



सत्यमेव जयते

REPORT

1961-62

S

T-2, w: 1

T.2.w:1
K2
080987

MINISTRY OF EDUCATION

CONTENTS

CHAPTER	PAGE
I. Introduction	1
II. School Education : Elementary, Basic and Secondary	4
III. Higher Education	12
IV. Development of Hindi and Sanskrit	27
V. Scholarships	37
VI. Physical Education, Games, Sports and Youth Welfare	49
VII. Social Education	58
VIII. Education, Welfare and Rehabilitation of the Handicapped	62
IX. Indian National Commission for Cooperation with Unesco and Unesco Programmes in India	69
X. Other Educational Activities	75
XI. Education in the Union Territories	85
XII. Social Welfare and Rehabilitation of Displaced Persons	94
XIII. National Council for Educational Research and Training	101
XIV. National Archives of India	116
XV. ANNEXURES	
(i) Annexure I : Advisory Bodies Functioning in the Ministry of Education	121
(ii) Annexure II : Outlay for Schemes on General Education—Finalised Third Five-Year Plan	122
(iii) Annexure III : Grants to Voluntary Organisations and Individuals working for the Development of Hindi	123
(iv) Annexure IV : Publications Brought out by the Publications Section of the Ministry of Education	126
XVI. CHARTS	
(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	

ADMINISTRATIVE CHART OF THE MINISTRY OF EDUCATION

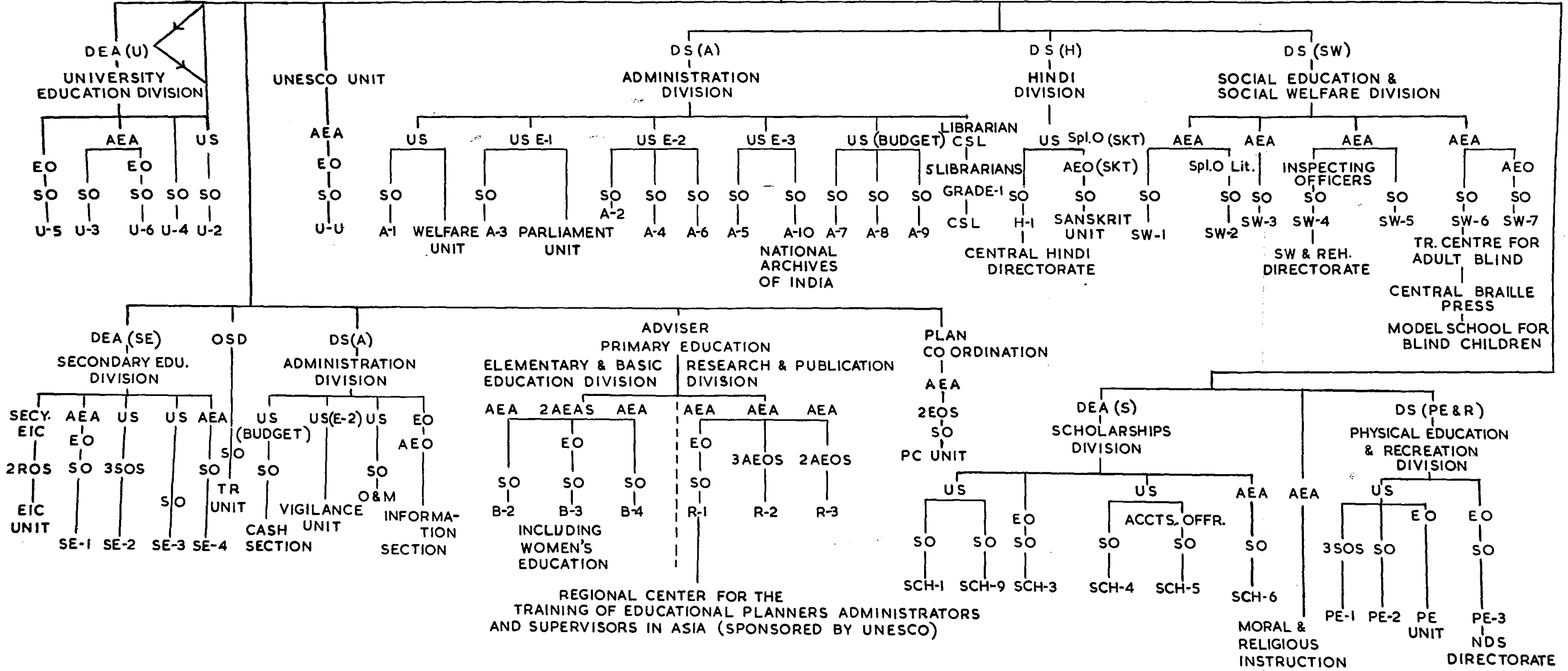
EDUCATION MINISTER

SECRETARY

JOINT EDUCATIONAL ADVISER I

JOINT SECRETARY

JOINT EDUCATIONAL ADVISER II



CHAPTER ONE

INTRODUCTION

1. Scope and Functions: The Government of India have sole executive responsibility for the 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 autonomous organisations or institutions, such as the National Council of Educational Research and Training, the Central Institute of English, Hyderabad, the Lakshmi Bai College of Physical Education, Gwalior, the National Institute of Sports, Patiala and the National Book Trust.

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. The Ministry is also responsible for education (other than technical education) in the Union Territories and for the programmes of social welfare. The direct responsibility for the development of education in the rest of the country is with the State Governments and therefore most of the programmes of educational development are included in the State sector of the Plan. The Ministry, however, coordinates the formulation of the development projects, assesses their progress and provides for the financial assistance to be given to schemes included in the State sector. In addition, it sponsors special schemes in all sectors of education such as primary and Basic, secondary, university, scholarships, physical and social education and education and welfare of the handicapped, which are implemented by the State Governments with financial assistance provided by the Centre, and undertakes programmes for the promotion and development of the Hindi language. As a federal agency, the Ministry is responsible for general coordination, collection and supply of educational information for the country as a whole and for programmes of international collaboration in education.

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

During the year under review, the following major changes occurred in the organisational set-up of the Ministry:

(1) The work relating to the colleges for displaced students and the training of displaced primary teachers in West Bengal was transferred from the Ministry of Rehabilitation to this Ministry with effect from 1st April, 1961.

(2) The work and establishment relating to the homes/infirmaries and children's institutions for displaced persons from East Pakistan were transferred from the Ministry of Rehabilitation.

(3) The Unesco Section was converted into an independent unit with effect from 11th May, 1961, to serve as the secretariat of the Indian National Commission for Unesco and to deal with other matters pertaining to Unesco. The 'Higher Education and Unesco Division' was renamed 'University Education Division'.

(4) A separate unit, known as the Tibetan Refugee Children's Education Unit, was created with effect from 3rd June, 1961, to deal with all matters concerning the education of refugee children from Tibet.

(5) A Commission was set up for the review, evaluation and coordination of scientific and technical terminology.

(6) In agreement with Unesco, a Regional Centre for the Training of Educational Planners, Administrators and Supervisors in Asia has been set up at New Delhi as a subordinate office of the Ministry of Education.

3. Advisory Bodies: The Ministry has appointed different advisory bodies to assist it in the discharge of its functions. All the advisory bodies, which existed at the beginning of the year, were continued and one new advisory body was set up during the year, viz., the National Board of Basic Education. The main function of this Board is to advise the Government of India and the State Governments on the development of Basic education.

The details about the meetings of the advisory bodies held during the year under review are given in Annexure I.

4. Third Five-Year Plan: The year under review is the first year of the third Five-Year Plan and the implementation of the schemes in the Plan was taken up at the Centre and in the States.

An allocation of Rs. 7,200 lakh has been made for the schemes of the Ministry in the third Five-Year Plan in the Central sector, including the provision for the University Grants Commission. Report on the progress of the schemes is included in the chapters that follow.

The State sector of the educational Plan (excluding technical education which is under the control of the Ministry of Scientific Research and Cultural Affairs) has an allocation of Rs. 34,000 lakh. The details are given in Annexure II.

5. The table below gives the enrolment and percentage of the various age-groups attending schools in the first and second Plans and the targets for the third Five-Year Plan:

Year	Enrolment in Classes			Percentage of Population in Schools of the Age-Group		
	I-V	VI-VIII	IX-XI	6-11	11-14	14-17
I	2	3	4	5	6	7
(Figures in lakhs)						
1950-51	191.5	31.2	12.2	42.6	12.7	5.3
1955-56	251.7	42.9	18.8	52.9	61.5	7.8
1960-61	344.2	63.5	28.7	61.3	23.0	11.4
1965-66	496.4	97.5	45.6	76.4	28.6	15.6

The first year of the third Five-Year Plan is now over and the State and Central Plans for the second year have been finalised. It is, therefore, possible now to review the trend of achievement in relation to the targets for the Plan as a whole. The following table shows the actual and the anticipated achievement during the first two years of the Plan.

Year	Enrolment in Classes			Percentage of Population in Schools of the Age-Group		
	I-V	VI-VIII	IX-XI	6-11	11-14	14-17
I	2	3	4	5	6	7
(Figures in Lakhs)						
1960-61	344.2	63.5	28.7	61.3	23.0	11.4
1961-62	379.7	70.1	31.5	65.7	24.3	12.1
1962-63	416.0	79.0	34.6	70.0	26.2	12.9

CHAPTER TWO

SCHOOL EDUCATION: ELEMENTARY, BASIC AND SECONDARY

Schemes for school education are, in the main, included in the State sector. The State Governments are assisted by the Government of India in accordance with the general policy adopted for assisting the State Plans. In addition to the grant of financial assistance, the Government of India implements a few schemes in the Central and Centrally sponsored sectors, mostly for the promotion of research or the development of pilot projects.

2. Expansion of Primary Education (Age-Group 6-11): The most important scheme of school education included in the third Five-Year Plan is the expansion of facilities of education in the age-group 6-11. In 1961, the total enrolment of children in classes I-V was 344.2 lakh or 61.3 per cent of the total population in the age-group 6-11. It is proposed, during the third Plan, to enrol 152.2 lakh additional children and to raise the enrolment in classes I to V to 496.4 lakh or 76.4 per cent of the children in the corresponding age-group.

3. In 1961-62 which was the first year of the third Five-Year Plan, the progress of this scheme has been encouraging. There was great enthusiasm among the people for sending their children to schools and in every State, the annual enrolment in 1961-62 was much greater than the targets fixed for the year. The original target for the whole country was to enrol 22.5 lakh additional children in classes I to V during 1961-62. It is now estimated that the actual additional enrolment during the year would be 35.5 lakh.

4. The estimated additional enrolment for 1962-63 is 36.3 lakh. At the end of 1962-63, therefore, the increase in enrolment would have been about 71.8 lakh as against a target of 152.2 lakh for the third Five-Year Plan as a whole. The details of the enrolment in 1961-62 and 1962-63 are given in Annexure III.

5. In almost all States, enrolment drives were organised during the year under review with very substantial results. Attempts were also made to popularise co-education and to enrol more girls as well as to increase the supply of women teachers. These programmes combined with the enthusiasm among the people, have contributed to the progress achieved during the year.

6. If the pace of expansion achieved in 1961-62 as well as that expected in 1962-63 is maintained, the enrolment in the age-group of 6-11 might easily reach 80 per cent by the end of the third Plan as against the target of 76.4 per cent originally prescribed.

7. Expansion of Middle School Education (Age-Group 11-14): Education in the age-group 11-14 has also made considerable progress during the year, although the expansion in this field is not of the same dimension as in the age-group of 6-11. It is expected that, during 1961-62, the additional enrolment in classes VI to VIII would be 6,65,000 and in 1962-63, 8,84,000. In the first two years of the Plan, therefore, the total additional enrolment anticipated in classes VI to VIII is 15,49,000 as against an anticipated enrolment of 34,60,000. It will thus be seen that the anticipated achievement in this sector is slightly better than the original targets.

8. Primary School Teachers: During the year under review, efforts to improve the economic condition of primary school teachers were continued. In some States, the scales of pay were revised; in others *ad hoc* increases in pay or allowances were sanctioned.

9. During the year under review, the Government of Andhra Pradesh have introduced the triple benefit scheme for primary teachers and the Government of Gujarat have introduced the pension scheme for primary teachers working under the local authorities. The Ministry of Education has recommended the scheme for the consideration of all those State Governments who have not so far been able to provide a good scheme of old-age provision for the primary school teachers.

10. School Meals: The Committee appointed by the Government of India, under the chairmanship of Shrimati Renuka Ray, has submitted its report on school health (including the provision of school meals). It is now under the consideration of the Ministry.

Large-scale programmes of school meals at the primary school stage were introduced, during the year under review, in Madras, Kerala and the Punjab. About 6,50,000 children in Madras, 16,00,000 children in Kerala and 5,00,000 children in the Punjab get the benefit of this scheme. An essential part of the scheme is the mobilisation of community participation to supplement the State resources. The response from the community has been very encouraging. CARE has also rendered assistance by gifts of food supplies or milk powder. The UNICEF also gives about 20 million lbs. of milk a year for distribution to maternity and child health centres and also for school feeding. It is proposed to extend this programme during 1962-63 and to provide milk to about 20 lakh children a year.

