; and
- (iv) collaboration with non-official organisations.

VI. Promotion of Inter-State Understanding.—Copies of the guide book on West Bengal and Assam have been distributed to the Secondary schools in the southern States. A rally of Secondary school students was held at New Delhi from January 22 to 28, 1960. Each State Government was requested to depute selected and outstanding students to participate in the rally (six students from each State accompanied by a teacher). One student each was also invited from the Centrally Administered Areas, including Pondicherry. 92 students and teachers attended the rally which was inaugurated by the Union Education Minister. Besides a lively programme of cultural activities, the students from different States lived together in mutual harmony and new contacts were established. The participants saw various places of historical, cultural and educational interest in Delhi, and witnessed the Republic Day Parade, the Beating the Retreat, folk dances, etc.

The problem of building up a strong national sentiment through programmes of emotional integration has assumed a very great significance at present and the educational institutions in the country have to accept the challenge and rise to the occasion. This problem was recently discussed at the Education Ministers' Conference held in November, 1960, and on its recommendation, it has been decided to set up a high

level committee to examine the issue and to make concrete recommendations. A token financial provision has also been made in the Third Plan to implement this programme which would be finalised in the light of the recommendations of this Committee.

VII. Anglo-Indian Institutions and Public Schools.—Financial assistance is being given by the Ministry of Education for the maintenance of N.C.C. units in the Public schools. These units (two in each school) are functioning in about 20 Public schools. Part of the expenditure is met by the institutions themselves, part by the Ministry of Defence and part by the Education Ministry. The provision for 1960-61 is Rs. 90,000 (approximately Rs. 2,500 per unit) and an equal amount has been proposed for 1961-62.

As in the previous year, a sum of Rs. 4,300 has been provided for Inter-State Board of Anglo-Indian Education and Rs. 7,300 for Dr. Graham's Home, Kalimpong, for grants during 1961-62 as Government of India's share of expenditure.

A provision of Rs. 62,000 has been made for 1960-61, and of an equal amount for 1961-62, for payment to the Lawrence School, Lovedale, as part of the Government of India's share of expenditure on entitled children.

VIII. Grants-in-aid to Approved Research Projects.—The scheme for the promotion of research in problems connected with Secondary education which was initiated in 1953-54, is being continued. Under this Scheme, grants are given to teacher training colleges, departments of education of universities and other recognised institutions for carrying on research on educational problems chosen by them and approved by this Ministry. The main purpose of the Scheme is not to seek solutions of educational problems, but to create research-mindedness in the educational faculties.

Though primarily the Scheme is meant for problems connected with Secondary education, research in other fields is also considered. The grant covers the salary of research Fellows, approved travelling expenses, library books and other equipment needed for the project and some contingent expenditure.

To-date, 52 research projects have been sanctioned in favour of 40 institutions. Out of these, 29 projects have been completed and one had to be stopped on account of unsatisfactory progress. 22 projects are continuing.

An expenditure of Rs. 2,05,288 was incurred on the Scheme during the First Plan. The provision for the Second Plan is Rs. 7 lakhs. The

expenditure incurred so far and the research projects in progress are as shown below:

Year	Grants Sanctioned Rs.	Projects in Progress		
		Old	New	Total
1956-57	76,067	19	5	24
1957-58	1,20,453	20	15	35
1958-59	1,69,244	31	8	39
1959-60	1,24,327	37	2	39
1960-61 (up to December, 1960)	20,968	27	1	28

In addition to this amount, administrative approval has been given to some institutions for completing research projects, the sanction for which will issue on receipt of information about actual expenditure.

The scheme will be continued during the Third Plan.

IX. Grants to Voluntary Organisations.—The Ministry of Education also gives grants-in-aid to voluntary educational organisations, which are doing some educationally significant work, to expand or improve their existing services or to start new ones. During the year under review, the following grants-in-aid were sanctioned:

Sub-Scheme	Institutions to which Grants have been Sanctioned so far during the Year under Report		Budget Provision for	
	No.	Amount	1960-61	1961-62
			Rs.	Rs.
(a) Establishment of Post-Basic Schools	1	5,000	40,000	} 3,50,000
(b) Voluntary Organisations in the field of Pre-Primary, Primary and Basic Education	8	88,198	3,50,000	
(c) Voluntary Organisations in the field of Secondary Education	8	1,42,621.69	3,25,000	
(d) (i) Grants to Voluntary Organisations and Institutions of Higher Learning of All-India Importance	2	2,00,000	5,00,000	10,00,000
		(Administrative Approval)		
(ii) Maintenance Grants to Jamia Millia . . . . .	..	..	5,60,000	5,80,000
(e) Assistance to Voluntary Organisations in the field of Social Education	7	2,57,400	3,50,000	4,00,000

A sum of Rs. 35,000 was sanctioned as an *ad hoc* grant to Banasthali Vidyapeeth, Jaipur, for 1959-60. A provision of Rs. 35,000 has been made for 1960-61.

Grants to voluntary organisations in the field of social welfare and the education and welfare of the handicapped have been described in chapters XIII and IX respectively.

X. Grants-in-Aid to Hostels, Institutions, etc. outside India.—(a) The Government of India has been maintaining the Fulford Street Indian Students' Hostel, London, at an annual expenditure of £1,665. A sum of £1,425 has been provided in the budget for 1961-62 of the High Commissioner in the United Kingdom to meet part of the expenditure on this account; the remaining expenditure will be met out of the savings in the catering services of the hostel.

(b) A grant of £750 has been sanctioned to the School of Oriental and African Studies, London, during 1960-61. An equal amount has been provided in the budget for 1961-62 of the High Commissioner in the United Kingdom for the purpose.

(c) Rs. 7,800 has been provided for 1960-61 for grant to the Ceylon Estate Workers Education Trust which provides educational facilities to the children of the Indians domiciled there. Rs. 7,500 will be sanctioned during the current financial year and Rs. 7,500 has been provided for 1961-62 for the purpose. *

(d) Rs. 18,000 is available for providing financial assistance to the educational institutions in Nepal for 1960-61; the amount will be sanctioned during the current financial year. An equal amount has been provided for 1961-62 for the purpose.

(e) £225 was provided during 1960-61 for grant to the Royal Asiatic Society, London. The sanction for £200 has been issued. An equal amount (£ 225) has been provided for 1961-62.

(f) A grant of £250 has been given to the Indian Students' Union and Hostel (Y.M.C.A.), London, during 1960-61. An equal amount has been provided for 1961-62.

(g) A grant of £150 has been given to the Indian students' organisations in the United Kingdom during 1960-61. A sum of £425 has been provided for 1961-62.

XI. Loans.—The Ministry of Education also operates a scheme under which loans are given to State Governments, universities, voluntary organisations, etc., to enable them to put up hostels. Formerly, the loans were sanctioned by the Government of India on the recommendations of the State Governments. Since the beginning of 1960-61, the procedure has been revised and the funds are placed at the disposal of the State Governments for grants of loans to the institutions direct.

(a) *Loans for the Construction of Hostels and Training Institutions for Primary Teachers.*—Under this sub-scheme, loans are sanctioned for provision of hostels in Basic training institutions for Primary teachers. Loans amounting to Rs. 4,85,075. were sanctioned to State Governments

during the last quarter of 1959-60 and a sum of Rs. 10 lakhs has been allocated to the State Governments in the current year and a sum of Rs. 2 lakhs has been kept aside for grants for construction of hostels in the Union Territories.

(b) *Loans for the Construction of Hostels in Secondary Schools and Training Colleges.*—A sum of Rs. 8.60 lakhs was sanctioned to State Governments in February, 1960, for being advanced to Secondary schools and training colleges in their respective jurisdictions. For 1960-61, a sum of Rs. 14 lakhs has been allocated to State Governments.

(c) *Loans for the Construction of Hostels in Affiliated Colleges.*—The following amounts (as pending instalments) have been released during the period under report:

Name of College	Amount of Loan
	Rs.
1. Bhadrak College, Bhadrak (Orissa)	50,000
2. Andhra Loyola College, Vijayawada (Andhra Pradesh)	85,000
3. G.H.G. Khalsa College, Gurusar Sadhar (Ludhiana)	50,000
TOTAL	1,85,000

In accordance with the revised procedure for grant of loans, the amount of Rs. 45 lakhs included in the budget estimates for 1960-61 has been allocated to the State Governments for being loaned to the institutes selected by them.

In the course of the Second Five-Year Plan, the University Grants Commission initiated a scheme for giving grants to affiliated colleges for construction of hostels. Assistance under this scheme is available to men's colleges on a 50:50 basis, subject to certain ceilings in regard to the amount payable to an individual college and, also for girls' hostels on 75:25 basis. The U.G.C. proposes to continue this scheme in the Third Plan. The question whether in view of this scheme of the U.G.C., it would be advisable to continue the scheme of loans in so far as affiliated colleges are concerned, was examined carefully in consultation with the Commission. It was felt that certain affiliated colleges may not find it possible to take advantage of the scheme of grants formulated by the U.G.C., as they may not be in a position to raise their share of the cost. It has accordingly been proposed to earmark a sum of Rs. 40,00,000 out of the funds available under the scheme of grants for hostels under the U.G.C. in the Third Plan for such loans to State Governments for affiliated colleges. A provision of Rs. 8 lakhs has been made in the budget estimates for 1961-62 in respect of this scheme under which the maximum permissible loan for a college would be Rs. 2 lakhs.

(d) **Loans to Universities and the Constituent Colleges of Delhi University for the Construction of Hostels and Staff Quarters.**—Since the University Grants Commission is not empowered under its Act of Incorporation to advance loans to universities, the proposals for loans to universities and the constituent colleges of the University of Delhi for the construction of hostels and staff quarters were sanctioned by the Central Government on the recommendations of the Commission. So far, loans amounting to Rs. 73,600 have been sanctioned during 1960-61 as follows:

	Rs.
1. Hindu College, Delhi (towards construction of hostels)	50,000
2. Indraprastha College for Women, Delhi (towards construction of staff quarters)	23,600
	73,600

The revised budget provision for the scheme during 1960-61 is Rs. 2.50 lakhs only and that for 1961-62 is Rs. 2 lakhs (out of a total provision of Rs. 10 lakhs made in the Third Plan).

(e) **Loans for the Construction of Hostels in Big Cities.**—In view of the genuine need for students' hostels in big cities, it has been proposed that an allocation of Rs. 8 lakhs may be made in the Third Plan for advancing loans to such voluntary organisations which are recognised for their pioneering work in education and are prepared to run the hostel service in big cities by charging only a no-profit rent from the students. The extent of loan per organisation may not be more than Rs. 1.5 lakhs. A provision of Rs. 2 lakhs has been made for this scheme during 1961-62.

XII. Recruitment of Teachers for Service Abroad.—During the year under report, requests for the services of Indian teachers were received from a number of countries. These included Afghanistan, British West Indies, Mauritius, Nigeria, Sudan and Uganda. The necessary processing of these requests and selection of the teachers was done, wherever possible. Out of the teachers who have actually gone abroad for service in this connection, special mention may be made of 28 teachers (24 for English and 14 for Technical schools) who have gone to Iraq.

This work is done by the Ministry of Education in consultation with the Ministries of External Affairs and Home Affairs, the Indian Missions abroad, and the concerned State Governments or the universities as the case may be. The Government of India do not incur any expenditure on these teachers; but in some cases, travelling allowances to the candidates called for interview are paid.

XIII. Clearing House Functions.—One of the major responsibilities of the Government of India is to serve as a clearing house of ideas and information in education. This function is partly discharged through (a) the constitution and working of the advisory boards or councils, (b) the holding of seminars, workshops, etc., on different subjects, and (c) the appointment of *ad hoc* committees, study-groups or commissions whenever referred to separately in their appropriate context. In addition to these, the Ministry also maintains three sections—Information, Statistics and Publications—whose main function is to look after clearing house responsibilities of the Government of India.

A. Information Section.—The year under review was an extremely busy year for the Section which had to handle about 11,000 enquiries from the public, educational institutions, government bodies and the national and international organisations. About 500 new publications, consisting of reference books, university calendars, catalogues, etc., were added to its Reference Library and most of the old literature was brought up-to-date.

To avoid delay in answering public queries, cyclostyled notes were prepared on topics on which public enquiries are more frequent. This entailed a good deal of work in collecting and processing information from various sources in India and abroad. The number of such notes prepared during the year on various subjects of study in the U.K., the U.S.A., Germany, Australia, Canada, Poland, Sweden, Japan and India is 33—about three times in the previous year. Compilation on thirty more important topics covering various fields of study in India and abroad has been undertaken. Cyclostyled informative notes and printed literature on foreign educational institutions were sent to the Students' Advisory Bureaux attached to the Indian universities.

Another important programme undertaken by the Information Section in the year under report was the compilation of a series of six informative booklets on facilities for advanced training in India and other Commonwealth countries, particularly in the field of humanities and social sciences. The first brochure of the series, "Guide to Education in India—Professional Studies in Education, Law and Journalism" is under print.

B. Statistics Section.—The main functions of the Statistics Section are to collect, scrutinise, consolidate and interpret educational statistics, to bring out statistical publications and to undertake all such activities that may be required to improve the quality of the educational data to be made available.

(i) *Annual Statistics of Education.*—The most important of the educational statistics are those which are collected from the States and Union Territories on Form A and from the Indian universities on Form B. The former relate to all stages of education from pre-Primary to the university, while the latter pertain only to the detailed statistics of the university

stage which are not covered by Form A. Besides these, a good deal of useful data such as scales of pay of school teachers, Indian students abroad, scheme of school classes, etc. are also collected every year.

(i) *Statistical Enquiries.*—The Section has, as usual, been disseminating information on a large variety of topics to the Planning Commission, University Grants Commission, various Ministries of the Union Government, State Governments, international organisations and the general public. So far, 153 major enquiries involving compilation (including 38 relating to Parliament Questions) have been attended to since the beginning of the year. The enquiries, apart from having a wide coverage, are becoming more and more detailed and intensive.

(ii) *In-service Training Courses in Educational Statistics.*—To improve the quality and timely supply of statistics, the Section has been helping the States and universities in the organisation of short in-service training courses for the benefit of their staff. The Ministry of Education also implements a scheme under which financial assistance is given to the universities at 50 per cent of the total expenditure incurred on travelling and daily allowances etc. of the trainees in such courses. During the year under review, courses have been organised by the Universities of Mysore, Marathawada, Bihâr, Patna and Rajasthan and by Shri Venkateswara University. Besides, proposals for holding short courses in Himachal Pradesh and in the Universities of Agra, Calcutta and Saugar are under consideration.

C. Publications Section.—The Section is the main publication agency of the Ministry, although a few publications are also brought out in other units.

(i) *Journals.*—The Ministry of Education brings out four quarterly journals: (1) The Education Quarterly (~~13th~~ year of publication); (2) Secondary Education (fifth year of publication); (3) Youth (fourth year of publication); and (4) the Indian Journal of Educational Administration and Research which was started this year. Besides, the subordinate offices of the Ministry bring out two quarterly journals:—(1) *Buniyadi Talim* published by the National Institute of Basic Education, New Delhi and (2) Audio-Visual Education published by the National Institute of Audio-Visual Education.

(ii) *Other Publications.*—A complete list of all the publications brought out during the year under review by the Ministry of Education and its subordinate offices is given in Annexure XIII.