11. Training of Primary Teachers: The report of the first National Seminar on the Training of Primary Teachers was published during the year under review. The recommendations made by the Seminar are now being implemented.

A programme for the orientation of primary school teachers in community development was taken up during the year. The main object of this scheme is to train the primary school teachers so that they may be enabled to play an effective role in the community development programmes and make the primary school a centre of the community. The programme proposes to make this orientation an integral part of the training of primary teachers. For this purpose, seminars of principals of training institutions for primary teachers were organised at the social education organisers' training centres and it is proposed to train two members of staff of every teacher training institution in community development. During the year under review, nearly 800 members of the staff of these training institutions were given orientation in community development and about 500 principals of training institutions attended the special seminars organised for them.

Suitable courses of training in community development work are also being organised for the inspecting officers of the education departments.

Every training institution for primary teachers is given a grant-in-aid of Rs. 300 for the purchase of books relating to community development. The literature produced by the Government is being supplied, free of charge, to these institutions. Special literature for this programme is also being prepared.

It is proposed to introduce practical work connected with the programme in every training institution for primary teachers and the necessary grants-in-aid for this purpose are being made available.

12. Legislation for Compulsory Primary Education: So far, new laws for compulsory primary education on the model of Delhi Compulsory Primary Education Act have been enacted in the States of Andhra Pradesh, Gujarat, Madhya Pradesh, Mysore and Punjab.

13. Centrally Sponsored Schemes: The third Five-Year Plan includes as a Centrally sponsored scheme the establishment of extension services centres in training institutions for primary teachers. These would function broadly on the lines of extension service departments established in secondary training colleges. It is proposed to make a beginning with 30 centres in 1962-63 and to raise the total number of centres to 60 by the end of the third Five-Year Plan.

The Centrally sponsored scheme for the improvement of science teaching at the elementary stage (introduced during the second Five-Year Plan) has been transferred to the State sector. Recently, the first National Seminar of the Science Consultants working under the scheme was organised. The Seminar examined the problem and made a number of recommendations for improvement and expansion of the programme. These are now under the consideration of the Ministry.

14. Children's Books: A National Prize Competition for Children's Books is being organised by the Government of India since 1954. The VII Competition in the series was held during the year under review. In all, 531 books/manuscripts were entered for the competition in all the modern Indian languages. After scrutiny, according to rules, the Children's Literature Committee awarded seven prizes of Rs. 1,000 each and 21 prizes of Rs. 500 each to 28 books in total.

For administrative convenience, it is proposed to decentralise the working of the scheme and to delegate larger powers to the State Governments in its implementation. This delegation will become effective from the VIII Competition which has just been announced. Three State Governments—Andhra Pradesh, Maharashtra and Kerala—have accepted the proposal of holding *sahitya rachanalayas* during 1961-62. The object of this scheme is to train authors in the technique of writing books for children. The expenditure on each *rachanalaya* is about Rs. 10,000. During 1962-63, six more *sahitya rachanalayas* are proposed to be organised.

15. Basic Education: The programme of Basic education has been allocated Rs. 2,800 lakh in the third Five-Year Plan.

One of the important schemes in the programme is to orient all primary schools to the Basic pattern so that the main features of Basic education, which do not require large-scale expenditure or equipment, may become a part of the ordinary primary schools. The programme of orientation training has been started in all the States and is expected to be completed by 1962-63. Another scheme aims at continuing the process of converting primary schools to the Basic pattern. During the Third Plan, 57,760 schools are proposed to be so converted. A beginning is also being made in establishing Basic schools in urban areas. Since ultimately all primary schools would be of the Basic pattern, it is envisaged that as a first necessary step towards this goal, all training schools for primary school teachers would be converted to the Basic pattern by the end of the third Five-Year Plan.

In order to assess the progress of Basic education, and to advise the Central and the State Governments on the policies and programmes of Basic education, a National Board of Basic Education has been set up.

16. Education of Girls and Women: The third Five-Year Plan accords high priority to the education of girls. It provides about Rs. 17,500 lakh for the education of girls and women out of a total provision of Rs. 40,800 lakh for general education. It is proposed to increase the enrolment of girls at the primary stage to 61·6 per cent, that at the middle stage to 16·5 per cent and that at the secondary stage to 6·9 per cent by the end of the third Plan.

A review of enrolment during 1961-62 shows that, although the overall expansion has been much greater than the original targets, the increase in the enrolment of girls has not kept pace with the general increase. This indicates the need for further and more intensive efforts. Special measures are, therefore, being adopted to organise educative propaganda and to increase the supply of women primary school teachers.

The National Council for Women's Education was reconstituted during the period under review with Smt. Raksha Saran as chairman. Two meetings of the Council—one of the old Council and the other of the reconstituted Council—were held during the year.

On a suggestion made by the Council, seminars of women social workers are being organised in all parts of the country with a view to launching a drive for increasing the enrolment of girls. Seventeen seminars were proposed for the country as a whole; of these 13 have been organised during the year and the remaining would be shortly held.

17. Other Programmes: An up-to-date printing press has been donated by the Government of West Germany which will be used for the production of school textbooks. The services of German experts have also been made available for setting up the press. The site for the location of the press is currently under the consideration of the Ministry.

Negotiations were undertaken with some foreign countries for securing supply of paper for school textbooks. The Government of Australia has agreed to supply as gift 10,000 tons of paper over a period of five years. The Government of Sweden has also offered a gift of 8,000 tons of paper annually. The paper received from these countries will be made available to the State Governments to enable them to undertake programmes for free distribution of textbooks at the primary stage to poor and needy children.

18. Expansion of Secondary Education: During the third Five-Year Plan, the enrolment in classes IX to XI is expected to rise from 28·7 lakh in 1961 to 45·6 lakh in 1966. This will raise the percentage of enrolment in these classes to the total population in the age-group of 14-17 from 11·4 by 1961 to 15·6 in 1966.

A review of the anticipated achievement in the first year and the expected achievement in the second year of the Plan shows that the enrolment in classes IX to XI will increase by about 6,00,000. This indicates a slight improvement over the targets originally proposed.

19. Improvement of Secondary Education: To supplement the schemes for the improvement of secondary education which are in the State sector of the Plan, the Ministry has sponsored certain programmes directly as well as through the National Council of Educational Research and Training.

20. Schemes of Educational and Vocational Guidance in the State: The All-India Secondary Education Commission recommended the provision of educational and vocational guidance in the reorganised secondary schools. A small beginning in this direction was made during the second Plan and the programme is to be strengthened and expanded as a Centrally sponsored scheme in the Third Plan. A scheme in this regard has been finalised and transmitted to the State Governments for implementation.

The scheme visualises the strengthening of the bureaux of educational and vocational guidance in the twelve States and the setting up of new bureaux in the remaining three States. It also includes the provision of counselling service in a limited number of multipurpose schools.

21. Central Board of Secondary Education: The Central Board of Secondary Education, Ajmer, whose controlling authority is the Educational Adviser to the Government of India, in the Ministry of Education, has reconstituted itself into the All-India Board of Secondary Education. This Board will conduct examinations at secondary and higher secondary stages. Examinations of all Government, corporation and aided schools located in the Union Territory of Delhi will be conducted by this Board. Secondary schools located anywhere in the country are eligible to seek affiliation to this Board. The Board will also help the Government in providing educational facilities with a common syllabus and medium of examination to the children of Central Government employees who are frequently transferred from one place to another and all other similar floating population in the country.

22. Strengthening of Multipurpose Schools: One of the important recommendations of the Secondary Education Commission related to the diversification of the curricular programmes at the secondary stage to suit the varying abilities, aptitudes and attainments of secondary pupils. Multipurpose schools have, in response, grown rapidly. The schemes to consolidate and improve their working are provided in the State sector of the Third Plan. The Ministry proposes to help the State Governments to

develop a few selected schools to a high level of effectiveness so that they may serve as models for future Plans. A scheme in this regard has been finalised and will be implemented from 1963-64. It envisages development of specific programmes in selected schools, provision of textbooks in such subjects as technology, crafts, agriculture, etc., and strengthening the library facilities in multipurpose schools.

23. Central Institute of English, Hyderabad: In order to improve the teaching of English as a foreign language in the educational institutions in India, the Ministry of Education sponsored the setting up of the Central Institute of English. This has been located at Hyderabad and is administered by an autonomous organisation. The British Council and the Ford Foundation have rendered considerable assistance in the setting up and working of the Institute.

The Institute conducts training courses for teachers of English in secondary schools, training colleges and pre-university classes. It also undertakes research in the problems of teaching English as a foreign language.

The first issue of the Institute's bulletin was published in September, 1961. Two books consisting of pre-university teaching materials in English were prepared and are expected to be published in April, 1962.

The Institute organised two seminars in Srinagar in May and June, 1961. The first seminar was meant for the directors of education and chairmen of boards of secondary education; and the second for university professors of English and chairmen of the university boards of studies in English. The Institute also organised a short training course of a fortnight's duration for the secondary school teachers of Jammu & Kashmir State at the latter's request.

A four-day course was run by the Institute's staff in Bombay and in Aurangabad for the benefit of pre-university teachers of English at the request of the S.N.D.T. University for Women and the Marathwada University.

Several ex-trainees of the Institute participated in the running of training courses organised for the teachers of English by State departments of education all over the country. The reports on the two seminars held at Srinagar have been circulated to all universities and State departments of education for consideration with a view to implementing the suggestions contained in them.

The sixth regular four-month training course was held from 10th July, 1961. Fifty-two trainees drawn from training college lecturers, arts and science college lecturers and higher secondary school teachers attended the

course, bringing the total number of persons trained at the Institute to 404.

In February, 1961 a committee was set up by the Ministry of Education to review the work and progress of the Institute. One of its main recommendations relates to the starting of a nine-month training course. This course is intended to train key personnel so that they are thoroughly equipped for conducting training courses for the teaching of English in their own States.

24. Assistance to Voluntary Educational Organisations: The Ministry of Education gives grants 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 grants amounting to Rs. 1,27,000 and Rs. 2,79,555 were, respectively, given to 22 organisations working in the field of elementary education and 18 organisations in the field of secondary education.

A grant of Rs. 35,000 has been sanctioned to Banasthali Vidyapeeth, Jaipur. Provision to continue it during 1962-63 has also been proposed.

25. Financial Provisions: The following financial provisions were and have been made for the schemes discussed in this chapter :

Sl. No.	Name of the Scheme	Provision for 1961-62	Budget Provision for 1962-63
		Rs.	Rs.
1	UNICEF Milk Powder for Primary School Children—Handling Charges . . . . .	..	2,00,000
2	National Prize Competition for Children's Literature	1,40,000	1,30,000
3	Production of Literature for Children and Teachers	60,000	1,85,000
4	Schemes of Educational and Vocational Guidance . . . . .	..	3,00,000
5	Central Board of Secondary Education . . . . .	..	4,00,000
6	Central Institute of English, Hyderabad	6,94,700	13,73,000 (7,72,500—Plan + 6,00,500—Non-Plan)
7	Assistance to Voluntary Organisations in the Field of Pre-Primary, Primary and Basic Education	3,50,000	3,50,000
8	Assistance to Voluntary Organisations in the Field of Secondary Education	3,50,000	9,00,000

CHAPTER THREE

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 Visva-Bharati. It is also responsible for the co-ordination 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 co-operation 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. **University of Delhi.**—The following are the principal developments during the year under report :

- (a) *Introduction of Correspondence Courses.*—With a view to enabling the University of Delhi to conduct correspondence courses and to confer degrees or diplomas on persons who have pursued a course of study by correspondence, a bill to amend the Delhi University Act, 1922, was introduced in the Lok Sabha and has been passed by both Houses of Parliament. It was brought into force with effect from 1st February, 1962.
- (b) *Opening of New Colleges.*—Two new colleges, namely, the Sri Venkateswara College and the W.A.F. Memorial Shivaji College were opened in July 1961 to meet the increasing demand for admissions.
- (c) *The Delhi School of Social Work.*—This has been taken over by the Delhi University and is being run as a university-maintained institution with effect from April, 1961.
- (d) *New Department of Modern Indian Languages.*—A new Department of Modern Indian Languages has been created in the University. It provides facilities for the teaching of Bengali, Punjabi, Sindhi, Tamil, Telugu, Kanada, Malayalam, Gujarati and Marathi.

- (e) *New Courses.*—The new courses instituted in the University during the year are: (1) A Certificate Course in Spanish, (2) A Certificate Course in Gujarati, (3) A Certificate Course in Marathi, and (4) A Certificate Course in Translation (English—Hindi).

3. **Aligarh Muslim University.**—The following are the main developments during the year under report :

- (a) *Aligarh Muslim University Enquiry Committee.*—The Aligarh Muslim University Enquiry Committee submitted its Report to the University in December, 1960. All the recommendations of the Enquiry Committee have since been accepted by the Executive Council of the University which has set up an Implementation Committee to ensure that quick effect is given to them.
- (b) *Medical College.*—The University scheme for the establishment of a medical college has been approved by the authorities concerned and ordinances for the purpose have also been framed. The posts required for the college have been sanctioned.
- (c) *Education Department.*—In addition to its regular in-service activities the Department organised an intensive project on the teaching of English in order to work out, with the help of classroom teachers, the best and most effective method of teaching English to the VI, VII and VIII classes, without changing the prescribed textbooks.

4. **Banaras Hindu University.**—The following are the main developments during the year under report :

- (a) *Long-Term Legislation for Banaras Hindu University.*—A bill further to amend the Banaras Hindu University Act, 1915, was introduced in the Lok Sabha in May, 1961. However, due to other important items of business and for certain other reasons, the Bill could not be taken up for consideration.
- (b) *New Departments.*—The President, in his capacity as the Visitor of the University, has approved the University's proposals for the creation of the following three additional departments :—
1. Department of Indian Languages
 2. Department of Foreign Languages
 3. Department of Geophysics

- (c) *Institute of Nuclear Sciences.*—Proposals to start an Institute of Nuclear Sciences are under consideration. A committee of the Atomic Energy Commission has already visited the University in this connection.

5. **Visva-Bharati.**—The following were the main developments during the year:

- (a) *Amendment of the Visva-Bharati Act, 1951.*—With a view to removing certain lacunae in the Visva-Bharati Act, 1951, a Bill to amend the Act has been passed by both Houses of Parliament and has received the President's assent.
- (b) *Creation of New Departments/Courses.*—On the recommendation of the *Siksha Samiti* (Academic Council) three new courses of studies have been introduced from the 1961-62 academic session: (i) B.Sc. Honours in mathematics with physics and chemistry as subsidiary subjects; (ii) B.A. Honours in ancient Indian history and culture; and (iii) M.A. in history. A one-year preparatory course of studies in arts subjects, intended for those who passed the school certificate or its equivalent examination after completion of the ten-year school course, was also introduced at the *Siksha Bhavana* for two years only with effect from July, 1960.
- (c) *Reorganisation of Studies.*—A four-year diploma course in music and dance was introduced at the *Sangeet Bhavana* in place of the three-year intermediate course followed by a two-year degree course in music and dance.

The courses of study at the *Kala Bhavana* leading to the four-year diploma and two-year certificate in fine arts and artistic handicrafts were also reorganised.

- (d) *Projects Undertaken and Executed.*—Satisfactory progress was maintained throughout the year in the implementation of the Water Supply Scheme sanctioned by the University Grants Commission at an estimated cost of Rs. 18 lakh.

The Ministry of Food and Agriculture, Government of India, presented to the University the deep tube-well which the Exploratory Tubewells Organisation had sunk at Santiniketan. This enabled the Water Works to function from May, 1961.

Construction of the Rabindra Art Gallery which was undertaken in the beginning of 1960 progressed satisfactorily.

The building was ready for occupation during the Poet's Birthday Centenary Celebrations in May, 1961. A hobby workshop building was constructed and the extension of the Pearson Memorial Hospital was completed.

B. INSTITUTIONS OF ALL-INDIA IMPORTANCE IN EDUCATION

6. **Jamia Millia Islamia.**—The Jamia Millia Islamia, New Delhi, is one of the national educational institutions in receipt of grants from the Central Government on a 'cover-the-deficit' basis. It provides education from the nursery to the graduate level in addition to maintaining a Teachers' College and a Rural Institute.

Recently the University Grants Commission agreed to recognize for a period of three years in the first instance, the B.A. and B.Ed. degrees of the Jamia, subject to satisfactory arrangements being made for the administrative and academic set-up.

7. **Assistance to All-India Institutions of Higher Education.**—In the Central sector, the Ministry of Education has included a scheme under the third Five-Year Plan for assistance to all-India institutions of higher education. This is a continuing scheme from the second Plan and grants under it are paid to non-affiliated institutions of higher education that are recommended for assistance by the advisory committee headed by Shrimati Kamaladevi Chattopadhyay.

The Advisory Committee has recommended the following institutions for assistance under the scheme:

- (1) Vidya Bhawan Society, Udaipur, (Rajasthan)
- (2) Lok Bharat, Sanosara (Gujarat)
- (3) Kaivalyadham Shreeman Madhava Yoga Mandira Samiti, Lonavala, Poona (Maharashtra)
- (4) Gujarat Vidyapeeth, Ahmedabad (Maharashtra)
- (5) Kashi Vidyapeeth, Varanasi (U.P.)
- (6) Gurukul Kangri, Hardwar (U.P.)
- (7) Kanya Gurukul Mahavidyalaya, Dehra Dun (U.P.)
- (8) Gurukul Vishwavidyalaya, Vrindaban (U.P.)
- (9) Institute of Oriental Philosophy, Vrindaban (U.P.)
- (10) Sri Aurobindo International Centre of Education, Pondicherry

Of these, the Kanya Gurukul, Dehra Dun and the Kashi Vidyapeeth, Varanasi were given grants amounting to Rs. 53,000 and Rs. 80,000 respectively during the year 1961-62. In addition, the Ministry has agreed

in principle to give a non-recurring grant of Rs. 1,00,000 to the Kashi Vidyapeeth for the construction of additional classrooms.

8. Indian School of International Studies.—On the advice of the University Grants Commission, the Ministry has declared that the Indian School of International Studies, New Delhi, which is an institution for higher education, shall be deemed to be a university for purposes of the University Grants Commission Act.

9. Gurukula Kangri Vishwavidyalaya.—The advice of the University Grants Commission that the Gurukula Kangri Vishwavidyalaya may be deemed to be a university in terms of the University Grants Commission Act, is under the consideration of the Ministry.

10. Kashi Vidyapeeth.—A visiting committee under the chairmanship of Shri Jayaprakash Narayan was appointed to study the working of the Kashi Vidyapeeth, Varanasi, and to report to the Government the desirability or otherwise of declaring it as an institution of national importance. The Committee has since submitted its report which is under the consideration of the University Grants Commission.

11. Gujarat Vidyapeeth, Ahmedabad.—The Government of India have appointed a visiting committee for this institution under the chairmanship of Dr. M. S. Mehta, Vice-Chancellor, Rajasthan University. The terms of reference for the Committee are the same as for the committee on Kashi Vidyapeeth. The Committee has since submitted its report which is under consideration.

12. Gurukul Kangri, Hardwar.—The Government of India have fixed the maintenance grant to the Gurukul Kangri, Hardwar, at Rs. 1,11,200 per annum for 1961-62 and 1962-63 or till the institution acquires a university status under the U.G.C. Act.

13. Committee on Recognition of Diplomas of Sri Aurobindo International Centre of Education.—A committee was appointed to examine the question of recognition of diplomas of Sri Aurobindo International Centre of Education, Pondicherry. On the basis of the report submitted by the Committee the Ministry of Home Affairs is considering, in consultation with the U.P.S.C., the question of recognition of the 'Higher Course' of the Centre as equivalent to the B.A., B.Sc. degrees of Indian universities for purposes of employment in posts under the Central Government.

C. UNIVERSITY GRANTS COMMISSION

14. Programmes.—During the year under review a series of meetings were arranged between the University Grants Commission and the representatives of the State Governments and the State universities to find out how development schemes of a reasonable size could best be implemented.

The following schemes were processed:—

- (a) Library buildings at the Universities of Vikram, Mysore, Utkal, Marathwada and Jabalpur and the Indian Institute of Science, Bangalore, were approved at a total cost of Rs. 55 lakh;
- (b) The Universities of Aligarh, Baroda, Calcutta, Gujerat, Kerala, Mysore, Osmania, Panjab, Poona and Saṅskrit University, Varanasi, were selected for assistance in the matter of collecting, preserving and utilising manuscripts ;
- (c) Allocations were made to all universities for the purchase of library books and journals and building up of textbook libraries to meet the general needs of teaching and research, both in the humanities and sciences ;
- (d) Allocations were made to all universities for scientific equipment to meet their general needs of teaching and research ;
- (e) Approval was given to the establishment and improvement of printing presses at the Universities of Calcutta, Sri Venkateswara, Jammu and Kashmir, and Burdwan at a cost of Rs. 6,60,000 ;
- (f) Guest houses and staff clubs for the Visva-Bhāratī, Delhi and Rajasthan Universities were approved at a cost of Rs. 6,60,000 ;
- (g) Tagore Chairs were established at the Universities of Bombay, Baroda, Calcutta, Delhi, Kerala, Madras, Nagpur, Panjab and Rajasthan ; and Tagore Lecturerships were instituted at the Universities of Allahabad, Annamalai, Marathwada, Mysore and Poona ;
- (h) University hostels for women at the Universities of Patna, Osmania, Kerala, Bihar, Nagpur, Gujerat and Burdwan, and those for men at Saugar, Waltair, Bihar and Burdwan were approved at a total cost of Rs. 45 lakh;
- (i) Staff quarters at Gorakhpur, Burdwan, Baroda, Visva-Bharati, Sri Venkateswara and Andhra Universities were sanctioned at a total cost of Rs. 34 lakh ;
- (j) Gandhi Bhavans are coming up at Allahabad, Delhi, Nagpur, Panjab and Rajasthan Universities and proposals for their establishment in the Universities of Kerala, Karnatak, Mysore, Andhra, Aligarh and Jammu & Kashmir have been accepted.

- (k) The centenary buildings at Calcutta, Bombay and Madras Universities are progressing satisfactorily and some of them are nearing completion ;
- (l) A medical college for the M.B.B.S. degree has started functioning at the Banaras Hindu University ;
- (m) Assistance to the Gauhati University under the three-year degree course is being given ;
- (n) A scheme to utilise, at university centres, services of scientists and teachers of established repute (who are active even after superannuation) both for research and teaching work (normally up to 65 years) has been accepted ;
- (o) A scheme for holding research seminars and summer schools and institutes under the Commission's auspices on a larger scale than hitherto has been drawn up.

In science, apart from schemes begun or sanctioned in the second Plan period, certain specific schemes mentioned below have been approved :

- (a) Establishment of new departments of postgraduate studies in geography and statistics at the University of Mysore ;
- (b) Development of various science departments at Burdwan University ;
- (c) Creation of a Chair after the name of Dr. Sir M. Visvesvaraya at Mysore University ;
- (d) Assistance to the Universities of Gujarat, Delhi, Kerala and Utkal for holding workshops and summer schools in specialised topics and for convening annual sessions of learned societies ;
- (e) Assistance to postgraduate affiliated colleges for the development of postgraduate studies in basic science subjects (Schemes already sanctioned include the development of the Department of Zoology at B. R. College, Agra, and the Department of Chemistry at Madurai College, Madurai) ;
- (f) Development and maintenance of Ionospheric Field Station at Haringhatta in the Calcutta University ;
- (g) Sanction of grants for the introduction of the five-year integrated course in engineering colleges ;
- (h) Further development of the Department of Engineering at the Annamalai University ;

- (i) Grants for the improvement of the standards of instruction at the College of Mining and Metallurgy at Banaras Hindu University ;
- (j) Development of instructional facilities in industrial management and business management at the Universities of Delhi, Bombay, Gujarat and Madras ;
- (k) Opening of full-time and part-time courses in business management at the Universities of Bombay, Delhi, Gujarat and Madras ;
- (l) Development of additional facilities at the School of Architecture at Madras University for conducting a five-year integrated course ;
- (m) Development of the Department of Applied Geology at the University of Saugar in accordance with the recommendations of the Joint Committee of the University Grants Commission and the All-India Council for Technical Education for the development of facilities in geology and applied geology ;
- (n) Establishment of a polytechnic at the Annamalai University ;
and
- (o) Establishment of advanced centres of study in the following universities:—
- | | |
|--|---|
| (i) Calcutta University | Physics (Radio Wave Propagation, Up Atmosphere and Radio Astronomy) |
| (ii) Delhi University | Physics (Theoretical Physics and Astrophysics) |
| (iii) Delhi University | Chemistry (Chemistry of Natural Products) |
| (iv) Delhi University | Botany (Morphology and Embryology) |
| (v) Bombay University (in collaboration with the Tata Institute of Fundamental Research) | Mathematics (Pure) |
| (vi) Calcutta and Jadavpur University | Mathematics (Applied) |
| (vii) Madras University | Botany (Physiology of Fungi and Plant Pathology) |
| (viii) Saugar University | Geology (Structural and Stratigraphical) |
| (ix) Calcutta University | Biochemistry (Enzymology, Microbiology and Vitamin Metabolism) |
| (x) Poona University | Economics (Agricultural Economics) |

The Commission has formulated a policy for the payment of grants towards the development of post-graduate education in science subjects in

the affiliated colleges and necessary grants have been sanctioned to a number of colleges.