XIV, National Book Trust.—The Ministry of Education set up the National Book Trust, India, in 1957 with the main object of making good literature available at low cost. In its preliminary deliberations, the Trust finalised a cover design for its publications. It also decided the basis of

payment to authors, reviewers and translators. It drew up its publication programme and decided upon the titles that it will undertake for publication in the years to come. Over 200 titles are now under various stages of preparation and publication, while 13 books have been brought out on their behalf by the Publications Division, Ministry of Information and Broadcasting, who are the principal publishers of the Trust.

XV. Central Secretariat Library.—The Ministry of Education is in administrative control of the Central Secretariat Library. The Central Educational Library which used to be an independent unit has now been merged with it.

In addition to the normal work of reference and loan of publications to the offices of the Government of India and their employees, the Central Secretariat Library brought out a number of useful publications. These include; (a) Monthly List of Additions to Books; (b) Monthly List of Additions to Documents; (c) Current Library Literature (monthly) consisting of select articles from Library Science and allied periodicals; (d) Current Administration Literature (bi-monthly) consisting of select articles from Public Administration and allied periodicals; (e) Current Education Literature (fortnightly) consisting of abstracts of select articles from foreign educational weeklies and Indian newspapers; (f) Education Index (monthly) consisting of articles from educational periodicals published in India; (g) Education Abroad (bi-monthly) consisting of abstracts of select articles from nearly 56 foreign educational periodicals; and (h) Indian Education Abstracts (quarterly) consisting of abstracts of select articles from Indian educational periodicals. These publications have helped to improve the purposeful use of the Library and to receive in exchange 233 educational periodicals, Indian and foreign, thus saving rupee and foreign exchange funds.

The volume of work during the year can, to some extent, be gauged from these statistics: *Accession*: books—6,000, documents—12,500, periodicals—700; *Reference Queries* (including quick ones)—19,520; *Loans*—2,52,560. On an average, the library answers about 100 queries and issues about 1,200 publications every day.

The Library arranged a series of ten lectures by Dr. S. R. Ranganathan, an international expert on Library Science, for the benefit of the staff of the Library and other librarians in the Government of India.

XVI. Recreational Centres for Children

Bal Bhavan, New Delhi.—The purpose of this institution is to offer opportunities to children through recreational, cultural and physical activities. Established in 1955, it has been carrying its activities at a temporary site and a new building is under construction at Kotla Road. The estimated cost of the project is of the order of Rs. 17 lakhs (capital

expenditure). A sum of Rs. 9 lakhs is expected to be spent on construction work by the end of the Second Plan period, leaving a spillover of Rs. 8 lakhs during the Third Plan period. A provision of Rs. 10 lakhs for the Third Plan has been made. This includes Rs. 2 lakhs for expansion programme.

National Children's Museum, New Delhi.—Besides being of recreational value, museums are an important medium of visual education to the children. On the advice of the Prime Minister, it is proposed to set up a National Children's Museum at Delhi. The cost of the construction work is estimated to be about Rs. 17 lakhs. A sum of Rs. 20 lakhs has been provided in the Third Plan for implementing this project. The museum will be administered by a Joint Board of Governors along with the Bal Bhavan.

Children's Museums.—During the Third Plan period it is proposed to give assistance to the State Governments for the setting up of 30 children's museums in different parts of the country. A provision of Rs. 6 lakhs has been made in the Plan for the implementation of the Scheme.

The following are the financial provisions for the schemes mentioned above in this section:

Scheme	Provision	Amount	Budget
	1960-61	Sanc- tioned up to Decem- ber, 1960	Provision for 1961-62
	Rs.	Rs.	Rs.
I	2	3	4
(A) Bal Bhavan	6,00,000	3,30,000	5,50,000
(B) National Children's Museum, New Delhi	Nil	Nil	3,00,000

CHAPTER TWELVE

EDUCATION IN THE UNION TERRITORIES

The Government of India are directly responsible for education in the Union Territories. At present, there are six Union Territories: Delhi, Himachal Pradesh, Manipur, Tripura, A. & N. Islands, and L.M.A. Islands.

A. GENERAL

1. **Free Education in Union Territories.**—In their 58th Report on the Administration of the Union Territories, the Estimates Committee of the Parliament had recommended that education in the Union Territories should be made free and compulsory for the age-group 6–11. It has been decided that education in the Union Territories would be made compulsory for the age-group 6–11 during the Third Plan. The question of extending compulsion up to the age of 14 will be examined after the scheme for the introduction of compulsory education in the age-group 6–11 has been fully implemented. It has, however, been decided that education for the age-group 6–14 should be made free in all the Union Territories. Education in Himachal Pradesh was already free up to class VIII. In the Island groups, education is free up to the Secondary stage. Orders have been issued for making education free up to class VIII in the Territories of Tripura and Manipur with effect from the commencement of the current academic session. In Delhi, the Delhi Municipal Corporation has already made education free up to class VIII in all the schools run and aided by it. It is proposed to extend this concession in schools run and aided by the Delhi Administration with effect from the commencement of the next academic session.

2. **Confirmation of Teachers.**—Orders have also been issued that all temporary teaching posts in schools, colleges and training institutions in the Union Territories, which have been in existence for more than three years, should be made permanent.

3. **Exemption from Payment of Examination Fees by Students belonging to Scheduled Castes and Scheduled Tribes.**—It has been decided to exempt all the students belonging to Scheduled Castes and Scheduled Tribes who are bonafide residents of the Union Territories from the payment of fees in respect of examinations conducted by universities/boards for a period of five years with effect from 1959-60.

4. **Scholarships to Cadets of Union Territories Studying in the Rashtriya Indian Military College (formerly Sainik School) Dehra Dun.**—Under this scheme, six scholarships were renewed and one fresh scholarship

awarded during the year under report. One more scholarship is also likely to be awarded to a cadet during the current year for the second term of 1960 and first term of 1961. A budget provision of Rs. 7,500 has been made for this purpose for 1961-62.

B. DELHI

5. Owing to a large increase in population and the rising consciousness for education among the people, there is a great increase of students annually in Delhi Union Territory and this leads to a large rush for admission at the beginning of every academic year. During the year under review, the likely increase in enrolment in July, 1960 was carefully anticipated and adequate preparations were made for the purpose. During the year under review the Delhi Administration opened 15 new Higher Secondary schools and raised eight High and two Middle schools to the Higher Secondary pattern. Additional educational facilities were provided in the shape of 167 additional sections in the existing schools. The local bodies in Delhi opened 120 schools. Consequently, it was possible to give accommodation to all who desired it and hardly any inconvenience was caused to parents.

6. **Development of Government Schools.**—It has been decided to develop the Government schools in Delhi in order to make them models for the whole country and to serve as laboratories for educational experiments. As it would not be possible to develop all the schools simultaneously due to paucity of funds etc. the implementation of the scheme has been staggered. To begin with, 12 Higher Secondary schools have been taken up for development this year. Other Union Territories have also been asked to take similar action.

7. Another event of great significance in Delhi is the decision to introduce compulsory Primary education in the entire area of the Territory. For this purpose, the Delhi Primary Education Act, 1960 was passed by the Parliament and brought into force with effect from 2nd October, 1960. During the current year, four small areas have been selected for the experiment. It is proposed to introduce compulsion for the age-group 6-7 over the Union Territory with effect from the next academic year.

8. To cope with the increase of work due to the increase in the number of pupils, teachers and schools, the Education Department of the Delhi Municipal Corporation was fully reorganised during the year under review.

9. The Aided Schools Enquiry Committee set up by the Delhi Administration in 1957 had recommended certain financial reliefs to aided institutions. Due to various administrative difficulties, it was not found

189 M. of Edu.

possible to grant those reliefs, but in lieu thereof the Government have decided to increase the quantum of maintenance grant to aided institutions from 90 per cent to 95 per cent of the deficit. This decision has been given effect to from 1st October, 1960.

10. On the recommendations of the above Committee it has also been decided to sanction leave reserves to aided institutions to the extent of 5 per cent of the total teaching strength. This decision will be given effect to from the next year. The Government of India have also extended the benefit of provident fund to permanent Class IV employees in aided schools who are at present not entitled to this benefit.

11. The Special Committee set up by the Ministry of Education has made tentative plans about the requirements of the schools in Delhi Union Territory during the next 20 years. The proposals of the Committee are under examination in the Ministry and are proposed to be taken into consideration in finalising the Master Plan for Delhi.

12. The integrated syllabus for Basic and non-Basic schools had been introduced in Delhi with effect from the current academic year.

13. An intensive effort was made this year to reduce the number of tents that are being used for schools. A large number of buildings were put up during the year, both for Primary and Secondary schools, with the result that in spite of increased enrolment, the number of tents in use during the current year is less than that in the preceding year.

14. Science Consultants have been appointed in the Delhi Administration and in the Delhi Municipal Corporation who are now engaged in the improvement of teaching of science in Primary and Secondary schools.

C. HIMACHAL PRADESH

15. A review of the educational developments in Himachal Pradesh held recently showed that the progress of education during the last 12 years has been phenomenal. In 1948, there was no college maintained in any of the merging States; there were 12 Government High schools; two Government (at Chamba and Sundernagar) and one private Middle school (at Solan); three lower Middle schools; nine Primary schools, five of which were in Mandi and three in Nahan and one in Mahasu District. There were no training institutes, technical schools, industrial training schools or polytechnics. As against this, at the end of the Second Five-Year Plan, there will be 1,148 Elementary schools (including 73 non-Government institutions) of which about 700 will be Junior Basic schools. Besides, there will be 174 Middle schools (including 7 Senior Basic schools and 30 non-Government institutions). At the Secondary stage, the number of High and Higher Secondary schools will be 57 and 14 respectively including 5 private institutions. At the university stage,

there will be 6 degree colleges (including one non-Government college), one polytechnic, one postgraduate Basic training college. There will be three teacher training schools and one Central State Library with five District Libraries.

16. The new schemes included in the Third Plan will take this achievement a step further. The total outlay for the Third Plan schemes is Rs. 239.45 lakhs.

17. The following important developments during the year under review may be mentioned:—

- (1) Mid-day meals were introduced in 24 selected schools on an experimental basis. The cost of each meal is estimated at 10 nP. and it will be shared by the Administration and the parents in the ratio of 3:2.
- (2) A Science Consultant has been appointed in a pilot project for the improvement of teaching of science in about 100 Primary schools in Chamba District.

D. TRIPURA

18. Tripura has made great progress in all sectors of education during the last 10 years. At the Primary stage, the total enrolment has risen to 81,000 (54,000 boys and 27,000 girls) which is equal to an enrolment of 64 per cent of the total population in this age-group—83 per cent for boys and 45 per cent for girls. In the Third Plan it is proposed to enrol 50,000 additional children (15,000 boys and 35,000 girls) and to raise the enrolment of boys to 96 per cent and that of girls to 90 per cent. An area of 25 sq. miles round the Basic Training College, Agartala has been selected as the intensive Basic education area and all the Primary schools within it have been converted to the Basic pattern. 150 more Primary schools are proposed to be converted to the Basic pattern during the Third Plan. In 1947, Tripura had nine High schools including one for girls and a total enrolment of about 500. By 1960-61, the total number of High schools has increased to 33 (including 7 for girls), out of which nine have been converted to the Higher Secondary pattern. The total enrolment has also increased to 4,500. By the end of the Third Plan there would be 38 High schools and 66 per cent of them would be converted to the Higher Secondary pattern. It has two colleges which have been considerably improved. The three-year degree course has been introduced in the Government College during the year under review.

19. The Third Plan for education of this Union Territory envisages a total expenditure of Rs. 230.78 lakhs.

20. Education in Manipur has also shown considerable progress during the year under review. About 300 additional Primary schools have been opened; two new training institutions for Primary teachers have been established; about 20 Primary schools have been converted to the Basic pattern; three new High schools have been started and 60 Secondary teachers have been deputed for training; the number of students taking up science at the Secondary and collegiate stages has increased very largely; grants were given to the schools for the purchase of playgrounds; 23 High schools were given grants-in-aid for improvement of libraries and laboratories.

21. The Third Five-Year Plan of this Union Territory has also been finalised. It envisages an expenditure of Rs. 111.33 lakhs. It proposes to increase the enrolment in the age-group of 6-11 by about 30,000 additional children. 15 High schools are proposed to be converted to the Higher Secondary pattern and one Multipurpose High school would be started. Proposals to improve the Government D.M. College have also been included in the Plan.

F. ANDAMAN AND NICOBAR ISLANDS

22. Education in the Andaman and Nicobar Islands has expanded and improved very considerably during the last 10 years. The first Plan did not affect these Islands very materially. But on the recommendations of the Basu Committee which was appointed in 1955 a fairly large scale programme of educational development was taken up during the Second Plan at an estimated expenditure of Rs. 27.4 lakhs. Owing to several administrative difficulties, however, the Plan could not be implemented in full and there were considerable short-falls. It is, however, hoped that much better progress would be made in the Third Plan which provides for an expenditure of Rs. 56.76 lakhs.

23. At present, there are 75 Primary schools in the Islands with 131 teachers and 4,706 students. At the Secondary stage, there is a Higher Secondary school at Port Blair and also a separate High school for girls. A High school has also been established in Car Nicobar.

24. The main difficulty of the Islands is to secure trained teachers, most of whom have to come from the mainland. A training institution for Primary teachers has therefore been started.

25. The Third Plan for education of this Territory envisages a total expenditure of Rs. 56.76 lakhs.

.. G. LACCADIVE MINICOY AND AMINDIVI ISLANDS

26. The education in this Union Territory has also made good progress. There are 15 Primary schools with 92 teachers and a total enrolment of 3,222. There is one High school which was started during the year under review. Hitherto, the students from Islands were sent to the mainland for Secondary education with the help of scholarships. As this High school in the Islands develops, these scholarships for the mainland would be proportionately reduced.

27. The islanders are, by tradition, averse to the education of girls. Even in this field, however, some progress is being made in recent years.

28. In the Third Plan a sum of Rs. 18.83 lakhs is proposed to be spent on education. The most important schemes included in the Plan are: (1) the enrolment in Primary schools will be increased by 2,000; (2) girls' education will be expanded at an estimated cost of Rs. 0.20 lakhs; (3) the scholarships scheme will be continued at the university stage and for technical and professional education (Rs. 1.0 lakh); (4) the only Secondary school which has already started functioning will be made a full-fledged institution at a cost of Rs. 80,000 and an additional sister institution is proposed to be established at Androth at an estimated cost of Rs. 90,000; (5) the Labour and Social Service Camps and educational tours of students and teachers to acquaint them with the mainland will be organised; and (6) an amount of Rs. 10.55 lakhs has been set apart for the construction of school buildings and teachers' quarters.

CHAPTER THIRTEEN

SOCIAL WELFARE

The programmes with which the Ministry of Education is concerned in the field of social welfare are: (1) the over-all problems connected with the defining of national policies in social welfare, the coordination of the programmes of different agencies, social legislation and its implementation, research and training and financial assistance in selected and significant sectors; and (2) welfare services directed to three specific groups, *viz.*, (a) women and children, (b) displaced persons, and (c) mentally and physically handicapped children and adults. The programmes of the Ministry for the last group have already been described in Chapter IX and in this Chapter, therefore, it is proposed to deal with the general problems and with (a) the welfare services directed to women and children and (b) the education of the displaced persons. It will also deal with the administration of social welfare in the Union Territories for which the Government of India are directly responsible.