15. Scales of Pay.—With effect from 1st April 1961, the scales of pay of teachers in the Central universities have been revised as follows :

Professors	..	Rs. 1000—50—1500
Readers	..	Rs. 700—40—1100
Lecturers	..	Rs. 400—40—640—EB—40—800

These scales have also been communicated to the State universities for their guidance and if they decide to effect a similar reform, assistance up to 80 per cent of the increased expenditure would be given by the Commission. A number of universities have sent in proposals on this subject which are now being examined.

Assistance towards upgrading the salaries of college teachers, in accordance with the scales of pay approved during the second Plan, has been promised to those colleges which could not adopt the reform earlier but would like to introduce it now. This assistance, however, will be limited to the period of the Third Plan only.

The scales of pay and allowances of the non-academic staff of universities have been revised on the lines of the recommendations made by the Pay Commission for the employees of the Central Government.

D. DEVELOPMENT PROJECTS UNDERTAKEN WITH EXTERNAL ASSISTANCE

16. 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) introduction of a general education programme in selected Indian universities; (d) Australian gift of reference books under the Colombo Plan; (e) Indo-United States Agreement for financing an educational exchange programme; (f) low-priced re-publication of standard educational works and books of reference; and (g) India-Wheat Loan Educational Exchange Programme.

17. 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 1961-62. Of the last batch of nine American technicians who had come to assist the institutions selected as regional demonstration centres under the Project, eight have completed their assignment and have returned to the U.S.A.

As regards training facilities provided under the Programme, the four home science teachers who had gone to the U.S.A. for higher studies/training for 12 months have returned to their respective institutions.

A Home Science Administrators' Conference was held at New Delhi in January, 1961 for the exchange of ideas and experiences among the home science administrators who had an opportunity of visiting the U.S.A. under the programme, and of observing the American institutions at work. A home science workshop was held in February, 1962 to discuss, among other items, the postgraduate courses in various areas of home science in India and other related topics.

The regional demonstration centres conducted workshops on various aspects of home science to assist the teachers of home science institutions and high/higher secondary schools in the respective regions in various professional areas as well as in teaching methods and instructional aids.

A postgraduate course in various fields of home science has been instituted at five institutions in India and five others are making preparations to institute the course.

18. Introduction of General Education Programme in Selected Indian Universities through Ford Foundation Grant.—This programme, which was drawn up in 1959-60 with a grant from the Ford Foundation, continued to make progress during 1961-62. The six beneficiary universities under the project have been conducting seminars and workshops on general education teaching by inviting top-ranking professors and educationists who have made a special study of the subject. Books on general education have also been purchased and distributed by the universities. A provision of Rs. 79,000 was made in the budget for 1961-62 in this behalf.

19. Colombo Plan—Gift of Australian Reference Books to Indian Universities/Libraries/Institutions.—The Government of Australia, through their High Commission in India, made a gift of reference books on Australia to 38 Indian universities/libraries/institutions for reference purposes. As the cost of these books is to be reflected in the Government accounts, necessary provision is proposed to be made in the budget for 1962-63 to adjust the value of the books.

20. Indo-U.S. Agreement for Financing Education Exchange Programme.—Under the USEFI Programme for 1961-62 administered by the U.S. Educational Foundation in India, the following exchange has been carried out:

From India to U.S.A.	165 Grantees
From U.S.A. to India	91 Grantees

Under the terms of the Agreement, the Government of India reimburses to the U.S. Educational Foundation in India, the taxes and duties paid by the Foundation and its American grantees in India, as they are exempted from payment of such taxes.

21. Low-priced Re-publication of Standard Educational Works and Books of Reference.—There are two main schemes for this purpose.

(a) The U.S.A. Scheme

During the period under review, consultations have been held with the concerned Ministries of the Government of India, and broad guiding principles have been framed within which the programme of low-priced publication of American textbooks, with the help of PL 480 funds, may be undertaken by the American Embassy or a representative designated by the Embassy for this purpose. The work of publication has started.

So far, the following books have been published under the scheme:—

1. College Chemistry by Linus Pauling	Original American price	\$ 6.75 or Rs. 30.00
	Re-published price	Rs. 12.000
2. Statistical Methods Applied to Experiments in Agriculture and Biology by Snedecor, G.W.	Original American price	\$ 7.5 or Rs. 37.50
	Re-published price	Rs. 15.00
3. International Law by Charles G. Fenwick	Original price	\$ 6.00 or Rs. 28.50
	Re-published price	Rs. 12.50
4. A Descriptive Petrography of Igneous Rocks Vol. I by Johannsen	Original American price	\$ 7.50 or Rs. 37.50
	Re-published price	Rs. 10.00

To evaluate the new books proposed under the scheme, the Ministry has drawn up a panel of expert evaluators in various subject-fields.

It has been found necessary to review the entire scheme to ensure that it is administered in such a manner that it does not cause any hardship to Indian authors and publishers. For this purpose, an Indo-American Board has been set up. It consists of 14 members—seven representing the Government of India and seven, the Government of U.S.A. The Board goes into problems connected with the working of the scheme, with a view to safeguarding the interests of Indian authors.

(b) The U.K. Scheme

The Government of the U.K. has also initiated a scheme for the production of low-priced books of reference and standard works for use in India and has given a measure of priority to university textbooks. The first set of about 30 books on scientific, engineering, technological and other subjects has been published. The price-range of these books.

averages one-third of the original and is in some cases, even less. These books will be followed by a further group of university textbooks. The titles were selected in consultation with the University Grants Commission.

22. India-Wheat Loan Educational Exchange Programme.—The India-Wheat Loan Educational Exchange Programme has reached a stage of successful completion with the allocation of the fifth and final year funds during the year 1960-61. As the allocation during the year 1960-61 was final, it was utilised for the furtherance and successful completion of the important projects initiated in earlier years, rather than for taking up new projects for which additional resources may not have been found. Sums of \$ 175,000 and \$ 148,000 were distributed for the purchase of equipment and books during 1960-61 and 1961-62.

The personnel-exchange component of the programme during the year was of special significance. In addition to providing opportunities to several Indian scientists and librarians to visit the U.S.A., it opened up a new phase of exchange for curriculum scientists between the two countries.

E. RURAL HIGHER EDUCATION

23. Rural Institutes.—In addition to the 11 Rural Institutes started during the second Five-Year Plan, two more Rural Institutes, *viz.*, Rural Institute, Wardha and Rural Institute, Hanumanamatti (Mysore State) started functioning from the current academic year with the diploma course in rural services and the certificate course in agricultural science. The post-diploma course in cooperation has been started at Sri Ramakrishna Mission Vidyalaya, Coimbatore.

24. Grants.—The total amount of grants sanctioned to the Rural Institutes during the year was Rs. 22,63,634 and that of stipends sanctioned was Rs. 4,66,344.

25. Academic Events.—The National Council for Rural Higher Education met twice during 1961, once in January, 1961 at Udaipur and again in New Delhi in November, 1961. At the second meeting, the Council considered pressing problems of the Rural Institutes, their finances and academic activities.

The Ministry organised orientation courses for the teachers of Rural Institutes at the Institutes at Bichpuri and Amravati. A seminar for the twenty teachers who were sent to the U.S.A. in 1959 under a T.C.M. programme was held at Udaipur in September, 1961. Three more seminars on the teaching of economics, agriculture and engineering were held respectively at Rajpura, Sanosara and Coimbatore in November and December, 1961 and January, 1962.

A journal on "Rural Higher Education" was brought out in November, 1961, as a supplement to 'Youth'. It is proposed to continue this journal as a Quarterly.

26. **General.**—Under the Programme for 1961, equipment worth \$ 25,000 is being supplied to the Rural Institutes by the Technical Co-operation Mission. The equipment has started arriving at the Institutes.

The Ministry of Home Affairs, in consultation with the U.P.S.C., have recognised the diploma in rural services as equivalent to the B.A. degree for purposes of employment to posts and services under them. The diploma has also been recognised by almost all State Governments. The Inter-University Board and the Universities of Agra, Annamalai, Baroda, Delhi, Gujarat, Jadavpur, Karnatak, Madras, Marathwada, Nagpur, Patna, Panjab, Rajsthan, S.N.D.T. (Bombay), S. V. Vidyapeeth and Visva-Bharati have recognised the diploma for purposes of admission to post-graduate courses.

All State Governments except Andhra Pradesh, Gujarat, the Punjab and West Bengal, have recognised the diploma in civil and rural engineering for purposes of employment to subordinate posts.

The Governments of Andhra Pradesh, Bihar, Gujarat, Madhya Pradesh, Maharashtra, Mysore and Orissa have recognised the sanitary certificate course.

F. GENERAL

27. **'Model Act' for Universities in India.**—In order to consider broadly the organisational structure of universities in India and to prepare the outline of a 'Model Act' best suited to their present role and functions, a seven-member committee has been appointed under the chairmanship of Dr. D. S. Kothari. The proposals in this behalf were examined by a group comprising the Chairman, University Grants Commission, the Secretary, Ministry of Education, and the Vice-Chancellor, Delhi University. The Committee is expected to submit an interim report in the near future.

28. **Vice-Chancellors' Conference.**—A conference of the vice-chancellors of all the Indian universities was held at New Delhi in October 1961 in collaboration with the University Grants Commission. The Conference was inaugurated by the Union Education Minister and was presided over by the Chairman, University Grants Commission. The Union Health Minister, the Minister of Community Development and Cooperation and Member (Education) of the Planning Commission addressed the Conference. The Prime Minister also addressed the vice-chancellors. The Conference deliberated on important problems of university education. The conclusions and recommendations of the Conference have since been circulated to all universities and other participants for necessary action.

29. **Sponsored Colleges in West Bengal.**—Consequent upon the decision of the Government to wind up the Ministry of Rehabilitation according to a phased programme, that Ministry has transferred the work relating to the “sponsored colleges” in West Bengal to the Ministry of Education. In accordance with the arrangements made in consultation with the Government of West Bengal, the Ministry of Rehabilitation sanctioned the establishment of 12 degree colleges in West Bengal during 1956—60 in order to meet the requirements of a large number of displaced students from East Pakistan for whom adequate educational facilities were not available in the existing colleges.

The Ministry of Rehabilitation has sanctioned, as grant-in-aid to the Government of West Bengal, the capital expenditure for the buildings and equipment of all these colleges, and in most cases, has either sanctioned the cost of acquiring the site or has provided land for the site in the colonies set up at the cost of the Central Government.

As regards recurring expenditure, the entire deficit (after deducting the amount received from fees and other receipts) has to be met by the Government of India according to a progressively sliding scale so that the responsibility of the Central Government ceases at the end of a fixed period. During 1961-62, proposals for a grant-in-aid of Rs. 3,63,000 were received and the amount sanctioned.

30. **Deshbandhu College, Kalkaji, New Delhi.**—A grant-in-aid of Rs. 41,000 has been sanctioned to the college during the current year. Another sum of Rs. 3,000 has been given to the college as non-recurring grant for the purchase of library books.

31. **Inter-University Board of India.**—The Inter-University Board of India is a voluntary organisation constituted by the universities in India for the purpose, mainly, of serving as an authorised channel of communication between universities that are its constituent members. It also facilitates coordination of university work. The Board receives a maintenance grant up to Rs. 32,000 annually from the Central Government. The actual grant given this year is Rs. 25,000. In view of the large number of new universities that are being established every year and the consequential increase in the activities of the Board, it is proposed to allocate additional development grants to the Board up to Rs. 1,00,000 during the third Five-Year Plan.

32. **Promotion of Publications in Science and Technology.**—A scheme is being worked out to promote publications in science, technology and the humanities at university level by Indian authors.

33. **Scheme of Correspondence Courses and Evening Colleges.**—The Government of India have included in the third Five-Year Plan a scheme for assisting universities to impart instruction through evening colleges and correspondence courses. On the recommendation of the Central Advisory Board of Education, an expert committee has been set up under the chairmanship of the chairman of the University Grants Commission to work out the details of the scheme. The report of the Expert Committee is awaited. As stated earlier, pending receipt of the report, the Government of India have, on the recommendation of the Committee, amended the Delhi University Act to enable the University of Delhi to start correspondence courses from 1962. A provision of Rs. 1,00,000 was included for this purpose in the revised estimates for 1961-62. For 1962-63, a provision of Rs. 10 lakh has been included in the budget for the same purpose.

34. **Financial Provisions.**—The following gives the financial provisions for 1961-62 and 1962-63 in respect of the schemes discussed in this chapter:

Sl. No.	Name of the Scheme	Provision for 1961-62	Budget Estimates for 1962-63
1	2	3	4
		Rs.	Rs.
1	Grants to Jamia Millia	5,80,000	5,90,000
2	Assistance to All-India Institutions of Higher Education	5,18,000	5,25,000
3	(i) Grants-in-Aid to University Grants Commission (Non-Plan)	2,85,00,000	30,00,000
	(ii) Allocation and Disbursement of Development Grants to Universities in India (Plan)	8,53,00,000	8,69,00,000
4	Home Science Education and Research		
	Material	1,50,000	..
	Incidental Charges	40,000	..
	Local Cost	21,700	..
5	Introduction of General Education Programme in selected Indian Universities through Ford Foundation Grant	49,000	70,000
6	Colombo Plan—Gift of Australian Reference Books to Indian Universities/Libraries/Institutions . . . . .	..	66,700
7	Indo-U.S. Agreement for Financing Education Exchange Programme	5,00,000	5,00,000
8	Low-Priced Re-Publication of Standard Educational Works and Books for Reference . . . . .	..	1,000
9	Rural Higher Education	36,70,500	42,39,000
10	Sponsored Colleges in West Bengal	3,63,000	4,42,000
11	Deshbandhu College, Kalkaji	30,000	30,000
12	Inter-University Board of India	32,000	32,000
13	Correspondence Courses and Evening Colleges	95,000	10,00,000

CHAPTER FOUR

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 below:

A. PROPAGATION OF HINDI

2. Financial Assistance to Voluntary Hindi Organisations for Promotion 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 organisations 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. 2,91,949 were given to voluntary Hindi organisations for various purposes. The details of these will be found in Annexure III.

3. Appointment of Hindi Teachers in High/Higher Secondary Schools in Non-Hindi Speaking States.—The scheme envisages the appointment of at least one Hindi teacher in each high/higher secondary school in the non-Hindi speaking States. During the year under review grants totalling Rs. 5,67,500 have been sanctioned to the State Governments of Assam, Orissa, West Bengal, Kerala and Madras under this scheme.

4. Opening of Hindi Teachers' Training Colleges.—This scheme envisages 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 Government of India meets 100 per cent expenditure on the establishment and the running of such colleges under this scheme. During the year under review training colleges for Hindi teachers have been set up in Kerala and Mysore where 200 teachers are undergoing training, and grants of Rs. 2,75,000 and Rs. 84,370 respectively were given to enable them to meet the entire expenditure on the setting up and the running of these training colleges. Besides, the training facilities in Maharashtra State were expanded by starting four additional short-term Hindi teachers' training courses.

5. **Kendriya Hindi Shikshana Mandal, Agra.**—A Kendriya Hindi Shikshana Mandal has been set up at Agra as an autonomous body to supervise and control the Kendriya Hindi Shikshaka Mahavidyalaya, Agra, with effect from 1st January, 1961. The Mahavidyalaya provides facilities for research and training Hindi teachers on scientific lines, as also for the study of advanced Hindi literature and comparative philology of different languages. Grants totalling Rs. 1,83,172 have been given to the Mandal during the year under report.

6. **Free Supply of Hindi Books to School and College Libraries.**—Under this scheme, sets of Hindi books are supplied free to school and college libraries in non-Hindi speaking areas. During the current year, 28 books were selected by the Selection Committee for supply to school libraries in non-Hindi speaking States/Union Territories. Three thousand copies of each of the books have been purchased from their respective publishers at a cost of Rs. 1,53,000 and supplied to 14 non-Hindi speaking States/Union Territories.

7. **Setting up of Regional Offices.**—It has been decided to set up two regional offices at Calcutta and Madras for better co-ordination and supervision of work on propagation and development of Hindi in the eastern and southern non-Hindi speaking areas. These offices will be under the administrative control of the Central Hindi Directorate.

8. **Recognition of Hindi Examinations Conducted by Various Hindi Organisation in the Country.**—Hindi examination conducted by 15 organisations have been recognised by the Government of India. A press note in this regard was issued on 22nd April, 1961.

9. **Publication of 'BHASHA'.**—The first two issues of 'Bhasha' have been brought out. The journal discusses problems pertaining to Hindi as a vehicle of administration and as a medium of instruction at higher levels. Out of 3,000 copies printed of the first issue, about 2,600 have been distributed to the subscribers, various institutions, universities, literateurs libraries etc.

10. **Scholarships for the Study of Hindi for Students from Non-Hindi Speaking States.**—This scheme, which has been continued from the second Plan has been revised with effect from the academic year 1961-62. At present there are 280 scholars undergoing studies under the scheme.

11. **Organisation of Debating Teams of School and College Students from Non-Hindi Speaking Areas to Hindi Speaking Areas and Vice Versa.**—Under this scheme, school and college students from a selected number of States undertake debating tours each year from Hindi speaking areas to non-Hindi speaking areas and *vice versa*. According to the proposed programme Mysore, Assam and Orissa have to send their teams to

Bihar, Rajasthan and Delhi respectively; and the Universities of Patna, Mysore, Gauhati and Utkal have to send debating teams to Mysore, Banaras, Lucknow and Agra Universities respectively.

12. Seminars of Hindi Teachers.—Three seminars of Hindi teachers were held at Delhi, Tirupati and Gauhati in September, October and December 1961. Another seminar is proposed to be held in Kashmir in May 1962. An expenditure of Rs. 14,200 has been incurred.

13. Setting up of an All-India Federation of Voluntary Hindi Organisations.—With a view to coordinating the efforts of the various voluntary Hindi organisations working for the propagation and development of Hindi, the Ministry proposes to encourage the organisations to form an all-India federation. As a first step in this direction, four regional councils are being set up. The names of the conveners of these councils have been announced through a press note and the interested voluntary organisations have been requested to enlist themselves as members of their respective regional councils.

14. Preparation of Bilingual Primers and Readers (Hindi-Tamil, Hindi-Telugu, Hindi-Kannala and Hindi-Malayalam.)—The following bilingual primers are under preparation by the Dakshina Bharat Hindi Prachar Sabha, Madras on behalf of the Ministry of Education:—

- (i) Hindi—Tamil
- (ii) Hindi—Kannada
- (iii) Hindi—Malayalam *and*
- (iv) Hindi—Telugu

The Sabha will arrange the publication and sale of these primers.

15. Preparation of Primers for Foreigners.—The work of preparation of elementary books for enabling foreigners to learn Hindi has been entrusted to the K. M. Institute of Linguistics and Hindi Studies, Agra.

B. DEVELOPMENT AND ENRICHMENT OF HINDI

For the development and enrichment of Hindi, the following schemes were implemented or examined during the period under review:

16. Scheme of Translation of Standard Works.—The Government of India have sponsored a project of preparation and translation of standard works of university level into Hindi and regional languages through universities and academic bodies of the State Governments, individuals and voluntary Hindi organisations. The scheme has been initiated (i) with a view to helping a smooth change-over from English to Hindi; (ii) for the furtherance of effective use of scientific and technical terminology evolved

by the Government of India; and (iii) for promoting a uniform scientific and technical terminology in the various Indian languages. This scheme covers writing of original works and translation of books on technical as well as non-technical subjects. The special features of the scheme are:

- (i) The Government of India will bear the total cost of the preparation and the production of the proposed books;
- (ii) The sale-proceeds of the books will be credited into a fund to be utilised by the agency concerned for further production of such books;
- (iii) The scientific and technical terminology evolved by the Ministry of Education shall be used in these books, as far as possible; and
- (iv) The writing and the publication of original books will also be undertaken under this scheme.

300 books have been taken up for translation in the first instance, under this scheme. Another list of books is being prepared for the approval of the Standing Advisory Committee. Co-ordination committees have been set up in various States for the purpose. A provision of Rs. 25 lakh has been made under the third Five-Year Plan for this scheme.

Another scheme for the production and translation of popular science books and other literature in Hindi has also been undertaken. This scheme is being implemented with the cooperation of private publishers.

17. Hindi Encyclopaedia.—The work of preparing a ten-volume encyclopaedia in Hindi at a total cost of Rs. 7,00,000 was entrusted to the Nagari Pracharini Sabha, Varanasi in 1956. The Sabha has been paid a sum of Rs. 1,40,000 for the purpose this year. The second volume is nearing completion.

18. Dictionaries.—A sum of Rs. 10,000 has been paid to the Nagari Pracharini Sabha being the balance of the Government of India's grant of Rs. 1 lakh for bringing out a revised edition of the Standard Hindi Dictionary. Similarly, a sum of Rs. 32,800 has been given to the Hindi Sahitya Sammelan, Prayag as the first instalment of grant for the publication of the English-Hindi Dictionary, prepared by them with financial assistance from the Government of India.

19. Hindi Version of the Sanskrit Book "Ashtang Sangrah".—A sum of Rs. 3,000 has been sanctioned for the publication of a Hindi translation of the Sanskrit book "Ashtang Sangrah". This work is being done by Shri Atridev Vidyalkar of the Banaras Hindu University. A sum of Rs. 1,500 has already been paid to Shri Atridev.

20. **Hindi Typewriter.**—The keyboard for Hindi typewriter has been finalised in consultation with the manufacturers.

21. **Translation of Codes, Manuals, Rules, and Forms.**—The translation into Hindi of non-statutory literature such as codes, manuals, rules and forms comes under the purview of the Ministry of Education (*vide* para 4 of the Presidential Order dated 27th April, 1960). To cope with this huge task, a separate translation unit has been established in the Central Hindi Directorate.

During 1961-62 the Directorate received 356 manuals, codes, rules of procedure, etc. comprising 30,556 printed pages and 3,773 forms comprising about 10,000 pages. About 150 manuals and 1,200 forms have been translated and 506 forms are under translation. About 170 manuals and 1,800 forms have yet to be taken up for translation. Their translation will be started next year.

22. A commission has been set up under the chairmanship of Dr. D. S. Kothari, for the review, evolution and coordination of scientific and technical terminology. The other members of the Commission are:

- (i) Dr. Babu Ram Saksena
- (ii) Shri R. P. Naik, Joint Secretary, Ministry of Education
- (iii) Dr. N. K. Sethi, Retired Principal, Agra College, Agra.

Other members are likely to be appointed shortly.

A Review and Coordination Committee has also been set up under the chairmanship of Shri R. D. Sinha Dinkar for dealing with terminology in subjects other than legal, scientific and technical.

23. **Preparation of Terminological Indices of Standard Hindi Books (Old and Modern).**—The scheme has been continued from the second Five-Year Plan, and the entire expenditure on the execution of the scheme will be borne by the Government of India. The work under the Scheme was entrusted to the Universities of Agra, Aligarh, Allahabad, Banaras, Delhi, Patna Panjab and Saugar.

The work entrusted to Delhi and Allahabad Universities is complete and has been accepted for publication. The Panjab University work is under revision. Patna and Banaras Universities have sent their revised estimates.

24. **Publications.**—The Central Hindi Directorate has brought out the following provisional lists of technical terms in the period under review:—

- 1. Advance Accountancy and Auditing
- 2. Physics III

3. Philosophy
4. Mathematics V
5. Agriculture IV
6. Agriculture V
7. Botany IV.
8. Defence X
9. Electrical Engineering
10. History (General)
11. Chemistry V

The following finalised lists are in press:

1. Physics IV
2. Chemistry VI
3. Transport VI
4. Philosophy II
5. History (Pre-History).
6. Meteorology
7. Engineering III
8. Physics II
9. Medicine III
10. General Administration II
11. Mechanical Engineering
12. Physics V
13. Mathematics VI

The following finalised lists of technical terms have been brought out during the period:

1. Information & Broadcasting
2. Botany II
3. Engineering I (Reprint)
4. Medicine I
5. Education (General)

The following finalised lists are in press:

1. Political Science (Civics)
2. General Administration (Reprint)
3. Agriculture I (Reprint)
4. Botany I (Reprint)
5. Chemistry I (Reprint)
6. Physics I (Reprint)
7. Mathematics I (Reprint)
8. Diplomacy II.
9. Diplomacy III
10. Diplomacy IV.

25. A consolidated Glossary of Technical Terms containing all the provisional and finalised terms prepared up to the end of 1960 has been compiled. The first volume containing letters 'A' to 'K' has already been published and it is expected that the second volume will be out shortly.

26. **Preparation of Manuals.**—The scheme of the preparation of standard manuals on the basis of finalised lists was initiated early in 1955. So far the work of writing standard manuals on Physics, Chemistry, Botany, Mathematics, Civics, Civil Engineering, Medicine, Education Psychology, Economics, Commerce, Agriculture, Zoology, Physical Geography and Education has been undertaken.

The manual on Chemistry has since been published by the author himself. The manuscripts of the manuals on Mathematics, Education, Psychology, Agriculture, Zoology, and Physical Geography have been received and are under examination in the Central Hindi Directorate. It is expected that a major part of this work will be completed by the end of the current year.

27. **Scheme of a Comparative Study of Technical Terms Used in the Modern Indian Languages.**—The scheme has been entrusted to the K. M. Institute, Agra. A sum of Rs. 12,193 has already been paid and the second instalment of the same amount will be paid when the work is completed. The work is expected to be completed in the next financial year (1962-63).

28. **Equipping Devanagari Script with the Symbols of Sounds Peculiar to the Regional Languages other than Hindi.**—A committee consisting of linguists has been constituted by the Ministry of Education to evolve suitable symbols for sounds obtaining in other Indian languages.

All the above schemes are proposed to be continued in 1962-63.