A. OVER-ALL PROBLEMS IN SOCIAL WELFARE

2. **Defining of National Policies in Social Welfare.**—For the first two Plans, no special working group for preparing a blue-print for the social welfare sector was appointed and provisions for the different programmes of social work were made separately by the Ministries concerned. This position has since been remedied; and for the Third Plan, the Ministry of Education set up a working group for social welfare, in consultation with the Planning Commission and the Central Social Welfare Board, under the chairmanship of Shrimati Durgabai Deshmukh. This group consulted States, voluntary organisations and Ministries and has presented its report.

3. **Coordination.**—As social welfare is a composite subject and touches many fields, the question of coordinating efforts and programmes in this field becomes an important task. For this purpose, permanent coordinating committees, both at the Centre and States have been recommended by the Study Team and this recommendation has been accepted in principle by the Ministry. In the meantime, on account of the high priority given to the field of *child welfare*, the Cabinet Secretariat have set up a Child Welfare Coordination Committee at the Centre and have advised the State Governments to do the same. The work of collecting information, preparing papers, etc. dealing with this Committee, however, is being done by the Ministry of Education.

4. **Social Legislation.**—Many items of social welfare fall in the State list and hence the Union Government are not competent to undertake social legislation, except for Union Territories. Such Central legislation, however, can and does serve as a model to State Governments. The Women's and Children's Institutions (Licensing) Act was undertaken by the Central Government in 1956. The draft rules for enforcing it were also prepared by the Central Government and circulated to State Governments who have enforced this Act with suitable modifications in the draft rules to suit the local conditions. The Children Act for Union Territories has been passed by Parliament in 1960. It marks a forward step in modernising such statutes in this country, because it provides for the trial of neglected children by a Child Welfare Board and *not* by a juvenile court, as in the other State Acts. The rules under this Act are being prepared and it will be enforced initially in Delhi before long. The Orphanages (Control) Act has also been passed and has been circulated to the State Governments. Other important legislative measures with which the Ministry of Education were partially concerned are the Suppression of Immoral Traffic Act (setting up of rescue homes) and the revision of Indian Penal Code in so far as the kidnapping of children is concerned. The latter was passed by Parliament in 1959; and although the Suppression of Immoral Traffic Act was passed in 1956, its implementation has gathered momentum only recently.

5. **Research.**—Promotion of research in the field of social welfare is undertaken under the expert guidance of the Advisory Board on Social Welfare set up by the Ministry which consists of representatives of schools of social work, Central Social Welfare Board, University Grants Commission, Inter-University Board, all-India social welfare organisations and representatives of the Ministries of Health, Labour and Employment, Education, and the Planning Commission. The University Grants Commission considers research projects received from universities and colleges and the Ministry of Education considers research projects of non-university schools of social work and social welfare organisations. Out of 26 research projects undertaken during the Second Plan with the grants from the University Grants Commission and the Ministry of Education, thirteen have been completed. During the Third Plan, it is proposed to develop research on a team work basis, that is, a problem considered important is proposed to be undertaken for study in its various aspects,—each aspect being taken up by an agency and the whole work being conducted on a coordinated and cooperative basis. During the year under review, rules and regulations for research grants and proformas for research programmes have been prepared.

6. **Training.**—Another function of the Advisory Board of Social Welfare is to advise the Government on the question of coordination and maintenance of standards in training programmes for social welfare.

As social work training is a new concept, it is not accepted as a subject of study in all universities. There are, therefore, both university and non-university schools of social work, with varying standards. The Advisory Board, therefore, suggested that the Government of India should set up an expert committee in collaboration with the University Grants Commission. Such a Committee has been set up and is continuing its deliberations. One of the terms of the reference of the Committee is to lay down criteria for financial assistance so that through judicious grants-in-aid, standards can be set up and maintained.

7. Assistance to State Governments.—The Government of India also give assistance to the State Governments for programmes of social welfare, and schemes included in the State sector are assisted by the Centre on an agreed basis. In addition, the Ministry of Education operates the Centrally sponsored scheme for After-care and Social and Moral Hygiene which is designed for persons released from Care institutions of both correctional and non-correctional type. The total provision for this scheme during the Second Plan was Rs. 200 lakhs. It is proposed to be continued in the Third Plan and a provision of Rs. 1.18 crores has been made for the purpose. It is also proposed to give assistance to the State Governments in the Third Plan for their programme of inservice, re-orientation or short-term training.

In the Second Plan, there were hardly any State schemes of social welfare. In the Third Plan, however, as a result of the work of the working group, as well as the increased awareness of the need of setting up some social welfare programmes, State schemes of the order of nearly Rs. 5 crores are proposed to be included in the Third Plan. The quantum of the Central assistance for these schemes is being considered.

8. Assistance to Voluntary Organisations.—The following schemes of assistance to voluntary organisations in the field of social welfare are being operated by the Ministry:

(a) *Administrative Grants to All-India Organisations.*—It was noticed that while grants-in-aid are available from one agency or other, for developmental activities or activities of local organisations, no grants were given by any agency for the maintenance of the central offices of all-India organisations with the result that while the field work and work of State branches expanded, the necessary staff to do administrative work at the Centre could not be maintained and this situation also made its mark felt on the quality of the field programmes. The Ministry, therefore, has been giving administrative grants. These were being given on an *ad hoc* basis but from 1960-61 onwards, they are being given on a prescribed pattern. During the Second Plan, administrative grants amounting to approximately Rs. 7 lakhs have been given to institutions.

(b) *Grants to Voluntary Organisations.*—There are certain purposes for which the Central Social Welfare Board do not give any grants. Sometimes, the pattern of the Central Social Welfare Board grant is also not commensurate with the efforts of the institution and it becomes difficult for the Central Social Welfare Board to change their usual pattern for a few cases of this type. Under these circumstances, the Ministry gives grants to voluntary organisations under their scheme of assistance to voluntary organisations. During the Second Plan, grants amounting to Rs. 1.17 lakhs were given to 13 institutions.

B. THE CENTRAL SOCIAL WELFARE BOARD

9. *Scope and Functions.*—The most important programmes of social welfare with which the Ministry of Education is concerned are those that relate to the welfare of women and children. For implementing them, the Central Social Welfare Board was set up in August 1953. The Board had undertaken a survey of the nature, quality and extent of the services rendered by voluntary agencies in different parts of the country and has been giving them financial and other assistance in order to develop their programmes of work in the field of social welfare.

10. *State Advisory Boards on Social Welfare.*—By the middle of 1954, Social Welfare Advisory Boards were set up in the States to assist the Central Social Welfare Board activities and to enable it to maintain continuous contact with the aided institutions.

11. *Grants-in-aid.*—Since its inception up to the end of October 1960, the Board had sanctioned 12,068 grants amounting to Rs. 332.48 lakhs to 5,912 voluntary welfare institutions. These figures include grants given for a year at a time (5,710 institutions: Rs. 204.19 lakhs) and those on a long term basis (725 institutions: Rs. 128.29 lakhs).

12. *Welfare Extension Projects (Rural).*—Among the schemes directly sponsored by the Board are the rural Welfare Extension Projects and the training programmes. The scheme of Welfare Extension Projects was launched in August 1954. Each of these projects covers an area of about 25 to 30 villages and a population of about 20,000. The programme and activities of the projects comprise *balwadis* (community creches and pre-Basic schools), maternity and infant health services (including those for the handicapped and the delinquent), literacy and social education for women, conduct of arts and crafts centres and recreational activities. Care was taken to avoid duplication of activities conducted by governmental and non-governmental organisations in the areas covered by the Welfare Extension Projects.

13. A Project Implementing Committee comprising mainly women social workers is responsible for the formulation and execution of programme in each welfare extension area. Each project area is generally divided into five centres of five villages each, each centre being in the

charge of a trained *gramsevika* who works with the team of a *dai* and a craft instructor. At the project level, there is a *mukhya sevika* and a midwife. Half the expenditure on each project is given by the Central Board and the other half is met through other sources such as State funds, local funds and public contributions.

14. Up to the end of October 1960, 418 such projects with 2,027 centres covering a population of 79.48 lakhs in 10,499 villages had been established. The number of projects had reached 440, but some of them have since been merged in projects in the community development blocks, as described in para 15 below. From 1961-62 onwards, it has been decided that these activities should be conducted by local voluntary welfare organisations, each of which will be given a suitable grant under the Board's grant-in-aid programme. Arrangements for deciding on the various institutions to take up this programme are being settled.

15. From April 1957, the Board has undertaken all work relating to the welfare of women and children in the Community Development Blocks. Each of these projects covers about 100 villages and a population of 60,000 to 70,000. There are, by the end of October, 1960, 324 projects of this pattern, with 3,240 centres, covering 32,400 villages and a population of 213.84 lakhs.

16. Building grants for project centres of the Welfare Extension Projects are sanctioned by the Board in its grants-in-aid programme. Up to the end of October, 1960, 1,024 centres of 334 projects had been sanctioned a total amount of Rs. 36.54 lakhs. The local community had donated 354.70 acres of land and Rs. 18.70 lakhs as local contribution.

17. Training Programmes.—For the execution of the rural welfare programme, 317 *mukhya sevikas*, 3,767 *gramsevikas*, 221 midwives and 335 *dais* had been trained at various training centres run by Kasturba Gandhi National Memorial Trust and other voluntary agencies. The training has been suspended for the time being. It may be revived when required.

18. Condensed Courses for Adult Women.—There is now an increasing scope for a large number of women being trained and employed as *gramsevikas*, midwives, teachers etc. in rural areas under various Plan schemes. The Board, therefore, gives grants-in-aid to institutions giving training through condensed courses to the adult women between the ages of 20 to 35 years. Up to the end of October, 1960, 222 voluntary institutions had been sanctioned grants amounting to Rs. 60 lakhs, for this purpose.

19. Welfare Extension Projects (Urban).—These projects are meant to provide a Community Welfare Centre for the residents of slum areas of large cities and towns, where such services are needed. The activities

undertaken in these projects may include starting of creche, *balwadis*, ante-natal and post-natal advisory services, infant health centres, hobby clubs, vocational guidance, training in arts and crafts for women, referral and placement services for the handicapped and the like. These services are centred round the family as a unit. The Board gives grants to the institutions running these projects. Up to the end of October, 1960, 72 voluntary institutions had been sanctioned grants amounting to Rs. 18 lakhs, for running these projects in urban areas.

20. **Holiday Homes for Children.**—Under this scheme the Central Social Welfare Board gives assistance for organising holiday camps for children coming from lower income groups in the hill stations and summer resorts. The scheme is being coordinated by the Indian Council of Child Welfare. Up to the end of October, 1960, 78 batches of 50 children each had been sanctioned a total grant of Rs. 2.10 lakhs for arranging Holiday Homes at various places.

21. **Night Shelters.**—A shelter for the shelterless has been the growing need in big industrial cities. In order to have some sort of temporary accommodation for these people, the Board started a scheme of night shelters for the shelterless in the big cities. This scheme is being implemented, coordination being undertaken by the Bharat Sevak Samaj. Up to the end of October, 1960, schemes for the opening of 42 night shelters in different States had been approved.

22. **Socio-Economic Programmes.**—An important programme the Central Social Welfare Board initiated in recent years is in regard to industrial programmes, with a view to providing an economic base to its existing welfare activities. With the cooperation and technical as well as financial assistance of the Ministry of Commerce and Industry and its industrial boards and Khadi Commission, a number of production units are being organised which would provide remunerative work to the needy women and the physically handicapped. Under this programme so far 102 *ambar parishramalayas* have been set up providing training to women in rural areas, with the assistance of the All-India Handloom Board, where about 500 women and handicapped persons would be given training and subsequent employment; about 140 instructors have been trained in handicrafts at the Regional Handicrafts Training Institutes conducted with the assistance of the All-India Handicrafts Board and about 40 handicrafts training centres, production centres and procurement units are being set up; production units as ancillary to larger industries have already been set up at Poona and Bangalore and two more would be shortly organised at Calcutta and Coimbatore; three coir spinning and weaving units in the States of Kerala, Mysore and Maharashtra are being set up to provide employment to about 300 needy women; silk reeling and spinning units have been set up in the States of Assam, Bihar, Maharashtra, Madhya Pradesh and Orissa. In addition to these, the Central

Social Welfare Board also gives grants to voluntary institutions up to an extent of Rs. 15,000 for setting up small production units providing employment to about 30 to 35 needy women per unit. Under the Urban Family Welfare Scheme initiated earlier by the Central Social Welfare Board, industrial cooperative societies set up at Vijayawada and Hyderabad provide work to 500 women workers in the production of safety matches.

C. SOCIAL WELFARE IN UNION TERRITORIES

23. **Administration of Social Welfare in Union Territories.**—The Ministry is responsible for social welfare programmes in the Union Territories and for the creation of directorates etc. in these areas. This work was being done formerly in the Home Ministry, but consequent on the recommendations of the Study Team, this item of work, namely, After-care and Social and Moral Hygiene programme, and the social welfare schemes which were being done by the Ministry of Rehabilitation have been transferred. During the Second Plan, Directorates of Social Welfare have been set up in the Union Territories of Delhi and Himachal Pradesh. In other Union Territories, the programmes of social welfare are small and no need to set up separate departments or directorates has been felt. The social welfare programmes in all Union Territories (barring Tripura) are the concern of planning and development departments. In Tripura, the education department is also the department of social welfare.

24. In the Union Territories of Delhi and Himachal Pradesh, a large number of social welfare programmes have been taken up and in both areas, not only were the budget provisions completely utilised but more money had to be found by reappropriation.

D. REHABILITATION OF DISPLACED PERSONS

25. The Ministry of Education was already dealing with the educational problems of the displaced persons from Pakistan. During the year under review, its responsibilities in this field were increased very considerably because a number of programmes which were hitherto implemented by the Ministry of Rehabilitation were transferred to it. A brief account of its major activities in this field is given below.

26. **Indo-Pakistan Agreement on the Issue of Educational Certificates to Displaced Persons.**—This agreement was reached between the Governments of India and Pakistan with a view to facilitating the issue of original and duplicate copies of educational certificates to the nationals of the two countries (specially to those who had migrated from one country to the other) as well as for the verification of educational qualifications of all concerned. According to the agreement, the Education Minister of each country is responsible for the clearance of all applications for these purposes. While the Government of India have disposed

of almost all the applications received (the balance left over being 42 fresh applications only), the Government of Pakistan has to clear 270 old applications and 607 fresh applications as on December 31, 1960.

27. Financial Assistance to Displaced Students from Pakistan.—The following schemes of direct aid to displaced students as well as educational arrangements at Faridabad and Rajpura were taken over by the Ministry of Education from the Ministry of Rehabilitation:

Name of the Scheme	Budget Provision for	
	1960-61	1961-62
	(Rupees in lakhs)	
1. Financial assistance to displaced students from West Pakistan	12.00	10.00
2. Financial assistance to displaced students from East Pakistan	47.41	30.85
3. Financial assistance to displaced students belonging to indigent families from West Pakistan	0.75	Nil
4. Maintenance of Basic, post-Basic and High schools at Rajpura and Faridabad	1.78	Nil

The institutions at Faridabad and Rajpura have been transferred to the Government of Punjab and will be the entire responsibility of the State Government from April 1, 1961.

28. Educational Loans.—The work relating to the recovery and remission of educational loans advanced to displaced students from West Pakistan in the Union Territories of Delhi was taken over by the Ministry of Education from the Ministry of Rehabilitation with effect from December 1, 1960. The object of this scheme, introduced in 1948, was to advance loans to deserving displaced persons from West Pakistan to help them in prosecuting their studies in India. The loans were advanced through the State Governments who are also responsible for their recovery. A sum of Rs. 7,26,736 was advanced to 1,401 loanees through the Social Welfare and Rehabilitation Directorate, New Delhi, who have effected recovery to the extent of Rs. 3,49,950 up to September 30, 1960.

29. Homes and Infirmaries.—The Ministry of Education took over the work relating to Homes, Infirmaries and children's institutions for displaced persons from West Pakistan with effect from January, 1960 and for those from East Pakistan in two instalments with effect from October 1, and December 1, 1960. These institutions provide maintenance and shelter to the following categories of destitute and displaced persons:

- (i) unattached women and their dependents;
- (ii) unattached children; and
- (iii) the aged and infirm who have no means of support and their dependents.

The persons admitted to these institutions are paid cash doles @ Rs. 16.00 p.m. for one person with a maximum of Rs. 70 p.m. per family consisting of 6 persons. The clothing and toilet allowance is paid @ Rs. 2.00 p.m. per head subject to a maximum of Rs. 10.00 p.m. per family. Free accommodation and amenities like water supply, sanitation and medical aid etc. are provided. Each Home/Infirmary normally has a *Bal Mandir* and provides for Primary education. Education up to Middle standard is compulsory for boys and girls in Homes/Infirmaries. Middle schools have also been provided in certain Homes. Promising children after completion of the Primary/Middle school education are sent to residential educational and training institutions. Every Home/Infirmary has a Training-cum-Work Centre. The period of training ranges from six months to two years depending on the nature of trade. As an incentive to training, the trainees are allowed usually to retain what they earn during the course of their training. Girls are given professional training after they have acquired the necessary academic background. *Ad hoc* rehabilitation aids are also given to the displaced persons at the time of their dispersal from the Homes/Infirmaries.

There are at present 58 such Homes/Infirmaries with a total strength of 30,091 and 37 children's institutions with 1,834 children. Out of the 58 Homes/Infirmaries, 30 with a population of 11,233 are for displaced persons from West Pakistan and are located in the States of Punjab, Gujarat, Maharashtra, U.P., Rajasthan, Madhya Pradesh, Jammu and Kashmir and Delhi. The remaining 28 with a population of 18,858 are for displaced persons from East Pakistan and are located in Assam, Bihar, West Bengal, Tripura, Gujarat and Uttar Pradesh. All the 37 children's institutions are located in West Bengal. 2,769 destitute displaced persons outside the Homes/Infirmaries are also paid cash doles @ Rs. 15.00 p.m. per head.

The administrative control of the Homes/Infirmaries as well as the children's institutions has been transferred to the State Governments concerned and fresh admissions to these institutions have since been discontinued. But the entire expenditure in respect of these Homes/Infirmaries is borne by the Government of India.

The cases of all inmates of Homes/Infirmaries and all recipients of doles outside Homes/Infirmaries are periodically reviewed. Such a review is usually conducted annually and the Review Committee consists of (i) a nominee of the Central Government, (ii) the Officer-in-Charge of the Homes/Infirmaries, and (iii) an official member nominated by the State Government.

30. Social Welfare and Rehabilitation Directorate.—The Social Welfare and Rehabilitation Directorate was originally started in the name of "Women Section" in the Ministry of Rehabilitation in 1947. Its

administrative control has been transferred to this Ministry from January 4, 1960. The following are the activities of the Directorate:—

A. FOR DISPLACED PERSONS

(a) Rehabilitation and Care of the Displaced Destitute Women and Children

(i) *Kasturba Niketan Home, Lajpat Nagar, New Delhi.*—This is a residential institution for displaced unattached women and children with a sanctioned strength of 1300 inmates. There are two separate hostels for boys and girls attached to the Home. The Home has its own Nursery school for children below six years of age to look after the children of working mothers and a Training-cum-Production Centre for the training and economic relief to able bodied women and train them to earn their livelihood in due course. Fresh admissions to the Home have been stopped with effect from June, 1958. At present there are 926 inmates.

(ii) *Small Cash Allowance to Displaced Persons outside Homes.*—A small cash allowance at Rs. 15 p.m. per head is paid to 150 aged and infirm people.

(iii) *Financial Aid to Displaced T.B. Patients.*—Under this scheme financial assistance is given to deserving families of displaced T.B. patients at Rs. 30 p.m. per family.

(b) Financial Aid to School-Going Children of Displaced Widows from West Pakistan and Wards of Displaced Persons Studying in Colleges and Technical Trades.—140 school-going children of displaced widows are being granted financial aid at Rs. 10 to 15 p.m. per head to enable them to continue their studies. Deserving students of displaced persons who undertake professional and technical courses of training, and meritorious students studying in art and science courses in colleges are granted stipends to complete their studies.

(c) Financial Assistance to Students of Indigent Families of Displaced Persons from West Pakistan.—Financial assistance is given to 150 persons @ Rs. 10 p.m. to Rs. 60 p.m. to displaced students belonging to indigent families of displaced persons from West Pakistan for their education and incidental charges connected therewith in the field of nursing, *gramsewaks'* teaching and allied professions anywhere in India.

(d) Recovery of Educational Loan.—Recovery work relating to educational loans granted to displaced college students during 1948–60 is being carried out through the Directorate. A sum of Rs. 7,26,736 was advanced to 1,401 loanees through the Social Welfare and Rehabilitation Directorate who have effected recovery to the extent of Rs. 3,49,950 up to September 30, 1960.

(e) **Training Centres including Refugee Handicraft Shop and Central Cutting Section**

(i) *Training Centres.*—It is matter of great satisfaction that 20,806 persons have been trained in various crafts by the end of the year 1960, through the net-work of different Centres located in and around Delhi and New Delhi. There are at present 19 Training-cum-Production Centres, functioning under the control of the Directorate and the trainees after getting training in these Centres are mostly absorbed in such trades as wage-earners, if they so desire. The Training Wing is divided into two sub-sections, viz., (1) diploma class, (2) non-diploma class. To seek admission in diploma class which is of one year's duration, one must at least possess Middle pass qualification. No such time limit is prescribed for non-diploma class and one can learn one or two trades according to one's choice and aptitude. No diploma or certificate is, however, provided to the non-diploma trainees.

There is also one Instructors' Training Institute at Bara Hindu Rao in which first-year passed trainees as well as candidates from outside are given advanced training in subjects like tailoring, cutting, embroidery, methods for teaching, accounts and book keeping, to make them full-fledged teachers. The minimum qualification for admission to the course is matriculation or its equivalent.

The syllabus both for the first and second year course has been revised with a special care to maintain the uniformity in the material used and to retain the standards of training. During 1960, 332 trainees had appeared in the final trade test and 316 trainees were declared successful in the first year diploma class. In the second year diploma class of Instructors' Training Institute 72 candidates have appeared.

(ii) *Production Activities.*—The main products of the Centres are embroidery work,—both hand and machine, soap and phenyle making, hosiery goods, khadi, dusters, bed sheets, table cloths, napkins and stitching garments etc., tailoring and knitting. Production work is running side by side and wage-earners remain busy with their work in different works, mostly in stitching liveries of Class IV servants. Besides this, the work of badge making and other embroidery work is also undertaken by the wage-earners. During the months of October and November, 1960 the preparation of one crore flags was completed and the wages realised through this work alone amounted to Rs. 30,000.

(iii) *Central Cutting Section.*—A separate Section known as "Cutting Section" under the control of the Directorate where cutting of liveries of Class IV servants is undertaken, is functioning at Curzon Road, New

Delhi. This is one of the main and most important functions of the Directorate to keep the wage-earners at each Centre busy with the order of stitching summer and winter liveries. The wages distributed in October, 1960, amounted to Rs. 21,340.78 nP.

(iv) *Refugee Handicraft Shop*.—Sales are effected through the respective Centres or through the Refugee Handicraft Shop situated in Connaught Place, New Delhi. This shop has been very helpful to promote sales of the Centre's products and has provided publicity for the goods produced therein, thereby encouraging the workers to work with greater enthusiasm in the field of production. The total sales effected through the Refugee Handicraft Shop during the year under report amounted to Rs. 1,64,947.17 nP.

B. FOR NON-DISPLACED PERSONS

Under this Scheme which is financed and administered by Delhi Administration through the Directorate, the following work is conducted:

- (i) Financial assistance is given to deserving non-displaced families of T.B. patients at Rs. 25 p.m. per head to 30 cases.
- (ii) Small cash allowance outside Homes to deserving non-displaced persons at Rs. 10 p.m. per head to 40 cases.
- (iii) Financial aid to non-displaced persons, school-going children especially of widows at Rs. 9 p.m. per head in 30 cases.
- (iv) Financial assistance to maternity and sick cases for three months per case @ Rs. 15 p.m. per head for 20 cases.
- (v) Two centres for training and providing work to non-displaced women.

C. WORKING GIRLS' HOSTEL, WESTERN HOUSE, CURZON ROAD, NEW DELHI

In 1949, a Working Girls' Hostel was started in one of the blocks of Western House, Curzon Road, New Delhi, to accommodate working girls whose emoluments did not exceed Rs. 200 per month. This was done in order to provide adequate and economic living conditions for the young and low paid working girls. At present they are accommodated in three blocks and their present number is 250. The Hostel is divided into two parts, one is a little on higher scale and the charges are also high as compared to the other side. There are 170 residents in A and C Block which is the cheaper one, and 80 in D Block where the residents are getting better scales and can afford to pay a little more. A Superintendent along with adequate staff is posted there to run the institution. The Hostel is proving very useful for young girls and there is a long waiting list of ladies who want accommodation but could not get it due to lack of space in the Hostel

31. Financial Provisions.—The following financial provisions have been made for the schemes in this sector during 1960-61 and 1961-62:

Sl. No.	Scheme	Budget Provision made in		Remarks
		1960-61 Rs.	1961-62 Rs.	
1	2	3	4	5
1.	Grants-in-aid to States	..	28,00,000	
2.	Grants to Voluntary Organisations for Child Welfare and Social Welfare	50,000	1,50,000	
3.	Grants to All India Organisations in the field of Social Welfare, Child Welfare and Welfare of the Handicapped	2,00,000		
4.	Grants to Central Social Welfare Board	2,18,12,000	2,60,00,000	
5.	Grants for Surveys, Training Programmes and Pilot Research Projects in Social Welfare	20,000	2,00,000	
6.	Social and Moral Hygiene and After-care Programmes	38,00,000	36,00,000	
7.	Aid to Displaced Students from West Pakistan —			
	(a) States	10,84,400	9,03,400	
	(b) Union Territories	1,16,000	96,600	
	TOTAL	12,00,400	10,00,000	
8.	Aid to Displaced Students from Pakistan—			
	(a) States	*44,47,000	29,65,000	*This does not include an additional sum of Rs. 63,000 provided by re-appropriation.
	(b) Union Territories	2,31,000	1,20,000	
	TOTAL	46,78,000	30,85,000	
9.	Educational Arrangements at Rajpura	53,000	..	
10.	Educational Arrangements at Faridabad	1,25,000	..	
11.	Financial Assistance to Students belonging to Indigent Families	75,000	..	

1	2	3	4	5
12.	Homes/Infirmaries for Displaced Persons from West Pakistan	42,89,000	34,78,200	
13.	Homes/Infirmaries etc. and Children's Institutions for Displaced Persons from East Pakistan			
	(a) States	***	48,12,500	***Budget provision for 1960-61 included in Rehabilitation Ministry's grants.
	(b) Territories	***	1,23,500	
		Total	49,36,000	
14.	Social Welfare and Rehabilitation Directorate :			
	(i) Headquarters Staff	1,70,900	1,76,700	
	(ii) Kasturba Niketan Home	3,07,800	2,45,000	
	(iii) Doles to Destitute Displaced Persons	27,000	27,000	
	(iv) Training-cum-Production Centres for Women	6,75,800	6,93,700	
	TOTAL FOR THE DIRECTORATE:	11,81,500	11,42,400	

CHAPTER FOURTEEN

NATIONAL ARCHIVES OF INDIA

The National Archives of India continued to look after its normal duties of accession, repair and preservation of records, research and technical service, training, publications, etc. Considerable progress was made in several sectors; but large scale achievements were held up, due mainly to shortage of accommodation.

2. Accession.—Owing to shortage of space, the only records acquired during the period were those needed to fill in the gaps in the series already housed in the Department. They consist of 2,320 files, 1,465 bound volumes (including 1,431 volumes of Revenue Survey Records) and 15 Survey of India maps.

The Department also acquired, during this period, several documentary collections and a number of historical manuscripts either by purchase or gift or on terms of loan. Specially deserving of mention in this connection are: personal papers and correspondence of Sir J. C. Coyajee, the celebrated Indian Economist (1910–42); papers on Bengal Famine Enquiry Commission belonging to Sir Manilal B. Nanavati; 16 documents relating to the Indian National Army; a memoir (in typescript) on the Indo-German collaboration during the First World War; 2,600 historical manuscripts or documents in Persian (including *farmans* of Akbar, Jehangir and Aurangzeb) and 43 original letters of Mahatma Gandhi. The Department was also able to compile a list of papers relating to the Constituent Assembly belonging to the personal collections of the President, Dr. Rajendra Prasad, Shri K. M. Munshi, Shri A. K. Ayyar, Shri V. T. Krishnamachari, and is endeavouring to obtain a complete list of all papers relating to the history of the Indian Constitution.

199 rolls of Dutch records relating to India covering the period 1732–58 were obtained from the Algemeen Rijksarchief (The Hague) during the year under report. The Department was also able to acquire from the U.S.A. 67 rolls of microfilm transcripts, covering, among others, the following items: records of the U.S.A. Consulates in India, and of the State Department and the Justice Department of the Government of the U.S.A. (the last containing invaluable material on the Indian nationalists in the U.S.A.); German Foreign Office records dealing with German collaboration in Indian Freedom Movement; papers of the American Board of Foreign Missions which throw interesting light on Indian social life in the 19th Century. Other acquisitions include Xerograph prints of Macartney papers relating to his Madras period (1781–86).

641 volumes were added to the Departmental Library.

3. Checking, Arrangement, Compilation etc., of Accessions.—Checking and arrangement of new accessions was continued and 6,128 files were re-arranged. Greater emphasis was placed on the re-arrangement of the records of the late Foreign and Political Department and its defunct agencies. About 4,29,500 files belonging to the former, were re-arranged, and reconstructed into a single series. Good progress was made in the re-arrangement of records belonging to the Central India States Agency, Punjab States Agency and Bundelokhand Agency. 84,840 documents belonging to the late Finance, Home and Military Departments were reclaimed from the different collections and consolidated with their parent series. 82 bundles of papers belonging to the collection known as Mutiny papers were checked, docketed and provided with identification numbers.