C. DEVELOPMENT OF SANSKRIT

29. The programme pertaining to the promotion of Sanskrit in all its aspects is being continued in the light of the recommendations made by the Sanskrit Commission. As reported previously a Central Sanskrit Board was set up under the chairmanship of Shri M. Patanjali Sastri, Ex-Chief Justice of India. It continues to advise the Government on various aspects pertaining to the propagation and development of Sanskrit. The progress of the schemes and projects now being implemented by the Ministry of Education during the year under review is given below.

30. **Financial Assistance to Voluntary Sanskrit Organisations.**—Under the Ministry's scheme of financial assistance to voluntary organisations/institutions for the promotion of Sanskrit, grants amounting to Rs. 4,83,000 were sanctioned during 1961-62.

31. **Financial Assistance to Gurukulas.**—Nine *Gurukulas* have been selected for financial assistance under the scheme of development of *Gurukulas* and grants amounting to Rs. 1,62,000 were sanctioned during 1961-62 for their development.

32. **Preparation of Sanskrit Dictionary based on Historical Principles.**—It has been decided to pay to the Deccan College Post-Graduate & Research Institute, Poona an annual grant of Rs. 1,50,000 tenable for ten years with effect from 1958-59 to cover the expenditure involved in the compilation of a Sanskrit—English Dictionary based on historical principles. Accordingly, a sum of Rs. 1,50,000 was paid to the Institute in 1961-62.

33. **Award of Research Scholarships to the Products of Traditional Sanskrit Pathasalas.**—Seventeen scholarships of Rs. 100 per month tenable for two years (awarded during 1960-61) were continued during the current year. A similar number of scholarships was awarded during 1961-62 also.

34. **Preparation of Sanskrit Readers.**—Under the Ministry's programme of production of Sanskrit literature, a prize scheme for the production of graded readers for VI, VII and VIII classes was formulated. The following readers have been selected for the award of prizes under the scheme:—

1. SANSKRIT VIHARA by Professor P. N. Virkar and Shri P. S. Joshi (first prize for Reader I)
2. BODHANAVALI by Shri K. L. V. Shastri (Second prize for Reader I and first prize for Reader II and Reader III)
3. SANSKRIT SWADHYAYA by Shri Gajanan Shastri Gaitonde (third prize for Reader I and second prize for Reader II and Reader III)

35. **Purchase of Sanskrit Books.**—On the basis of the recommendations of the Central Sanskrit Board, 50,200 copies of 23 different Sanskrit works have been purchased for free distribution to voluntary Sanskrit organisations/institutions or universities. Besides, under this Ministry's scheme of 'reprinting of out-of-print Sanskrit works,' a number of books are being printed, out of which 'Shabdakalpadruma,' an invaluable Sanskrit lexicon, has just come out and 333 copies thereof have been purchased.

36. **Setting up of Kendriya Sanskrit Vidyapeetha.**—With a view to imparting instruction in higher Sanskrit learning, to conduct research in specialised branches of Sanskrit learning and to provide facilities for the training of Sanskrit teachers, it has been decided to set up a Kendriya

Sanskrit Vidyapeetha at Tirupati. The affairs of the Vidyapeetha are going to be managed by the Kendriya Sanskrit Vidyapeetha Tirupati Society which has already been registered under the Societies Registration Act, 1860. The preliminary arrangements for the setting up of the Vidyapeetha are in progress and the Vidyapeetha will be set up very shortly.

37. **Financial Provisions.**—The following financial provisions were and have been made on account of the schemes for the development of Hindi and Sanskrit discussed in this chapter:

S. No.	Name of the Scheme	Provision for 1961-62 (Rs.) 3	Budget Provision 1962-63 (Rs.) 4
1	2		
DEVELOPMENT OF HINDI			
1	Payment of Grants to Organisations and Individuals for Propagation of Hindi	₹5,00,000	5,00,000
2	Appointment of Hindi Teachers in Non-Hindi Speaking States]	6,00,000	9,00,000
3	Opening of Hindi Teachers' Training Colleges	₹3,68,000	3,00,000
4	Kendriya Hindi Shikshana Mandal, Agra	₹1,74,000	2,20,000
5	Free Supply of Hindi Books to School and College Libraries	2,25,000	1,80,000
6	Setting up of Regional Offices . . . . .	..	37,000
7	Publication of the Journals]	4,000	12,000
8	Scholarships for the Study of Hindi for Students from Non-Hindi Speaking States } Plan	₹32,000	1,60,000
	Non-Plan	₹3,10,000	4,90,000
9	Organisation of Debating Teams of School and College Students from Non-Hindi Speaking Areas to Hindi Speaking Areas and <i>Vice Versa</i>	3,000	5,000
10	Seminars of Hindi Teachers	₹30,000	40,000
11	Preparation of Bilingual Primers and Readers . . . . .	..	15,000
12	Preparation of Primers for Foreigners . . . . .	..	15,000
13	Translation of Standard Works	1,25,000	1,00,000
14	Hindi Encyclopaedia	1,00,000	1,50,000
15	Dictionaries . . . . .	..	40,000
16	Hindi Version of Sanskrit Book "Ashtang Sangrah" . . . . .	..	1,500
17	Enrichment of Hindi (Setting up of a Commission for Scientific and Technical Terminology)]	₹38,500	₹1,75,000
18	Preparation of Terminological Indices of Standard Hindi Books (Old and Modern)	₹7,000	₹10,000
19	Preparation of Manuals	₹2,500	₹20,000
20	Scheme of a Comparative Study of Technical Terms Used in the Modern Indian Languages . . . . .	..	12,500

1	2	3	4
DEVELOPMENT OF SANSKRIT			
1	Financial Assistance to Voluntary Sanskrit Organisations	6,00,000	6,00,000
2	Financial Assistance to Gurukulas	}	
3	Preparation of Sanskrit Dictionary Based on Historical Principles (Non-Plan)	1,50,000	1,50,000
4	Award of Research Scholarships to the Products of Traditional Sanskrit Pathshalas	}	
5	Preparation of Sanskrit Readers	1,30,000	2,08,000
6	Purchase of Sanskrit Books	}	
7	Setting up of Kendriya Sanskrit Vidyapeetha	66,000	3,60,000

CHAPTER FIVE

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. A third category of scholarships has been instituted as a result of bilateral agreements with other countries under which Indian nationals go abroad for studies and foreign nationals come to India. The fourth group includes special scholarships awarded by the Government of India to Indian nationals for higher studies and also for research in India. 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 is for studies in residential schools and the seventh group is meant for assistance to children of political sufferers.

I. 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 the Technical Cooperation Scheme (Colombo Plan), and (c) scholarships and fellowships offered by foreign Governments and institutions.

(A) GOVERNMENT OF INDIA SCHEMES

The first category of scholarships includes the following schemes:—

(i) **Foreign Languages Scholarships Scheme.**—Under this scheme, scholarships are available for specialisation in Arabic, Chinese, French, German, Spanish, Rumanian, Swahili, Italian, Japanese, Russian, Turkish, Persian, Burmese, Indonesian and Pushto; the last three languages have been included with effect from 1961-62. During the current year, 14 candidates (11 of 1959-60 and 3 of 1960-61) were prosecuting their studies abroad and 9 scholars of 1960-61 will go as soon as their admissions/passages have been arranged. Applications for 15 scholarships for 1961-62 have been invited and selections will be made shortly.

(ii) **Overseas Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes.**—Twelve overseas scholarships (4 for each of the three categories) are available every year. In place of the 12 scholarships for 1959-60 which could not be awarded, it has been decided to award 10 additional scholarships (two every year) commencing from 1960-61. Out of the 14 candidates who have been selected for 1960-61, 8 are already studying abroad. The remaining will leave India as soon as their admissions/passages have been finalised. Recommendations for 1961-62 scholarships have been received from the Union Public Service Commission. Awards to seven candidates have been made and the cases of the remaining seven are under consideration. The candidates will proceed abroad during 1962-63.

(iii) **Passage Grants for Scheduled Castes, Scheduled Tribes and Other Backward Classes.**—Twelve passage grants (4 for each of the three categories) are available every year for candidates who are in receipt of merit scholarships which do not provide passage costs. During 1961-62, four students from the 'other backward classes' have been awarded these passage grants. Return passage grants have also been given to two students of the 'other backward classes'.

(iv) **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. During the current year, two candidates of 1959-60 and 1960-61 were studying abroad, and the award for 1961-62 was being finalised in cooperation with the Ministry of Scientific Research and Cultural Affairs.

(v) **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 the St. Anthony's College, Oxford, and is of five years' duration. The first selected candidate is still working in the College.

(B) SCHOLARSHIPS AND FELLOWSHIPS INSTITUTED UNDER THE UNITED NATIONS, UNESCO AND OTHER BILATERAL AND MULTILATERAL ARRANGEMENTS

This category of scholarships includes the following schemes:—

U.N. and Unesco Programmes

(i) **U.N. Social Welfare Scholarships and Fellowships Programme.**—This programme is designed to train suitably qualified social welfare workers through observation and study abroad so that additional knowledge and experience may be gained in special subjects. 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, while the rest of the expenditure is met by the United Nations. One Fellow of the 1959 batch has gone to U.K. Out of the five candidates of 1960, whose candidatures were deferred by the U.N. for 1961, a study programme for one candidate has been arranged and he is scheduled to reach Geneva by 4th April, 1962.

(ii) **Unesco Fellowships for Production of Reading Material (1962).**—The names of two candidates have been recommended to the Unesco for the award of the two fellowships.

(iii) **Unesco-Thai Government Fellowships (1962).**—Against 6 fellowships offered by the Thai Government to the nationals of certain countries including India, the names of three candidates have been recommended to the Thai National Commission for Unesco.

Commonwealth Education Cooperation Plan

Under the Commonwealth Education Cooperation Plan, the following offers were dealt with by the Ministry during the period under report:—

(i) **Teacher Training Bursaries—Offer from the U.K. Government.**—Out of the seven candidates who have been awarded the bursaries for 1961-62, six are studying in U.K. and one candidate has died. The names of seven other candidates have been recommended to the U.K. Government for the award of 1962-63 bursaries.

(ii) **Supply of Indian Teachers to Commonwealth Countries.**—The Government of Malaya and Northern Rhodesia have asked for the services of teachers from various Commonwealth countries. The offer has been widely advertised and the applications of over 500 candidates have been received and are under consideration.

The names of seven Indian teachers have been recommended to the Government of Malaya against their request for the services of Commonwealth teachers for 22 key posts at Kuala Lumpur.

(iii) **Supply of Teachers for Service in India—Offer from the U.K. Government.**—The consolidated requirements of State Governments, universities and public schools have been communicated to the U.K. Government.

(iv) **Facilities for Medical Education in India—Request from the Nigerian Government.**—The Nigerian Government has requested that facilities may be given to two members of the staff of the Medical Faculty, University College, Ibadan, Nigeria, for studying the progress of medical

education in India. A tentative programme of study has been drawn up and sent to the Nigerian Government for approval.

(v) **Visiting Fellowship—Offer from the Government of Australia.**—The Australian Government has offered one visiting fellowship to an Indian teacher. The award provides for a study-tour and for discussions on educational subjects with the Australian educationists. Nominations have been received and are under consideration.

Technical Cooperation Scheme (Colombo Plan)

The following offers for Indian nationals have been received from foreign Governments under the Colombo Plan during 1961-62:—

(i) **Correspondence Course in English—Offer of Facilities from the Australian Government (1962-63).**—Nominations have been received from the directors of public instruction/education and are being examined.

(ii) **Training in Librarianship—Offer of Two Scholarships from the Canadian Government (1962-63).**—Names of two candidates have been recommended to the Canadian Government for the award of two scholarships.

(iii) **Training in Librarianship—Offer of Two Scholarships from the Australian Government (1962-63).**—The offer is under consideration; some details have been called for from the Australian Government.

(C) (I) SCHOLARSHIPS OFFERED BY FOREIGN GOVERNMENTS

The following foreign Governments offered scholarships to Indian nationals during 1961-62:—

1. Danish Government Four scholarships for the study of folk high school movement; all the 4 selected candidates are studying in Denmark.
2. French Government (i) Five scholarships for postgraduate study in the humanities in France; three selected candidates are studying abroad; the remaining two have yet to go.
(ii) Applications for 10 scholarships for 1962-63 for specialised training in education, etc. have been invited.
(iii) Applications for two scholarships for 1962-63 for young Indian Roman Catholic priests have been invited.
3. U.S.S.R. Government Two scholarships for Indian teachers for the study of Russian language.
4. West German Government Ten scholarships for the study of physical education, German language, etc.; selections have been made.

5. Polish Government (i) Two scholarships for postgraduate study in the humanities ; the names of the selected candidates have been recommended to the Polish Government.
- (ii) Four fellowships for the study of economic planning for 1962-63 ; the selected candidates have been recommended to the Polish Government.
6. Belgian Government One scholarship for studying economics for 1962-63 ; applications have been invited.
7. Hungarian Government Six scholarships for studies in the humanities for 1962-63 ; the offer is under consideration.
8. Norwegian Government One scholarship for study in Norway ; the offer is under consideration.
9. Austrian Government Two scholarships for postgraduate study in the humanities ; selections have been made.