Abstract lists were compiled of the records belonging to the late Home, Agricultural and Finance Departments for the entire post-1859 period. Detailed (check) lists were prepared of about 15,000 files belonging to other Departments and of 1,169 documents in oriental languages received from private sources. Check-lists were also compiled of English translations of Persian letters available among Foreign Department Proceedings (1794–1808) and of letters issued (1766–1846) and letters received (in 1800–40) in languages other than Persian. Listing of Persian Correspondence for the period after 1801 was taken up. First volume of the descriptive lists of Mutiny papers belonging to the late Bhopal Government, housed in the Bhopal branch of the National Archives was brought out and substantial progress was made in the compilation of later volumes. Progress was equally maintained in the listing of oriental seals found among Persian records, and indexing was taken up of the Persian collection known as *Alqab-namah*, which embodies interesting details about historical personages having dealings with the British Government. The preliminary indexing of Foreign and Political Department records (1781–83) was completed, and editing of the index-entries was taken up. Substantial progress was also made in the indexing of the map-collection.

The appraisal work completed by the Department during the year involved selection and sorting out and listing of 5,281 files belonging to the late Department of Education, Health and Lands, 627 files belonging to the Ministry of Food and Agriculture and 4,064 files of the late Finance Department. In addition, 240 bundles belonging to the Ministry of Railways were checked and appraised by the Department with a view to selecting those deserving permanent retention.

4. Research and Reference Service.—130 Research scholars availed themselves of the facilities afforded for consulting records, and were provided with the requisite guidance and research aids.

Of the four Research Fellows working under the National Archives-Fellowships Scheme the tenure of three was renewed for a further term of one year.

5. **Preservation and Photo-Duplication.**—The Department continued its normal programmes including air-cleaning, fumigation, deacidification, lamination and binding of records. Micro-filming of pre-1859 manuscript records was continued as usual and 1,72,347 exposures covering about twice that number of manuscript pages were prepared. Besides, the Department prepared 15,476 enlarged prints, 691 of photostats, and 2,291 feet of positive prints. 27,552 feet of microfilm were processed and 348 reels were checked.

6. **Research Laboratory.**—As in other years, problems touching different aspects of record-preservation were investigated in the Departmental Research Laboratory, such for instance, as those relating to durability of indigenous repair material. These researches were undertaken with a view to finding suitable substitutes for repair materials now available. The laboratory also conducted a careful study of the effect on paper of various commercial insecticides and fumigants used in Indian record offices and repositories.

7. **Technical Service.**—Apart from carrying out its own preservation programme, the Department with a view to saving the posterity manuscripts of historical value in private custody continued to render technical service to such institutions as well as individuals as had no arrangement for such services. Under this programme, repair was completed, of 4,471 letters of Mahatma Gandhi received from Gandhi Smarak Nidhi for interim custody, and a large number of rare books and manuscripts belonging to the Raza Library, Rampur, was renovated, bound and photo-duplicated. Free repair service was also rendered to a collection of manuscripts of Tagore received from Rabindra Sadana, a collection of books and manuscripts received from Asiatic Society, Bengal, yet another collection of Gandhi manuscripts received from the Prime Minister's Secretariat and the Gandhi documents received from Shri P. G. Deshpande. Free repair services were also extended to a number of institutions and individuals who, in response to an appeal from Government, permitted the Department to keep photo-copies of original Gandhi documents in their possession. Those who gifted such documents in original to the Department were furnished with free copies. By this means the Department was able to acquire 220 Gandhi documents, either in original or in copy.

Besides rendering free service under the different schemes outlined above the Department extended help to 18 outside agencies by way of repair and rehabilitation of brittle manuscripts on payment of fees at scheduled rates. Photo-duplication service was similarly rendered at cost to 75 outside agencies. The mobile micro-film unit of the Department visited Jaipur and prepared micro-film copies of a large collection of records belonging to the Rajasthan State Archives.

8. **Advisory Work and Inspection.**—70 outside agencies were given technical advice on problems connected with the preservation and repair of archives. Advice was also tendered to a number of State Governments, and other organisations, official as well as non-official, on the planning of a properly equipped repository for housing manuscript materials or archives and other matters connected with archives-keeping and management of records. Inspection was carried out by the officers of the Department of a number of manuscript repositories, e.g., Rabindra Sadan—Santiniketan, Government Oriental Manuscript Library,—Madras, Swaminatha Aiyar Library, Adyar Library and Tanjore Saraswati Mahal Library. Inspection was conducted of the records of the Ministry of Finance (Defence) and advice rendered on matters relating to the maintenance of their archives. The Department continued to collaborate with the Ink and Allied Products Sectional Committee of the Indian Standards Institute, of which it is an institutional member and continued to assist it with technical advice on writing materials and allied topics. An officer of the Department was sent to Venezuela to advise Fundacion Eugenio Mendoza, Caracas, Venezuela on the planning of a repair and preservation unit.

9. **Training and Educational Activities.**—Nine trainees completed the one-year Diploma course in Archives-keeping. Special arrangement was made for lectures on aspects of archives-keeping being delivered to them by eminent archivists and scholars from outside, including Dr. Wagner of the Embassy of German Federal Republic. A fresh batch of nine trainees including two nominated by the State Governments have been admitted to the course which commenced on 1st September, 1960. Five of them have been awarded a stipend of Rs. 150 each per month.

To disseminate knowledge of archive-science among the general public, the Department brought out, during the year under report, Hindi translations of two of its popular pamphlets, "An Introduction to the National Archives", and "Repair and Preservation of Records", and a third pamphlet in English dealing with "Indian Seals". Another brochure of popular interest, entitled, "Archives and Records—What are They" dealing with the nature and importance of archives had been brought out, while one dealing with the characteristics of Sanskrit charters was made ready and sent to the press.

10. **Exhibition.**—An exhibition of historical documents was organised in February at Vigyan Bhavan, New Delhi, under the auspices of the 35th session of the Indian Historical Records Commission. The Department continued to maintain its permanent exhibition of select documents which attracted no less than 777 visitors including quite a few distinguished scholars and literati from foreign countries. Mention may be made in this connection of the famous writer of Iceland,—S.A. Magnusson, the great German historian,—Prof. Erdmann, the celebrated Harvard historian,—Prof. Reishauer, the well-known museologist,—Dr. Grace Morley, and Dr. Retzler from Berkley.

11. **Publications.**—The different publication programmes of the Department were pursued with particular vigour and the volumes brought out during the year include: Major Browne's Correspondence (1782–85); Volume VI of Fort William India House Correspondence (1770–72); Volume I of the Mutiny Papers (Bhopal records); Volume XI of the Departmental journal, the *Indian Archives*; the Annual Report of the National Archives (1958); the third issue of the Bulletin giving an account of research theses on historical subjects undertaken or completed under the auspices of the Indian universities; Part I of the Guide to the Records in the National Archives of India; Volume I of the Prachin Hindi Patra Sangraha (published in collaboration with the University of Allahabad); Volume XXXV of the Proceedings of the Indian Historical Records Commission.

Printing was completed of the first volume of *Selection from Educational Records* (containing Educational Reports 1851–71) and the materials for one more volume dealing with the growth of Indian universities were made ready for the press. Printing of Volumes IV and XV of the Fort William India House Correspondence series continued to make progress. Volume VIII was sent to the press, volume III was made ready for printing, and further progress was made in the editorial work connected with Volume XX. Volume XII of the *Indian Archives* was sent to the press and the editing of the materials for volumes XIII and XIV of the journal as also those for Annual Report 1959 are well nigh complete. Editorial work connected with Volume XI of Calendar of Persian Correspondence (1794–95) was continued and compilation of materials for Volume XII (1796–97) was in progress. Volume I of *Persian Newsletters*, to be published in collaboration with the University of Delhi, was sent to the press.

12. **Accommodation.**—The construction of an annexe to the present National Archives building to accommodate the huge mass of public records still lying outside that building has been under consideration of the Government for some time past, and although an expenditure of Rs. 24 lakhs was sanctioned for this purpose, no progress could be made in the work owing to the fact that the Master Plan for the Central Vista complex of buildings of which the National Archives premises form a part, has not yet been finalised. No progress can also be reported on the air-conditioning of the present building due to the present foreign exchange difficulties.

13. **Advisory Bodies and Committees**

(a) *Indian Historical Records Commission.*—The Commission held its 35th session at the Vigyan Bhavan, New Delhi on 4th February, 1960. The session was inaugurated by the Prime Minister, presided over by the Union Minister for Education, and attended by a large gathering of

historians, scholars, archivists and antiquarians from all over India including the Central and State Governments, the universities and learned societies. A number of original papers, embodying researches based on unpublished materials and bringing to light many new facts relating to India's recent past were read, and discussion was held on some of the vital problems connected with the preservation and use of public as well as private archives.

(b) *Research and Publication Committee*.—The 29th and 30th meetings of the Research and Publication Committee were held in Delhi on 5th February and 8th July, 1960 respectively; both were presided over by the Educational Adviser to the Government of India.

(c) *Advisory Committee on National Register of Records*.—This Committee was appointed by the Government of India to advise and guide the bodies constituted by the State Governments in the compilation of the National Register of private and semi-private archives. The Committee held two meetings during the year and chalked out a detailed plan for the proper working of the Register Scheme.

(d) *Committee on Archival Legislation*.—Under the Chairmanship of Dr. Tara Chand, M.P., the Committee has since concluded its work and its report is ready for submission to Government.

14. **National Archives of India (Regional Office, Bhopal)**.—The normal duties of checking, listing, repairing, rehabilitating, cleaning and arranging the records acquired from the late Government of Bhopal was continued. Officers of the State Gazetteers' Unit of the Government of Madhya Pradesh were furnished with facilities in consulting records for the revision of the District Gazetteers of Bhopal State and otherwise aided in their research activities.

15. **Programme for 1961-62**.—In addition to the normal duties of the Department, the work of compiling information on archival accumulations in different central agencies will continue, and listing, checking and arrangement of records will be accelerated further. Further efforts for acquiring documents relating to Indian history and microfilm copies of material of Indian interests from abroad will also continue.

The organisational development of the various Ministries of the Government of India will be studied. The work of indexing the Survey of India maps and acquisition of maps of historical importance will continue. Editing of the indexes to the Secret Department Records is expected to be completed.

The bindery of the Department is being planned to be better equipped with a view to improving the quality of its work.

Volumes IV, VII and XV of the Fort William India House Correspondence have been planned to be brought out. Two more volumes

of the series are expected to be sent for printing and two others will be prepared for the press. Two more issues of *The Indian Archives* and the Annual Report of the National Archives of India for the year 1960 are expected to be published.

Editing of Volume XI of the Calendar of Persian Correspondence will be completed and the text sent to the press. Compilation of Volume XII of the series is also expected to be completed and that of Volume XIII to be taken up. Classification and cataloguing of seals are intended to be accelerated. The listing of the Persian Correspondence of the year 1802-1804 is expected to be completed. Selection of original receipts in languages other than Persian found among the Persian records will be completed. Volume III and IV of 'Selections from Educational Records' are expected to be made ready.

Both the Training and Research Fellowship programmes will be continued. The plan for the building is expected to be finalised and the work of construction is likely to begin.

In addition to its normal duties, the Bhopal Regional Office has planned to prepare a descriptive list of Jagir and Sanads. Glossary and indexes to the descriptive list of the Mutiny Papers will be prepared and descriptive listing of succeeding papers in the collection will be continued.

16. **Budget.**—Funds to the extent of Rs. 14,80,300 (including non-Plan and Plan schemes) were placed at the disposal of this Department, its Regional Office at Bhopal and the proposed Regional Office at Hyderabad for 1960-61 as against Rs. 14,93,000 for 1959-60. A provision of Rs. 15,44,500 has been proposed for inclusion in the budget estimates of 1961-62. To effect economy, certain posts were left unfilled during the year under review.

ANNEXURE I
ADVISORY BODIES FUNCTIONING IN THE MINISTRY OF
EDUCATION

S. No.	Name of the Body	Year of Establish- ment	No. of Meetings held during 1960-61
1.	Indian National Commission for Cooperation with Unesco	1949	1
2.	Education Ministers' Conference	1949	1
3.	Advisory Board on Social Welfare	1950 (Reconsti- tuted in 1954)	1
4.	Board of Scientific Terminology	1950	..
5.	Central Board of Physical Education and Recreation	1950 (Recons- tituted in 1956)	2.
6.	Hindi Shiksha Samiti	1951	1
7.	National Board of Audio-Visual Education	1953	..
8.	All-India Council for Sports	1954 (Recons- tituted in 1959)	5.
9.	National Advisory Council for the Education of the Handi- capped	1955	..
10.	All-India Council for Secondary Education	1955	2.
11.	National Council for Rural Higher Education	1956	1
12.	Central Committee for Educational Research (now proposed to be expanded into a National Council for Educational Research)	1957	..
13.	All-India Council for Elementary Education	1957	1
14.	Children's Literature Committee	1958	1
15.	National Council for Women's Education	1959	1
16.	Central Sanskrit Board	1959	2

ANNEXURE II

ACTIVITIES OF THE CENTRAL INSTITUTIONS OF EDUCATION—1960-61

The following are the Central institutions or agencies of education under the administrative control of the Ministry of Education:—

- (1) The Central Institute of Education, Delhi (established in 1947)
- (2) The Central Bureau of Textbook Research, Delhi (established in 1954)
- (3) The Central Bureau of Educational and Vocational Guidance, Delhi (established in 1954)
- (4) The National Institute of Basic Education, New Delhi (established in 1956)
- (5) The National Fundamental Education Centre, New Delhi (established in 1956)
- (6) The Central Institute of English, Hyderabad (established in 1958) and
- (7) The National Institute of Audio-Visual Education, New Delhi (established in 1959)

Brief notes on the activities of these institutions during 1960-61 and their programmes of development for 1961-62 are given in the paragraphs that follow.

1. **Central Institute of Education, Delhi.**—The Central Institute of Education, Delhi was set up in 1947 to be a premier centre of training as well as research in professional education. It has also a nursery and a Basic school attached to it for experimentation purposes. It provided training for B.Ed., M.Ed., and Ph.D. The institution has also, attached to it, an Extension Services Centre for the in-service training programme for Secondary school teachers. Its Basic institution provides training in arts and crafts and the school has also a community centre working in it. Apart from the normal training courses, the Institute runs short term courses and conducts seminars in various subjects. For acquainting the selected administrators in the problems connected with the introduction of compulsory Primary education in the States, an all-India seminar was held for 20 days during January-February, 1961. A number of research projects were taken in hand. These included a study of socio-economic background of (i) bright children, (ii) an analysis of

Hindi Readers for classes II to XI, (iii) a study of habits of bright and dull children, group tests of intelligence, achievement tests etc. Proposals have been framed for a number of new projects which are under consideration. The proposals include study of truancy in selected boys, promotion of creative writing attitude of Higher Secondary school children towards English etc. A number of research projects have also been taken in hand by the Basic school. These include a study of the use of toys in the teaching of the mother tongue, development of social and civic attitudes through social studies curriculum etc.

During the period under review, the Central Institute of Education had with them the services of U.S. technicians available under the T.C.M. Programme. The budget provision for 1960-61 was Rs. 4,04,000 and the revised estimates amount to Rs. 5,80,000. The increase is due to the merger of the two Bureaux namely, the Central Bureau of Textbook Research, and the Central Bureau of Educational and Vocational Guidance with the Central Institute of Education and also to further expansion of activities. The budget estimates for 1961-62 provide for a provision of Rs. 6,72,000. It is proposed to develop the Institute into an outstanding centre of research in professional education in the country. Proposals are under consideration for the provision of a sum of Rs. 65 lakhs during the Third Five-Year Plan for the expansion and development of the activities of the Institute. It would lead to the development of additional departments, e.g., Department of Educational Administration, Department of Social and Philosophical Foundations, etc.

II. Central Bureau of Textbook Research.—Training facilities were afforded to a few students in the field of textbooks and curriculum construction. Analysis sheets for objective data in history and language, textbooks of Primary schools were published. The Bureau prepared a book entitled, "Hints to Authors of Science and Social Studies Textbooks", and a lesson plan in social studies on the life and teaching of Gautama Buddha for class V. Exercises were prepared for lessons regarding United Nations Children Fund, World Health Organisation, etc. Research was conducted in the standardisation of Hindi vocabulary for grades I to VIII. The project of interpretation of data collected through detailed analysis of a hundred and odd geography textbooks for Primary grades, both Indian and foreign, and other projects were taken up.

III. Central Bureau of Educational and Vocational Guidance.—The Bureau arranged a number of talks relating to educational and vocational guidance counselling in various fields. During the current year the Bureau is conducting a training programme consisting of a nine-month diploma course in guidance for candidates from various States all over the country. The course started on July 1, 1960. A seminar on occupational information in the guidance programme was also

organised. In the area of research, a study of factors affecting curricular choice among pupils of the delta class has been undertaken. A project for developing techniques for the selection of counselling trainees has also been taken in hand. The work of collecting, classifying and filling information material received from various institutions in the country was continued. A study of employment trends as revealed through newspaper advertisements was undertaken. An all-India conference of the heads of Government Bureaux of Guidance in the country was held in August 1960, and, among other decisions, the most important decision related to the progressive introduction, according to a phased programme, of guidance services in all the High/Higher Secondary schools during the Third Five-Year Plan.

The two Bureaux namely, the Central Bureau of Textbook Research and the Central Bureau of Educational and Vocational Guidance were set up in 1953-54 to be centres of research and assistance in their respective fields and were functioning till October 31, 1960, as part of the Ministry itself. In pursuance, however, of the recommendations made from time to time, the two Bureaux have been merged with effect from November 1, 1960, with the Central Institute of Education in order to develop the Institute into a centre of research in national professional education.

IV. National Institute of Basic Education, New Delhi.—The Institute conducts a number of activities for the development of Basic education and these include research, training, production of literature, improving current practices in Basic schools, and studies and investigations in arts and crafts.

(a) *Research.*—During the year under review, the following research projects were completed:—

- (i) Relative Costliness of Education in Basic and non-Basic schools (Pilot study for Delhi);
- (ii) Analysis and Evaluation of some Integrated Syllabi;
- (iii) Basic Education Abstracts No. I and II of 1959 and No. 1 of 1960 were completed;
- (iv) Topics of Research: The suggestions on topics of research work as received from the various Directors of Education and Principals of postgraduate Basic training colleges, were analysed. A classified list of these topics was prepared.

Work on other research projects is in progress. These include (i) analysis and evaluation of language Readers for classes I and II of Basic schools of Hindi speaking States; (ii) ensuring standards of achievement in Basic schools (iii) standardisation of a check-list for evaluation of

Basic schools; (iv) a study and evaluation of correlated lesson plans prepared by Basic training institutions; and (v) a national survey of abilities and attainments of Basic school children.

The work of research in the Institute has received an impetus with the arrival of Dr. Stephen M. Corey of the U.S.A. who joined it as T.C.M. expert in educational research.

(b) *Training*.—The following programmes were organised during the year under review:—

(i) *Conference of Model Basic Schools of Delhi*.—At the request of Delhi Municipal Corporation, a conference of the headmasters and inspecting officers of the model Basic schools of Delhi was organised in the Institute from 21st to 27th September, 1960;

(ii) *Workshop for the Improvement of Teacher Education in Post-Graduate Basic Training Colleges*.—The Institute organised a workshop of the principals of the postgraduate Basic training colleges on the improvement of teacher education from 15th December, 1960 to 3rd January, 1961.

The Institute proposes to organise a training course for crafts and necessary correspondence has been initiated for this.

(c) *Production of Literature*.—The publications brought out during the period under report will be found in Annexure XIII.

In addition to the titles listed therein, a number of other manuscripts of the Institute are either in the press or are being finalised.

(d) *Improving Current Practices in Basic Schools*.—After consultation and discussion with the officials of the Education Department of Delhi Municipal Corporation, the Senior Basic School, Chhattarpur, was selected for its improvement. A two-week workshop of the staff of the school and the concerned supervisory staff of the Corporation was organised in the Institute with a view to devising the plan of the work for the academic session 1960-61. A pamphlet on 'Self Improvement of Basic Schools', is contemplated to be prepared on the basis of experience gained from this school.

(e) *Studies and Investigations in Arts and Crafts*.—A Unesco expert in Arts and Crafts, Shri Musaji Takaki of Japan, joined the Institute early this year. Under his guidance, the Institute has started experiments in the crafts of bamboo, clay modelling, pottery and doll-making. It is also proposed to start short term training courses for the teaching of crafts which could be attended to by craft instructors from different States. Preliminary correspondence towards this end, has been initiated.

V. National Fundamental Education Centre, New Delhi.—The National Fundamental Education Centre was established in 1956 with

the primary object of conducting research, training high level personnel and for serving as a clearing house of ideas and information in Social education. During the last five years, it has conducted training courses for five batches of District Social Education Officers and in all, 81 officers have been trained.

Almost the whole of the equipment which the Centre was to receive from the T.C.M. has been received. The total value of the equipment received so far is \$ 22,415.29. A Fellowship for nine months under the T.C.M. Aid Programme was awarded to Shri H. P. Saksena, Assistant Director of the Centre.

During the period under review, the Centre took up a number of activities through its various organs, *i.e.*, Library, Audio-Visual Unit, Home Science Unit, etc. Particular mention may be made of the following activities:—

- (i) The Centre prepared bibliographies on topics connected with Social education.
- (ii) It completed the project on 'Village Meeting Places and Community Centres'. Besides a number of projects on topics relating to reading, habits and interests of village people, attitudes of illiterate adults towards literacy and village superstitions and taboos are in hand.
- (iii) (a) A 'tele-club' at the Centre has been reviewing the television programmes regularly.
- (b) A film on 'Social Education for Community Action' has also been prepared.

During 1961-62, the Centre will conduct two courses, each of five months' duration, for District Social Education Officers. The clearing house activities of the Centre are also proposed to be expanded. The two research projects now in hand, *viz.*, 'Village Meeting Places and Community Centres in Mehrauli Block' and 'Reading Interests and Habits of Village People' will be completed and work on two other projects, *viz.*, 'Survey of Living Conditions of Children in Mehrauli Block' and 'Impact of Television Programmes' will be continued, and, if possible, completed. It may also be possible to take up one or two new research projects.

VI. Central Institute of English, Hyderabad.—The Institute established with the cooperation of the British Council and the Ford Foundation for the improvement of the standards of English in the country, started functioning on 17th November, 1958. It has been registered as a society under the Societies Registration Act, 1860 and its affairs are managed by a Board of Governors. The activities of the Institute are two-fold, namely, (1) research, and (2) teaching the lecturers of training colleges,

pre-university classes and teachers of Higher Secondary schools the latest techniques of teaching English.

A total expenditure of Rs. 4,90,000 is likely to be incurred on the Institute during 1960-61. For the next year, a provision of Rs. 10,40,000 has been proposed. This includes a provision of Rs. 5,00,000 on the construction of a permanent building of the Institute. The Institute is at present housed temporarily in buildings placed at its disposal by the Osmania University. The building is estimated to cost Rs. 10 lakhs and the balance of Rs. 5 lakhs is expected to be spent during 1962-63.

VII. National Institute of Audio-Visual Education, New Delhi.—The National Institute of Audio-Visual Education established in January, 1959, functions as a training, production and research centre, and as a clearing house for information relating to audio-visual education. It has already completed five short term training courses (including two held for the coordinators of the Extension Services Department of Training Colleges) apart from a number of seminars for social and allied organisations. The Central Film Library has a membership of 1427 institutions, and lent out, free of charge, 9,572 films and 178 filmstrips to educational institutions during the period January—December, 1960. A quarterly journal "Audio-Visual Education" is being published to foster interest in the use of audio-visual techniques among teachers and social education workers. To popularise the journal and to make it more useful a Hindi Section has also been introduced to cater to the needs of Hindi-knowing teachers. The production of prototype instructional material has also been undertaken. The budget provision for 1960-61 is Rs. 6.08 lakhs (Revised Estimates—Rs. 4.20 lakhs) and that for 1961-62 is Rs. 5.50 lakhs.

ANNEXURE III
SANCTIONS ISSUED UNDER THE SCHEME OF RELIEF OF
EDUCATED UNEMPLOYMENT AND EXPANSION OF
PRIMARY EDUCATION

S. No.	State/Union Territory	Total No. of Tea- chers Sanctioned	Total No. of Inspecting Officers Sanction- ed	Total No. of Teachers' Quarters Sanction- ed
1	2	3	4	5
1.	Andhra Pradesh	4,640	90	474
2.	Assam	1,410	26	132
3.	Bombay—(Maharashtra & Gujarat)	7,000	130	650
4.	Bihar	6,860	136	686
5.	Jammu & Kashmir	570	14	72
6.	Kerala	666	16	80
7.	Madhya Pradesh	6,230	129	644
8.	Madras	3,600	72	360
9.	West Bengal	3,160	63	312
10.	Uttar Pradesh	6,650	133	685
11.	Panjab	2,660	53	266
12.	Orissa	6,000	83	408
13.	Mysore	3,640	78	264
14.	Rajasthan	6,308	86	408
15.	Tripura	250	3	10
16.	Delhi (Municipal Corporation)	160	3	16
17.	Manipur	75	1	7
18.	Himachal Pradesh	160	3	16
TOTAL		60,039	1,119	5,490

ANNEXURE IV

GRANTS SANCTIONED UNDER THE SCHEME FOR EXPANSION OF GIRLS' EDUCATION

S. No.	State/Union Territory	Administrative Ap- proval Issued during 1960-61 so far for			[Sub-Schemes] Inclu- ded in the State [Proposals]*
		Hostels	Other Sub- Schemes	Total	
		Rs.	Rs.	Rs.	
1	2	3	4	5	6
1.	Andhra Pradesh . . .	..	4,12,725	4,12,725	1, 3, 4, 5
2.	Assam . . . . .	..	1,29,000	1,29,000	1, 2, 5
3.	Bihar	95,962	8,26,000	9,21,962	1, 3, 4, 5, 6
4.	Jammu & Kashmir . . .	..	48,800	48,800	2, 6, 7
5.	Kerala	1,07,062	..	1,07,062	
6.	Maharashtra	50,000	..	50,000	
7.	Madhya Pradesh . . .	1,50,000	5,68,000	7,18,000	1
8.	Madras	1,50,164	4,94,000	6,44,164	1
9.	Mysore	1,50,000	3,54,000	5,04,000	7
10.	Orissa	1,41,300	4,23,632	5,64,932	1, 2, 3, 4, 5, 7
11.	Panjab	1,10,103	3,00,000	4,10,103	1
12.	Rajasthan	1,50,000	..	1,50,000	
13.	Uttar Pradesh . . . .	..	13,84,000	13,84,000	1, 2, 4, 6
14.	West Bengal . . . . .	..	4,24,000	4,24,000	1, 2, 6, 7
15.	Gujarat	1,53,221	..	1,53,221	
	TOTAL	12,57,812	53,64,157	66,21,969	
16.	A. & N. Islands . . . .	..	480	480	6
17.	Delhi . . . . .	..	17,900	17,900	2, 4, 5, 6, 7
18.	Himachal Pradesh . . .	..	6,090	6,090	2, 6, 7
19.	L. M. & A. Islands . . .	..	3,500	3,500	7
20.	Manipur . . . . .	..	81,000	81,000	2, 6, 7
21.	Tripura . . . . .	..	24,000	24,000	2
	TOTAL . . . . .	..	1,32,970	1,32,970	
	GRAND TOTAL	12,57,812	54,97,127	67,54,939	

*Numbers of Sub-Schemes given in column 6 are in paragraph 3 of Chapter II.

ANNEXURE VA
EXPANSION OF TEACHER TRAINING FACILITIES
(1959-60 and 1960-61)

S. No.	State	No. of New Insti- tutions Started	No. of Additional Seats for which Training Facilities have been Provided
1.	Andhra Pradesh	50	2,500
2.	Assam	14	2,140
3.	Bihar	21	3,800
4.	Gujarat	16	850
5.	Jammu & Kashmir	1	100
6.	Madhya Pradesh	50	5,400
7.	Maharashtra	27	2,700
8.	Mysore	12	1,200
9.	Orissa . . . . .	..	1,000
10.	Rajasthan	28	2,800
11.	Uttar Pradesh	48	2,920
12.	West Bengal	9	2,060
	TOTAL	276	27,570

ANNEXURE VB

**ADMINISTRATIVE APPROVAL ISSUED SO FAR DURING 1960-61
FOR THE SCHEME OF EXPANSION OF TEACHER TRAINING
FACILITIES**

S. No.	State	Amount of Adminis- trative Approval Issued
		Rs.
1.	Andhra Pradesh	29,68,800
2.	Gujarat	15,39,300
3.	Maharashtra	29,36,500
4.	Jammu & Kashmir	69,000
5.	Madhya Pradesh	32,13,000
6.	Mysore	18,97,000
7.	Orissa	2,05,160
8.	Rajasthan	17,66,000
	TOTAL	1,45,94,760

ANNEXURE VI

ADDITIONAL ENROLMENT EXPECTED IN THE THIRD PLAN

State	Enrolment in Classes I—V at the end of Second Plan	Additional Enrolment Expected in Classes I—V during the Third Plan	Total Enrolment in Classes I—V at the end of Third Plan
1	2	3	4
	(In lakhs)	(In lakhs)	(In lakhs)
Andhra	27.00	16.00	43.00
Assam	10.66	4.40	15.06
Bihar	32.00	16.00	48.00
Gujarat	15.97	9.03	25.00
Jammu & Kashmir†	2.56	1.44	4.00
Kerala	24.00	2.80	26.80
Madhya Pradesh	20.00	10.00	30.00
Madras	33.00	14.00	47.00
Maharashtra	39.00	15.00	54.00
Mysore	21.44	10.00	31.44
Orissa	10.00	6.00	16.00
Punjab	16.86	7.00	23.86
Rajasthan	11.50	9.50	21.00
Uttar Pradesh	40.43	34.07	74.50
West Bengal	28.50	7.50	36.00
A. & N. Islands	0.04	0.02	0.06
Delhi	2.65	1.23	3.88
Himachal Pradesh	0.81	0.40	1.21
L.M. & A. Islands	0.04	0.01	0.05
Manipur	0.64	0.30	0.94
Tripura	0.81	0.63	1.44
N.E.F.A.	0.06	0.10	0.16
N.H.T.A.	0.06*	0.10	0.16
Pondicherry	0.36	0.15	0.51
INDIA—TOTAL	338.39	165.68	504.07

†Excludes Occupied Areas.

*No targets have been fixed by the Working Group; targets for N.E.F.A. have been taken into account.