(C) (II) SCHOLARSHIPS OFFERED BY FOREIGN INSTITUTIONS

The following foreign institutions offered scholarships or fellowships to Indian nationals during 1961-62:—

1. British Council, London Ten scholarships for 'postgraduate study/research in U.K. for 1962-63; the names of 15 selected candidates have been recommended to the British Council, London for final selection.
2. Walkers' Travelling Association, U.K. The names of three selected candidates have been recommended to Swansea University for the award of one scholarship.
3. Imperial Relations Trust (London University Institute of Education), London (i) The two fellows of 1961-62 are studying at the Institute.
(ii) Offer of two fellowships for 1962-63 has been received and under consideration.
4. Philippines Board of Scholarships for South-East Asia (University of Philippines). . . . The names of three selected candidates have been recommended to the Board for award of scholarships ; for 1962-63 ; there is no special allocation for any country.
5. Peoples' Friendship (Patrice Lumumba) University, U.S.S.R. Five scholarships for 1962-63 for the study of the humanities ; selections are being made.

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.

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

These facilities fall into two groups: (a) scholarships offered by Government of India; and (b) scholarships and fellowships offered by other agencies.

(A) SCHOLARSHIPS OFFERED BY THE GOVERNMENT OF INDIA TO FOREIGN NATIONALS FOR STUDY IN INDIA

These include the following schemes:—

(i) **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 to the extent of 140 every year. During 1961-62, 123 students accepted the offer; all have come and are prosecuting their studies in the country. A total of 484 scholars are studying at present under the scheme. Applications for 1962-63 have been received and 82 candidates have been provisionally selected so far. To supplement this programme, additional scholarships are also proposed to be offered under Unesco's Emergency Programme for Educational Development in African countries.

(ii) **Commonwealth Education Cooperation Plan.**—Out of a total of 100 scholarships and fellowships which were offered to the nationals of the other Commonwealth countries for 1961-62, only 22 have been availed of so far. All the 22 selected candidates are prosecuting their studies here. Against the offer of 50 scholarships and fellowships made for 1962-63, 38 nominations have been received out of which 31 candidates have been selected.

It has also been decided to offer 225 bursaries to the nationals of the other Commonwealth countries for teacher training in India during the third Plan. Applications for 50 bursaries for 1961-62 and 75 for 1962-63 have been invited.

(iii) **French Fellowships Scheme.**—Fellowships are offered to French nationals for postgraduate research in India. The fellows 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 a 50 : 50 basis. One fellow of the period 1959-61 has completed her tenure and another is continuing his studies. One fellowship, however, has not been availed of. The question of offering 3 fellowships for 1961—63 is under consideration.

(iv) **Indo-German Industrial Cooperation Scheme.**—Fellowships are awarded to German nationals, as a measure of reciprocity for the gesture

of goodwill on the part of the Government of the Federal Republic of Germany in offering facilities to Indian nationals for postgraduate study/training in Germany. Four fellows of the 1956-57 batch have returned home after completing their stay in India. The number of fellowships has been increased from 10 to 20 every alternate year from 1961-62; applications for 1961-62 awards have been invited by the Ministry of Scientific Research and Cultural Affairs. The awards will be processed by the Ministries of Education, and Scientific Research and Cultural Affairs according to the subjects in their respective charge.

(v) **Reciprocal Scholarships Scheme.**—Three scholars (one each from Italy, Yugoslavia and Norway) of the 1958-59 batch are still continuing their studies in India. The number of scholarships has been raised to 30 every alternate year from 1961-62. Applications for the 1961-62 awards (one each for Austria, Norway, Spain, Sweden; two each for Czechoslovakia, Denmark, Netherlands, Poland, Switzerland and Yugoslavia, four for Italy and five each for East Germany and the U.S.S.R.) are being received and the candidates will be selected early during the next financial year.

(vi) **Scholarships to Bhutanese Students.**—Fifteen scholarships (10 for school study and 5 for degree/diploma courses) are available every year. All the 15 scholars of the 1961-62 batch are studying here. Besides, 38 students (33 for school study and 5 for degree/diploma courses) of the earlier batches are continuing their studies. Applications for 15 scholarships for 1962-63 will be invited during the current year.

(vii) **Scholarships to Sikkimese Students.**—Eighteen scholarships (10 for school study and 8 for degree/diploma courses) are available every year. The 16 scholars (10 for school study and 6 for degree/diploma courses) who have accepted the awards for 1961-62, are studying in India. Besides, 62 students (39 for school study and 23 for degree/diploma courses) of the earlier batches are continuing their studies. Applications for the 1962-63 awards will be invited during the current year.

(viii) **Scholarships/Fellowships to South, South-East Asian and Other Countries (Colombo Plan).**—During 1961-62, this Ministry arranged for the admission of 11 Nepali and 2 Malayan students for studies in the humanities. Of these, 12 (10 Nepali and 2 Malayan) students are studying in India and one has yet to come. Besides, 20 students of the earlier batches are also prosecuting their studies. Sixteen students have returned to their countries after completing their tenure of scholarships. The Governments of Nepal and the Philippines have requested for the reservation of 32 and 2 seats respectively for 1962-63 for their nationals in educational institutions in India; necessary action is being taken in the matter.

III. PROGRAMME FOR THE EXCHANGE OF SCHOLARS ON BILATERAL BASIS

In furtherance of the policy of developing cultural ties, the Government of India have entered into bilateral agreements for exchange of scholars with Rumania, U.A.R., and the U.S.S.R. The adoption of such programmes with Czechoslovakia, Finland, Poland, Greece, Yugoslavia and Ceylon is under consideration. Brief details of the programmes now in force are given below:

(a) **Exchange of Scholars between India and Rumania.**—Nominations for two scholarships which were offered for 1960-61, have not been received from the Rumanian Government; instead the two Rumanian students who have been studying under the Reciprocal Scholarships Scheme have been awarded scholarships under the programme as desired by the Rumanian Government.

The two Indian scholars of 1960-61 who have been awarded scholarships for the study of Rumanian language are prosecuting their studies in Rumania.

(b) **Exchange of Scholars Between India and the U.S.S.R.**—This programme was initiated in 1961-62. Fourteen Soviet nationals have come and are studying at the Delhi University while the names of 10 Indian candidates have been recommended to the U.S.S.R. Government for award of scholarships.

(c) **Exchange of Scholars between India and the U.A.R.**—This programme was also initiated in 1961-62. An offer of 10 scholarships has been sent to the U.A.R. Government by the Ministry of Scientific Research and Cultural Affairs. That Ministry and the Ministry of Education will process the awards according to the subjects for which the U.A.R. nationals will seek the scholarships.

The name of one selected Indian candidate has been recommended to the U.A.R. Government for the award of one scholarship; the remaining three awards have been utilised by extending the tenure of scholarships of three Indian students who were already studying in the U.A.R. Six awards are being processed by the Ministry of Scientific Research and Cultural Affairs for scientific subjects.

IV. SPECIAL SCHOLARSHIPS INSTITUTED BY THE GOVERNMENT OF INDIA FOR RESEARCH AND HIGHER STUDIES IN INDIA

These scholarships are meant for Indian nationals and include the following schemes:—

(a) **Post-Matric Merit Scholarships Scheme.**—This scheme has now been replaced by the newly instituted 'National Scholarships Scheme',

while 806 scholars under the scheme continued their studies during 1961-62.

(b) National Scholarships Scheme for Post-Matric Education.—The most significant new scheme introduced this year was the scheme of National Scholarships which was motivated with the desire to ensure that in a socialist pattern of society no able student should be deprived of higher education on grounds of poverty alone. Although because of financial limitations, the present coverage of the scheme is rather small, it is hoped that in the years to come it will be gradually extended to benefit all students who fall under this category. The scheme at the moment envisages the selection of top-level students on the conclusion of the matriculation (or equivalent), intermediate and graduate level examinations. A total of 12,000 scholarships (2,400 annually;—1800 on the results of school-leaving examination; 400 on the results of P.U.C./intermediate and 200 on the result of first degree examinations) will be awarded during the third Plan. Awards will be subject to a means test under which full scholarships will be given to students whose parent's/guardian's income is up to Rs. 6,000 per annum and half scholarships to those whose parent's/guardian's income is above Rs. 6,000 but not exceeding Rs. 12,000 per annum. Candidates for 2,119 scholarships, out of the total of 2,400 for 1961-62, have been selected and they are prosecuting their studies. Selections for the remaining 281 awards will be made shortly.

(c) Merit Scholarships for the Children of Primary and Secondary School Teachers for Post-Matric Studies.—This is another new scheme which has been introduced this year with a view to ameliorate the lot of teachers whose prevailing salary-scales are hardly commensurate with the important function they perform in society. The intention is that the meritorious wards of primary and secondary school teachers should be given financial assistance to prosecute higher education. A total of 2,500 scholarships (500 every year) will be awarded during the third Plan. Candidates for 477 scholarships for 1961-62 have been already selected; selections for the remaining 23 awards will be made on receipt of recommendations from the Governments of Jammu and Kashmir and some Union Territories.

(d) Post-Graduate Scholarships in Humanities.—This scheme has been taken over from the University Grants Commission with effect from 1961-62. It provides for the award of 80 scholarships every year to students who possess either a first or a high second class bachelor's or honours degree. Scholarships are tenable for a period of two years. Seventy scholars of 1960-61, and 80 of 1961-62 are prosecuting their studies.

(e) **Post-Graduate Scholarships in Science.**—This scheme also has been taken over from the University Grants Commission with effect from 1961-62. It was initiated in 1960-61 and provides for the award of 150 scholarships every year to students who possess a first class bachelor's degree in science. Scholarships are normally tenable for one year and are extendable for another year subject to satisfactory progress. Seventy-six scholars of 1960-61 and 150 scholars of 1961-62 are prosecuting their studies.

V. 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 mentioned above for post-matriculation studies in India. It is administered by the State Governments and the Union Administrations out of the funds placed at their disposal by the Centre and in accordance with the principles laid down by the Central Government. From 1961-62, a means test (the same which is applicable for the 'other backward classes' candidates) has been introduced for scheduled castes students also. The underlying idea is to get these students accustomed to the economic criterion of backwardness which is to be eventually adopted as the basis for the award of scholarships.

VI. SCHOLARSHIPS IN RESIDENTIAL SCHOOLS

The scheme of scholarships in residential schools is intended to provide opportunities of public school education to those who would not otherwise be in a position to afford it. Scholarships to the tune of Rs. 1,00,000 are awarded every year. During 1961, sixty-three scholars joined their allotted schools. For 1961-62 awards to 65 candidates have just been announced. In all, 412 scholars are studying under the Scheme at present.

In pursuance of the decision taken to add some more good residential schools to the existing list of public schools (which are members of the Indian Public Schools Conference), a number of schools were inspected by a small committee and 12 more schools have been selected so far.

VII. SCHOLARSHIPS AND OTHER EDUCATIONAL FACILITIES FOR THE CHILDREN OF POLITICAL SUFFERERS

These scholarships were instituted in 1959-60. They provide, *inter alia*, the following concessions: (a) special consideration in the matter of admission and award 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 level. The Scheme is administered by the State Governments/Union Administrations. The Central Government gives grants to the State Governments on a 50 : 50 basis, while in the case of Union Administrations, the entire expenditure is met by the Centre.

VIII. PARTIAL FINANCIAL ASSISTANCE (LOAN) SCHEME

This 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 or organisations and are still in need of some financial assistance. During 1961-62, loans amounting to Rs. 7,100 were sanctioned to six private students. 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. Rs. 3,500 have so far been paid to 12 students by the Missions.

IX. THE SECOND COMMONWEALTH EDUCATION CONFERENCE

The Government of India was host to this important conference which took place at New Delhi during January 1962. Thirteen Commonwealth countries sent delegations to this conference, many of which were led by the respective Education Ministers. The Indian Minister of Education was elected as the Chairman of the Conference which, during its session lasting fifteen days, reviewed the Oxford Plan of Commonwealth Scholarships and allied matters and made several important recommendations in the areas of teacher training, teacher supply, scholarship administration and technical education.