ANNEXURE VII

THE MAIN FINDINGS AND RECOMMENDATIONS OF THE EDUCATIONAL SURVEY

On March 31, 1957, the Educational Survey enumerated 2,812 cities and towns with a total population of 5.56 crores (1951 census) which works out at 17 per cent of the total population of the country. In the countryside, it enumerated 8,40,033 rural habitations with a total population of 27.95 crores (1951 census) or 83 per cent of the total population of the country. All the urban areas were provided with a fairly adequate number of Primary schools and although more schools were needed in them to cope with the rapidly increasing population, this problem was neither complex nor large. It was in the rural areas that universality of school provision did not exist and the Survey, therefore, concentrated its attention on the problem of providing a school within easy walking distance from the home of every child.

2. The Survey adopted the following principles in suggesting the location of Primary schools:

- (a) If a habitation has a population of 300 or more, it should have a school for itself i.e. it should be provided with an 'independent school'; and
- (b) If a habitation has a still smaller population, an attempt should be made to group it along with some other habitations in close proximity and a 'group school' may be provided for each group with a population of 300 or over. It was also generally agreed that, barring exceptional cases, the villages to be grouped together should be within one mile of each other.

3. On this basis, the Survey found that ultimately, the country will need a total of 3,23,463 Primary schools of which 1,50,215 would be 'independent' schools and 1,73,248 would be 'group' schools. Between them, these independent and group schools would serve the educational needs of 7,99,075 (or 96.70 per cent) of the total number of habitations in the country as the following table would show:

Habitations that would be Served by Primary Schools if the Proposals made by the Educational Survey are implemented

Slab	Habitations Served by Independent Schools	Habitations Served by Group Schools					Total	Total No. of Habitations served by Independent and Group Schools
		In the Habitation	Within $\frac{1}{2}$ mile	Within 1 mile	Within $1\frac{1}{2}$ miles	Within 2 miles		
5000 & above	401	146	4	1	..	..	151	552
2000 to 4999	7,707	3,727	106	21	..	1	3,855	11,562
1000 to 1999	24,406	16,078	692	203	3	1	16,976	41,382
500 to 999	53,417	44,938	5,010	2,051	46	2	52,047	1,05,464
400 to 499	19,762	19,516	7,509	2,661	147	2	29,835	49,597
300 to 399	25,571	25,983	15,460	6,429	398	11	48,281	73,852
200 to 299	11,995	29,930	32,807	33,118	2,690	229	98,774	1,10,769
100 to 199	5,907	24,154	69,881	71,060	7,078	599	1,72,772	1,78,679
Below 100	1,049	8,776	1,02,984	1,01,407	11,895	1,107	2,26,169	2,27,218
TOTAL	1,50,215	1,73,248	2,34,453	2,16,951	22,257	1,951	6,48,860	7,99,075

4. The Survey has also pointed out that if these 3,23,463 Primary schools are established, the total population served with this educational facility would be 27.75 crores or 98.69 per cent of the total population. Of this, 20.96 crores of people (or 75.01 per cent) would have the benefit of a school within the village while others would have a school in close neighbourhood as shown in the preceding table.

5. How many additional schools will have to be established to reach this goal is the next question. The Survey enumerated a total of 2,27,135 schools as on March 31, 1957. It, therefore, follows that the total number of new Primary schools required is 96,328. A large number of these schools will be established within the Second Plan itself. The Survey has shown where gaps exist in school provision and these are being filled up. But it is still estimated that about 70,000 new schools will have to be established in the Third Five-Year Plan if the target of universal provision of schools is to be reached.

6. It has to be pointed out that the problem of small villages is a very difficult problem in India. In spite of the care with which the Educational Survey has framed its proposals, a very large number of small habitations still remain without any educational facilities. It is true that the total population of these villages is only about 36.5 lakhs or 1.31 per cent of the total population of the country (1951 census); but it is obvious that something will have to be done even for these small habitations.

7. There are only three proposals possible—(1) peripatetic teacher schools, (2) establishment of Central Schools with hostel accommodation, and (3) establishment of Central Schools with transport facilities attached. Experimental pilot projects in order to provide different types of educational facilities for these villages are proposed to be conducted during the Third Five-Year Plan and their generalisation will be considered later on in the light of the experience gained. In the meanwhile, the Survey has tentatively assumed that the concept of peripatetic schools may be given a greater trial. On March 31, 1957, there were 1,888 peripatetic teacher schools in the country. The Educational Survey has proposed that their number may be increased to 8,848 during the Third Five-Year Plan if the experiment of their working proves to be successful. The total number of new schools required in the Third Five-Year Plan would, therefore, be 1,03,288 (96,328 ordinary Primary schools and 6,960 peripatetic teacher schools).

8. The break-up of these 1,03,288 new schools required is given in the following table:

Number of New Primary Schools Needed according to the Educational Survey (As on March 31, 1957)

S. No.	State	Total No. of Schools Proposed by the Educational Survey (including Peripatetic Schools)	Total No. of Schools in Existence on 31-3-57	Total No. of New Primary Schools Needed
1	2	3	4	5
1.	Andhra Pradesh	27,849	22,708	5,141
2.	Assam	14,192	11,001	3,191
3.	Bihar	37,261	26,351	10,910
4.	Bombay	49,300	40,528	8,772
5.	Jammu & Kashmir	2,825	1,884	941
6.	Kerala	7,938	5,751	2,187

1	2	3	4	5
7. Madhya Pradesh	. .	35,718	20,824	14,894
8. Madras	. . .	19,832	17,979	1,853
9. Mysore	. . .	21,632	17,875	3,757
10. Orissa	. . .	21,370	15,032	6,338
11. Punjab	. . .	12,708	11,229	1,479
12. Rajasthan	. . .	17,773	8,933	8,840
13. Uttar Pradesh	. .	59,637	26,168	33,469
14. Delhi	. . .	220	190	30
15. Himachal Pradesh	. .	1,931	1,004	927
16. Manipur	. . .	862	671	191
17. Tripura	. . .	1,262	895	367
TOTAL	. . .	3,32,311	2,29,023	1,03,288

ANNEXURE VIII

**PRIZES AWARDED IN THE SIXTH NATIONAL COMPETITION
OF CHILDREN'S BOOKS/MANUSCRIPTS HELD IN 1960-61**

Language	No. of Entries Received in the Competition	No. of Prizes Awarded		
		Rs. 1000	Rs. 500	Total
I	2	3	4	5
Assamese	18	..	2	2
Bengali	61	1	2	3
Gujarati	70	..	2	2
Kannada	27	..	..	..
Hindi	120	1	2	3
Kashmiri	3	..	1	1
Malayalam	30	1	..	1
Marathi	111	1	2	3
Oriya	11	..	2	2
Punjabi	15	..	2	2
Sindhi	2	..	1	1
Tamil	52	..	3	3
Telugu	31	1	2	3
Urdu	12	..	2	2
TOTAL		5	23	28

In addition to the award of prizes to the authors of the books/manuscripts, 2000 copies of each of the prize-winning books will be purchased, according to the terms prescribed by rules, for distribution in schools, libraries, children's centres etc. at a price which the Ministry considers reasonable and provided the illustrations, printing, get-up of the book are suitable and acceptable to the Government of India.

In addition to the 2000 copies of each of the 28 books mentioned above it has been decided to purchase 2000 copies each of one book in Kannada and Telugu by way of encouragement, though their authors were not awarded any prizes.

ANNEXURE IX

STATEMENT SHOWING THE POSITION OF ENROLMENT OF CHILDREN IN AGE-GROUP 14-17

State	* 1950-51	1955-56	1960-61 (Estimated)	1965-66 (Addition- nal)	1965-66 (Plan)
1. Andhra Pradesh	32,412 (Hyderabad)	1,81,500	2,16,000	66,000	2,82,000
2. Assam	20,470	67,500	1,02,500	60,000	1,62,500
3. Bihar	1,59,801	1,47,000	3,10,000	1,90,000	5,00,000
4. Gujarat	2,15,297	2,90,400	2,78,000	1,42,000	4,20,000
5. Maharashtra	}		2,90,000	1,40,000	4,30,000
6. Jammu and Kashmir	†10,000	14,600	24,600	24,000	48,600
7. Kerala	**1,15,602	1,95,100	3,61,600	70,000	4,31,600
8. Madhya Pradesh	54,820	50,400	77,800	80,200	1,58,000
9. Madras	2,42,546	1,94,200	2,68,000	75,000	3,43,000
10. Mysore	61,756	1,29,000	1,67,000	58,000	2,25,000
11. Orissa	27,536	30,600	40,000	30,000	70,000
12. Punjab	67,789	1,24,600	1,63,000	80,000	2,43,000
13. Rajasthan	19,905	44,600	86,000	67,000	1,53,000
14. Uttar Pradesh	1,69,132	3,18,200	3,97,200	2,28,000	6,25,200
15. West Bengal	1,07,325	1,72,000	3,00,000	1,36,000	4,36,000
16. A. & N. Islands	31	119	200	100	300
17. Delhi	15,310	25,000	50,000	38,000	88,000
18. Himachal Pradesh	1,488	3,400	8,900	4,200	13,100
19. L. M. & A. Islands . . . . .	..	..	..	..	..
20. Manipur	1,366	4,100	10,400	18,000	18,400
21. Tripura	2,927	3,200	9,200	3,600	12,800
TOTAL	13,25,513	19,95,519	31,60,400	15,00,100	46,60,500

*This includes enrolment of first year of intermediate classes.

†Estimated.

**Only Travancore-Cochin.

‡Provisional.

ANNEXURE X

PAYMENT OF GRANTS TO HINDI ORGANISATIONS, INDIVIDUALS, ETC. DURING 1960-61

Name of the Organisation	Purpose of Grant	Amount
1	2	3
		Rs.
1. Akhil Bharatiya Hindi Parishad, Agra	Training of Hindi teachers during January— March 1960	23,850
	Training of Hindi teachers during April—June 1960	16,713
	Training of Hindi teachers during July— December, 1960	40,000
2. Swadhyay Mandal, Pardi, District Surat	Translation of Vedas into Hindi . . .	5,000
3. Bharatiya Hindi Parishad, University of Delhi	Meeting expenditure on the holding of 17th Annual Session of the Parishad	3,000
4. Nagari Pracharini Sabha, Varanasi	Preparation of Hindi Encyclopaedia . . .	10,000 15,000 50,000
5. Sansadeeya Hindi Parishad, New Delhi	Preparation and Development of Hindi— balance of the grant for 1959-60	1,440
6. Karnatak Prantiya Rashtra- bhasha Prachar Sabha, Dharwar	Opening/running additional Hindi classes	6,376
7. Maharashtra Rashtrabhasha Sabha, Poona	Central Hindi Library at Poona and for Hindi Medium High School, Poona	8,000
8. Hindi Sahitya Sammelan, Prayag	Grant-in-aid for 1959-60	10,250
9. Institute of Engineers (India), Calcutta	President's prize for the best paper in Hindi on Engineering subject	500
	1st instalment of grant for publication of en- larged Hindi section of the journal of the Institute	2,000
10. Secretary, U.P. Government Education Department, Lucknow	Publication of 'Shashan par Do Nibandh' . .	15,000
11. Utkal Prantiya Rashtra- bhasha Prachar Sabha, Cuttack	Purchase of 300 copies of 'Rajat Jayanti Granth'	4,760
12. All India Hindi Publishers' Association, Delhi	Holding a seminar on cooperation, promotion and distribution of books from 17—20th November, 1960	690
13. Registrar, Patna University	Preparation of terminological indexes of works of Tulsidas except Ram Charit Manas	1,875

Evaluation of the work for which financial assistance is given is done by reference to the audited accounts as also by reference to the State Governments, wherever considered necessary. On-the-spot inspections are also made by the officers of the Ministry in special cases.

ANNEXURE XI

PROGRESS OF THE NATIONAL DISCIPLINE SCHEME

State	Progress during 1958-59		Progress during 1959-60		Progress during 1960-61 up to 30-11-60	
1	No. of Institu- tions	No. of Children	No. of Institu- tions	No. of Children	No. of Institu- tions	No. of Children
1	2	3	4	5	6	7
Delhi & Rajasthan	19	18,028	179	75,000	179	76,500
Punjab	57	35,715	261	157,208	312	1,98,274
Jammu & Kashmir	20	12,878	20	13,076	10	7,721
Madhya Pradesh	4	2,843	6	2,630	17	12,239
Bombay	139	66,714	439	2,43,000 (Maharashtra & Gujarat State)	383 (Maharashtra)	1,84,010
					96 (Gujarat)	58,990
U.P.	13	4,804	23	9,352	23	12,322
West Bengal	40	22,632	70	29,369	70	35,383
Andaman & Nicobar Islands						
(Figures awaited. Scheme extended in November 1960)						
1. Total No. of Institutions adopting the Scheme					1959-60	662
					1960-61	1,090
2. Total No. of Students under Training					1955-56	40,000
					1956-57	70,000
					1957-58	73,000
					1958-59	1,63,792
					1959-60	3,04,000
					1960-61	5,85,438

ANNEXURE XII

**PRIZES AWARDED IN THE 7TH COMPETITION FOR BOOKS
FOR NEO-LITERATES HELD IN 1960-61**

Sl. No.	Language	No. of Entries Received	No. of Prizes Awarded	
			Rs. 1,000	Rs. 500
1.	Assamese	8	Under	2
2.	Bengali	24	considera-	4
3.	Gujerati	25	tion	4
4.	Hindi	149		8
5.	Karnada	15		2
6.	Marathi	28		4
7.	Malayalam	14		4
8.	Oriya	6		2
9.	Punjabi	13		2
10.	Tamil	11		2
11.	Telugu	16		3
12.	Urdu	7		2
TOTAL		316		39

In addition to the award of prizes to the authors of these books/manuscripts, 1,500 copies each of these books will be purchased for free distribution in the Developmental Blocks, etc. of the respective State Governments, at a price which the Ministry considers reasonable and provided the illustrations, printing, get-up of the books are suitable and acceptable to the Government of India.

Besides these 39 prize-winning books, 1,500 copies of one more book in Kannada will be purchased. Its author has been awarded a prize for another book in the same language. Under rules, he is entitled to only one prize for any number of his books selected under the competition.

ANNEXURE XIII

PUBLICATIONS BROUGHT OUT DURING THE PERIOD UNDER REPORT

I. Publications Section

1. Proceedings of the 26th Meeting of the Central Advisory Board of Education
2. Report of the Committee on Religious and Moral Instruction
3. Address by Dr. K. L. Shrimali, Education Minister, on the occasion of the National Award for Teachers' Function 1960
4. "Youth", December, 1959
5. Report of the Hindi Typewriter and Teleprinter Committee
6. Presidential Address by Dr. Shrimali on the occasion of 27th Meeting of the Central Advisory Board of Education
7. New Pattern of Secondary Education—A Symposium
8. Report of the Rural Education Committee
9. Summary of Activities 1959-60 (English)
10. Summary of Activities 1959-60 (Hindi)
11. Annual Report 1959-60 (English)
12. Annual Report 1959-60 (Hindi)
13. Report of the National Service Committee 1959-60
14. Report of the Second National Seminar on Basic Education (Hindi)
15. National Awards for Teachers—Citations
16. Youth—Spring 1960
17. An Appraisal of Rural Higher Education and a Projected Programme for the Rural Institutes by J. D. Dawson
18. Gandhiji's Experiments in Education by T. S. Avinashilingam
19. The Education Quarterly, Spring 1960
20. Ministry of Education of India—Report on Educational Progress in 1959-60
21. Catalogue of Publications (Available for Sale)
22. Report of the Regional Seminars on the Orientation of Elementary Schools Towards the Basic Pattern

23. The Education Quarterly—Summer 1960
24. Scholarships for Studies Abroad—Revised Edition May, 1960
25. Report of the All India Educational Survey
26. English Public Schools by Din Dayal
27. Youth, Summer, 1960
28. Women's Education in India by Padmini Sen Gupta
29. Indian Journal of Educational Administration and Research—
Summer 1960
30. A plan for National Physical Efficiency Drive—Revised Edition
31. The Education Quarterly, Autumn 1960
32. Proceedings of the State Education Ministers' Conference held
at New Delhi on 8th and 9th August, 1959
33. Indian National Commission for Cooperation with UNESCO—
Work and Programme
34. The National Council for Women's Education—First Annual
Report
35. Indian Journal of Educational Administration and Research—
Autumn 1960
36. Report of the Committee for the Integration of Post-Basic and
Multipurpose Schools
37. Folders on 'National Physical Efficiency Tests'
38. Proceedings of the XXVII Meeting of the Central Advisory
Board of Education
39. Youth—Autumn 1960
40. Central Advisory Board of Education—Silver Jubilee Souvenir
41. The Education Quarterly, Winter 1960
42. A National Plan for Physical Education and Recreation—Hindi
Version

II. National Institute of Basic Education, New Delhi

1. Buniyadi Talim: a quarterly journal of Basic Education;—
four issues of 1960
2. Difficulties of Basic School Teachers
3. Measuring Educational Potentiality of Craft
4. Basic Activities for Non-Basic Schools (Reprint)
5. Administration of Basic Education
6. Nibe—Educational Psychology Seminar
7. Relative Costliness of Education

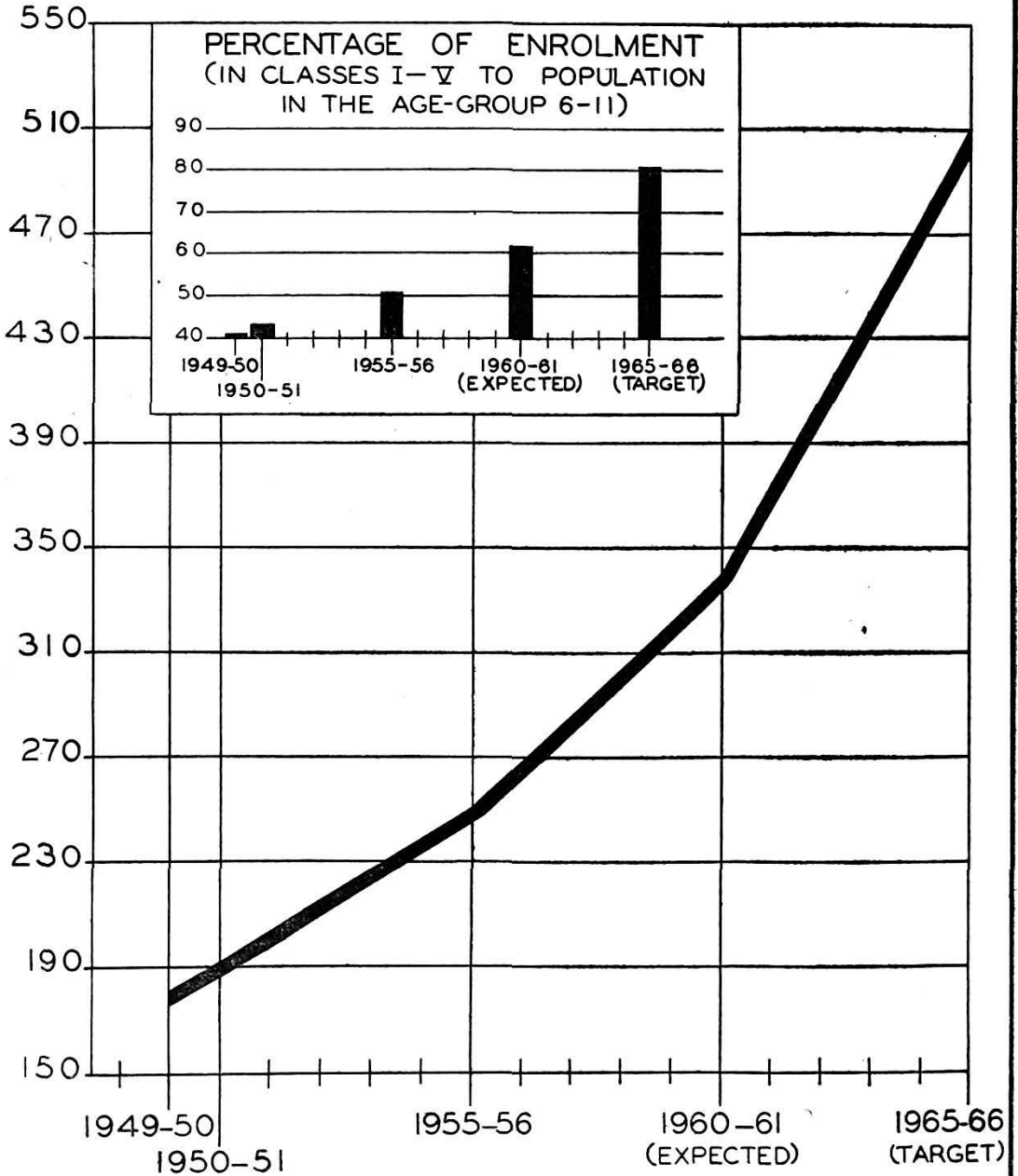
**III. Directorate of Extension Programmes for Secondary Education,
New Delhi**

1. Progress of Examination Reform in India
2. Bibliography on Educational Evaluation
3. Report of the Seminar on Research in Educational Evaluation
4. The Position of English Teaching in the States of India
5. Studies on Internal Assessment in Secondary Schools
6. Consolidated Recommendations of the Subject Teachers' Seminars held during 1959-60
7. The Position of Science Teaching and Science Teacher Supply in the various States of India
8. Studies on Internal Assessment in Secondary Schools
9. Science Clubs of India (Second Newsletter)
10. Evaluation in Social Studies
11. Evaluation in General Science
12. Concept of Evaluation in Education
13. Specimen Test Items for Secondary Schools
14. Handbook for Teachers of Agriculture of the Multipurpose Schools

PROGRESS OF PRIMARY EDUCATION

ENROLMENT IN CLASSES I-V

IN LAKHS



PROGRESS OF MIDDLE EDUCATION

ENROLMENT IN CLASSES VI-VIII

IN LAKHS

100

92

84

76

68

60

52

44

36

28

20

1949-50

1950-51

1955-56

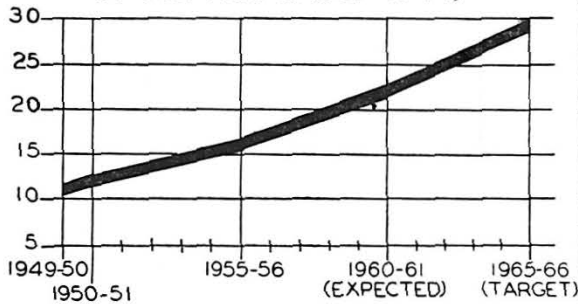
1960-61

(EXPECTED)

1965-66

(TARGET)

PERCENTAGE OF ENROLMENT
(IN CLASSES VI-VIII TO POPULATION
IN THE AGE-GROUP 11-14)



1949-50

1950-51

1955-56

1960-61

(EXPECTED)

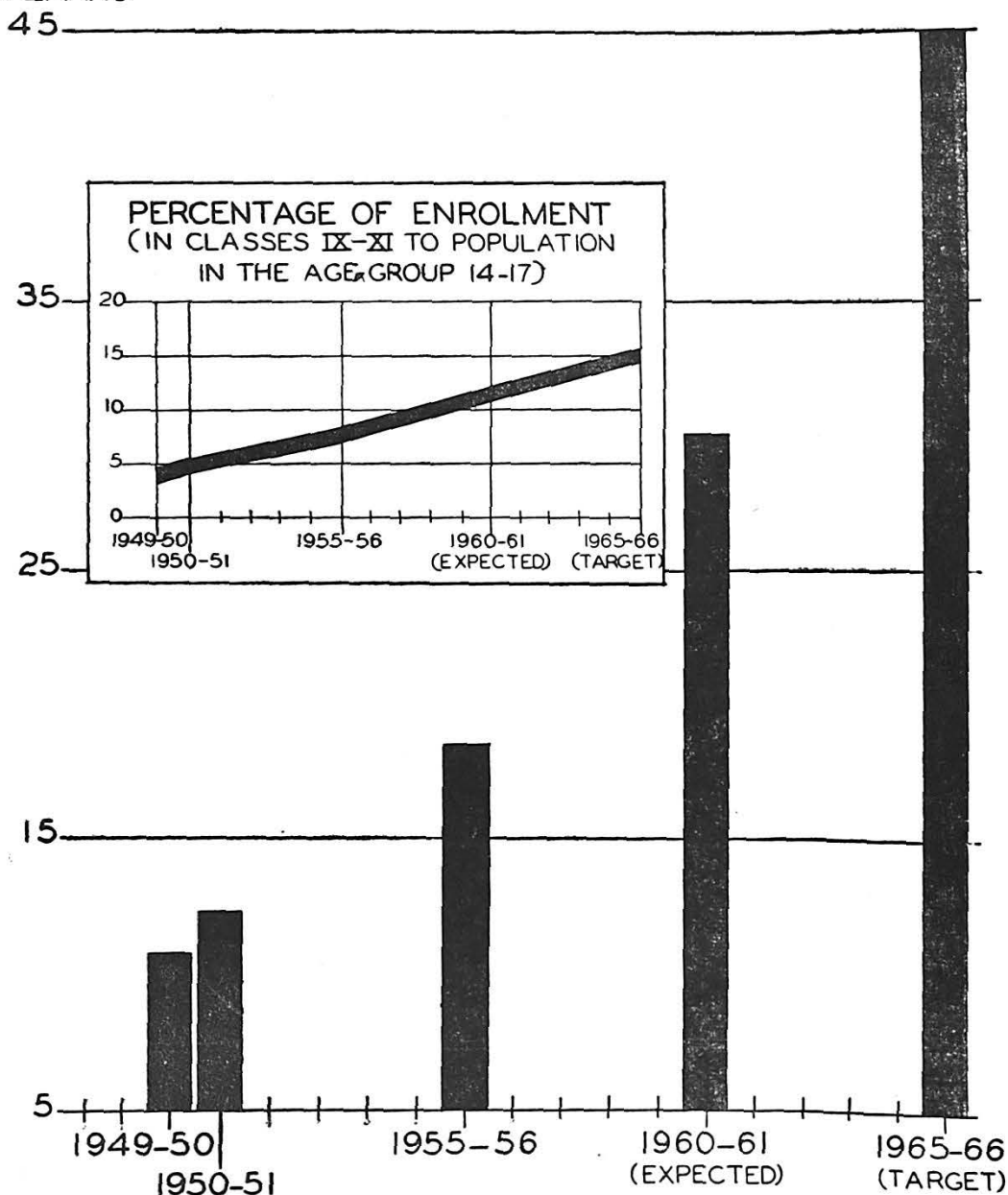
1965-66

(TARGET)

PROGRESS OF HIGH SCHOOL EDUCATION

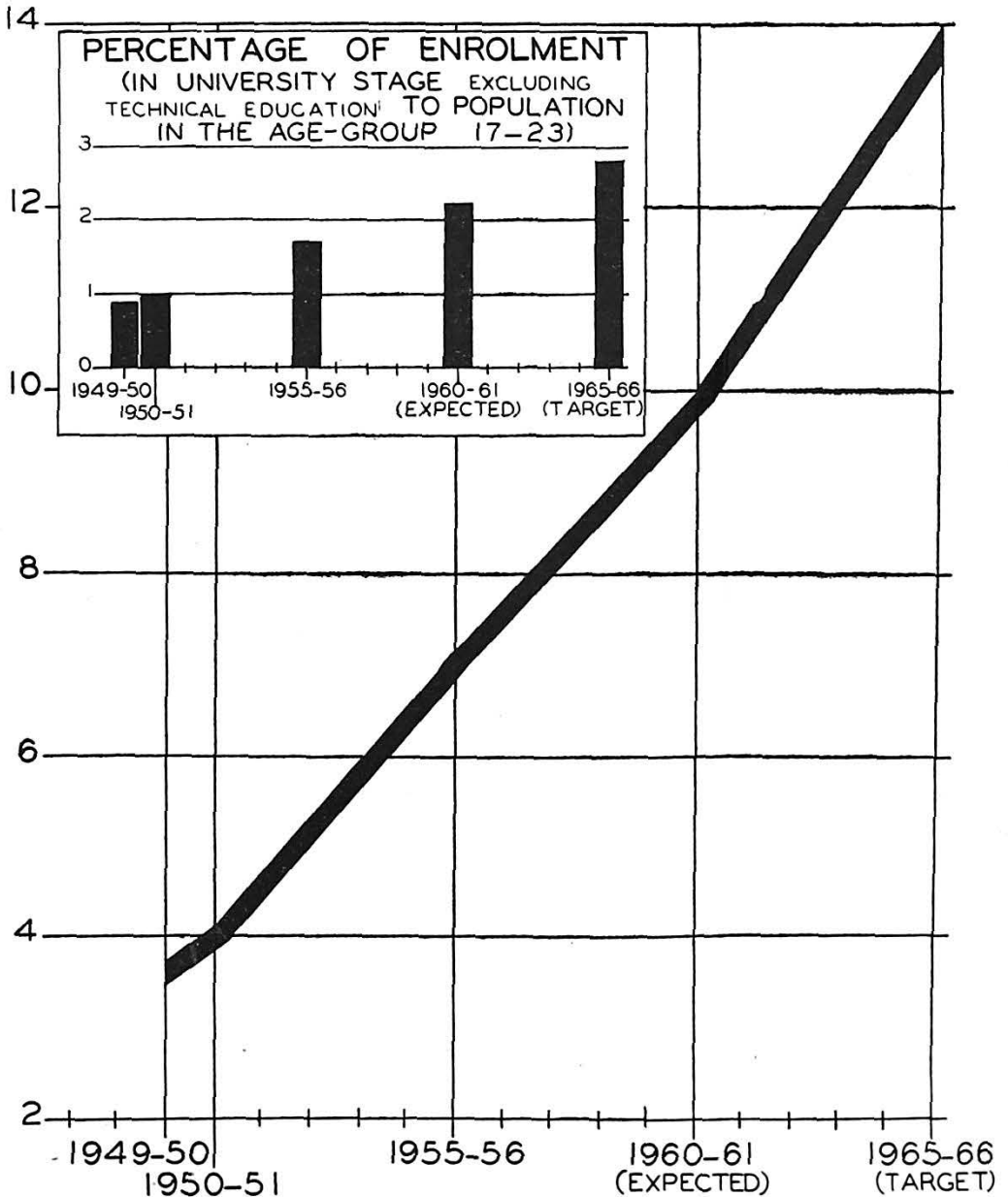
ENROLMENT IN CLASSES IX - XI

IN LAKHS



PROGRESS OF UNIVERSITY EDUCATION ENROLMENT EXCLUDING TECHNICAL EDUCATION

IN LAKHS



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