X. FINANCIAL PROVISIONS

The following financial provisions were and have been made on account of the schemes of scholarships discussed in the chapter:

Sl. No.	Scholarships Scheme	Provision for	Budget
		1961-62	Provision 1962-63
		Rs.	Rs.
1	2	3	4
1	Foreign Language Scholarships Scheme	1,40,000	2,32,700
2	Overseas Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes Students	2,00,000	2,00,000
3	Passage Grants for Scheduled Castes, Scheduled Tribes and Other Backward Classes		

1	2	3	4
4	Union Territories Overseas Scholarships	26,900	27,200·
5	U.N. Social Welfare Scholarships and Fellowships Programme	26,000	42,500·
6	Scholarships Offered by Foreign Governments (This is intended to cover passage costs where these are not provided in the award)	15,000	15,000·
7	General Scholarships Scheme	15,00,000	18,10,000
8	Commonwealth Scholarships/Fellowships Plan	3,00,000	5,45,200·
9	French Fellowships Scheme	10,000	10,000·
10	Indo-German Industrial Cooperation Scheme	15,000	45,000·
11	Reciprocal Scholarships Scheme	26,000	38,200
12	Scholarships to Bhutanese and Sikkimese Students	3,57,000	4,10,000·
13	Scholarships-Fellowships to South, South-East Asian and Other Countries (Colombo Plan)	1,75,200 (This amount was asked for from the Ministry of Finance)	1,56,000·
14	Programme for Exchange of Scholars between India and Rumania :		
	(a) For Rumanian Nationals	7,000	7,500·
	(b) For Indian Nationals	2,400	..
15	Exchange of Scholars between India and U.S.S.R. :		
	(a) For Russian Nationals	10,500	47,250·
	(b) For Indian Nationals	1,500	14,800·
16	Post-Matric Merit Scholarships Scheme	9,60,000	8,63,500·
*17	Research Scholarships in the Humanities	10,52,000	..
18	National Scholarships Scheme	15,000	15,000·
19	Merit Scholarships for the Children of Primary and Secondary School Teachers . . . . .	..	5,23,000·
20	Post-Graduate Scholarships in Science/the Humanities . . . . .	..	4,98,000·
21	Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme for Post-Matriculation Studies in India	2,22,63,000	2,22,63,000·
22	Merit Scholarships in Residential Schools	5,20,000	8,20,000·
23	Scholarships-Other Educational Facilities to the Children of Political Sufferers	3,00,000	10,00,000
24	Partial Financial Assistance (Loan) Scheme	15,000	15,000·
25	Second Commonwealth Education Conference	2,00,000	..

In addition, Rs. 1,20,000 was provided for Government scholarships for advanced studies in the U.K. under Charges in England. A sum of Rs. 69,937 has been spent up to 28th February, 1962. A sum of Rs. 80,000 is being provided for 1962-63.

*The Scheme has been transferred to the University Grants Commission with effect from October, 1961.

CHAPTER SIX

PHYSICAL EDUCATION, GAMES SPORTS AND YOUTH WELFARE

A brief review of the progress of the Central schemes in the field of physical education, games and sports and youth welfare is given in the paragraphs that follow.

A. PHYSICAL EDUCATION

The main object of the schemes in this field is to consolidate and extend the programme initiated in the second Five-Year Plan. Most of the schemes included in the previous Plan have, therefore, been continued.

(1) **The Lakshmibai College of Physical Education, Gwalior.**—This college was set up by the Government of India at Gwalior in 1957 as a national institution to provide a three-year degree course in physical education. During the first four years of its existence, it has produced 40 graduates. The tempo of admission has increased and the College hopes to reach its annual intake target of 100 students next year. Ten girl students were also admitted to the College in 1961.

The University Grants Commission, it may be reported, has granted to the graduates of the College parity of salary scales with lecturers when they are appointed as directors of physical education in colleges/universities.

The College is rapidly developing its facilities and the building-cum-administrative block is expected to be completed next year.

(2) **National Physical Efficiency Drive.**—This national scheme was launched by the Government of India in 1960 for activating interest in physical fitness and for arousing the enthusiasm of the people for higher standards of physical efficiency and achievement.

The pattern of implementing the Scheme was reviewed in consultation with the representatives of the State Governments and others at an all-India seminar organised by the Government of India in July, 1961. To ensure uniformity and to build up a nucleus of better trained personnel to man the testing centres, three-day orientation courses were organised by the State Governments with the assistance of block grants from the Government of India. During the current year, excepting one or two States from which

information is still awaited, the tests were conducted at 1,035 centres involving about 1,50,000 participants. This registered considerable progress over the previous drives.

The Government of India have also decided to institute national awards through a competition to be held at New Delhi annually to which each State will depute six of its best three-star winners. The competition for 1961-62 will be in October, 1962.

(3) Grants-in-aid to Private Physical Education Training Institutions.—The object of the scheme is to strengthen training institutions by payment of non-recurring grants for the development of play-grounds, purchase of athletic equipment and library books, and construction of gymnasia, hostels and administrative buildings. In view of the paucity of funds, assistance under the Scheme has been restricted only to non-governmental institutions.

On the basis of a model plan for a gymnasium prepared by the C.P.W. D., proposals for assistance have been invited from the nine institutions whose projects for this purpose were approved by the regional visiting committees. During the year under review and the next, a major part of the funds provided in the Scheme are expected to be utilised for this part of the work.

(4) Promotion of Research in Special Branches of Physical Education (including Yoga).—This scheme has two sub-schemes. Under the first, four scholarships of Rs. 200 each per mensem are awarded every year for specialisation and research in certain selected indigenous physical activities. The duration of each scholarship is one year. During the year, scholarships were awarded for *yoga*, wrestling, *kabbadi* and folk dancing. The Central Advisory Board of Physical Education and Recreation, which reviewed the progress of the Scheme, has recommended that the scholarships should be confined for purposes of research only and that they should primarily be meant for the staff of the physical education training institutions. The pattern of the Scheme during 1962-63 is, therefore, proposed to be revised in the light of this recommendation.

The second sub-scheme provides for financial assistance for promotion of research in *yoga* and also for the popularisation of the *yogic* system of physical culture among the public. Financial assistance under this scheme has been continued to the Kaivalayadham Shreeman Madhava Yoga Mandir Samiti, Lonavla and the Vishwayatan Yoga Ashram (Delhi and Katra Vaishnav Devi branches).

The committee of medical experts which had been set up by the Government of India to evaluate the therapeutical claims of *yoga* and recommend measures for the scientific development of the institutions engaged in these activities has since submitted its report. The implementation of the Committee's recommendations is now being taken up in close cooperation with the Ministry of Health.

(5) **Health Education.**—The Syllabi Sub-Committee of the Committee on Health Education and Nutrition has since prepared the draft syllabi for the age-groups 11-14 and 14-17 and comments on these have been received from the State Governments. They will now be tried out in selected schools in Delhi.

(6) **Central Advisory Board of Physical Education and Recreation.**—The Central Advisory Board of Physical Education and Recreation has been reconstituted to make it more broad-based by providing representation to all the State Governments. The first meeting of the reconstituted Board was held in December 1961. The Board has set up several sub-committees to examine in detail important subjects like the place of physical education in the school curriculum, ways and means of improving the quality of training colleges in this field, the organization of research, the promotion of suitable publications and the organisation of departments of recreation in selected institutions.

B. GAMES AND SPORTS

(1) **National Institute of Sports.**—The National Institute of Sports started functioning in March, 1961. The Institute is managed by an autonomous Board of Governors nominated by the Government of India.

The Institute is located at the Motibagh Estate, Patiala, comprising about 327 acres which was acquired by the Government of India from the Government of Punjab.

The Institute employs at present 8 foreign coaches and one Indian coach for eight important games. The first *ad hoc* training course, which was completed in October, 1961 imparted training to 132 coaches already working in the profession. The second *ad hoc* course which is expected to be completed in April 1962, has 146 trainees. Besides practical and theoretical lessons in the game/sport concerned, training has also been given in scientific principles of coaching, psychology of coaching, health and hygiene, physiology, anatomy, physio-therapy and first-aid.

The Rajkumari Sports Coaching Scheme was merged into the National Institute of Sports with effect from 1st October 1961. All full-time coaches working in this scheme and such part-time coaches who were willing to become full-time coaches after successfully completing the *ad hoc* course, have been taken over on the Institute's pay-roll.

With the start of the National Institute of Sports, and the organization of a National Coaching Scheme, the first important steps have been taken towards raising the standard of sports and games in the country.

(2) **Assistance to National Sports Federations Associations.**—The promotion of sports and games in the country is carried out through the national sports federations which are voluntary and autonomous bodies. The All-India Council of Sports has recognised one such organisation for each game. On the advice of the Council, financial assistance is given to these organisations for (a) holding national championship tournaments, (b) organising training camps, (c) the participation of Indian teams in international events abroad and the visits of foreign teams and sportsmen to India, (d) the organisational expenses including the provision of paid assistant secretaries, and (e) the purchase of sports equipment.

(3) **Construction of Stadia.**—On the advice of the All-India Council of Sports, grants are now paid to the State Governments and national sports organisations for the construction of utility stadia costing not more than Rs. 1,00,000, excluding the price of land. The Central assistance is limited to Rs. 25,000 for each stadium. The intention is to have as many stadia as possible within the limited funds available for the purpose.

(4) **Establishment of a Sports Village.**—It is proposed to set up a Sports Village in Delhi near Rajghat and it is hoped that the matter will be finalised during 1962-63. The All-India Council of Sports has set up a committee to work out the details of the project.

(5) **All India Sports Congress.**—On the advice of the All-India Council of Sports, the Ministry convened an All-India Sports Congress during March 1962. The members of the All-India Council of Sports and of the Board of Governors of the National Institute of Sports, the presidents and secretaries of the national sports federations and the State sports councils, prominent sports writers, and noted sportsmen participated in the Congress at which various questions pertaining to the administration of sports in the country were discussed. The report of the Congress will be considered by the Government of India after it has been first examined by the All-India Council of Sports.

(6) **Arjuna Awards to Selected Sportmen of the Year.**—On the advice of the All-India Council of Sports, the Government of India approved a scheme for honouring selected sportsmen of the year in each major game by the grant of special award called the "Arjuna Award". Twenty Arjuna Awards for the "Sportsmen of the Year 1961" representing as many games were conferred on the selected sportsmen by the Vice-President at a function held at the Rashtrapati Bhavan.

C. LABOUR AND SOCIAL SERVICE SCHEME

This scheme, which was operated in the first two Plans, has been continued in the Third Five-Year Plan also. It is divided into two parts: (a) Labour and Social Service Camps; and (b) Campus Work Projects.

(a) **Labour and Social Service Camps.**—The object of the Scheme is to inculcate a sense of dignity of manual labour among the students and other youths, to give them an opportunity to get into contact with village life and to offer *shramdan* for the improvement of rural areas. The campers are largely drawn from colleges and schools, and the duration of the camps is from 10 to 30 days. Each camper is expected to put in about 4 hours of *shramdan* daily. The boy-campers work on such projects as construction of roads; digging of soak pits; digging of canals, water reservoirs, drainages and village wells; building of bunds; widening of lanes in villages; afforestation; soil conservation; and construction and improvement of village and school playgrounds. The girl-campers work on such projects as environmental service including personal hygiene, sanitation, home nursing, child care, care of the sick, and sewing and tailoring. The Scheme operates through the universities, State Governments, N.C.C. Directorate and voluntary organisations of all-India status like the Bharat Sevak Samaj, Bharat Scouts and Guides, and Y.M.C.A. A panel of professors of various universities has been constituted for the inspection of the camps held by various organisations.

A provision of Rs. 14 lakh was made for the year 1961-62. During the period 1st April to 31st March 1962, a sum of Rs. 13,82,694.70 has been sanctioned to various agencies for holding Labour and Social Service Camps. The details of these grants are given below:—

Sl. No.	Name of Organisation	Amount Sanctioned	No. of Camps Held
		(Rs.)	
1	State Governments	23,869.62	9
2	N.C.C. Directorate	5,32,000.00	35
3	Universities	11,667.33	5
4	Bharat Sevak Samaj	8,03,409.75	1,200 (Approximately)
5	Bharat Scouts & Guides	1,902.00	1
6	Y.M.C.A.	9,846.00	4
	TOTAL	13,82,694.70	1,254 (Approximately)

(b) **Campus Work Projects.**—The purpose of this scheme is to provide the much-needed amenities like recreation halls-cum-auditoria, swimming pools, gymnasias, open-air theatres, pavilions, small stadia for spectators around the sports arena and cinder tracks. One of the conditions for giving the grant is that the staff and students of the beneficiary educational institutions should offer skilled/unskilled labour on the project. The institutions have also to contribute 25 per cent or more of the actual expenditure on the project excluding the cost of voluntary labour. The grants are

paid in three or four instalments depending upon the progress of construction work.

A provision of Rs. 20 lakh has been made for the year 1961-62. During the period 1st April, 1961 to 31st March, 1962, a sum of Rs. 19.49 lakh has been sanctioned for 234 projects.

D. YOUTH WELFARE

The schemes implemented under the Youth Welfare Programme are briefly described below.

(1) **Students' Tours.**—The object of this scheme is to provide facilities to students to undertake educational tours to places of historical importance, scenic beauty, cultural interest, or architectural grandeur as well as to places where big national projects are being undertaken. During the current year, its application was limited to the students studying in the Union Territories. The Ministry gives grants to meet full third class rail and/or bus fare for such tours.

During the period up to March 1962, grants amounting to Rs. 66,305 were sanctioned to 35 institutions. One thousand twenty-seven students and 87 teachers were benefited by these grants.

(2) **Youth Hostels.**—The object of this scheme is to encourage hiking by providing cheap accommodation to young people. The Ministry gives grants to meet the entire cost on the construction of a youth hostel subject to a maximum of Rs. 40,000 per hostel.

Till March 1962, grants amounting to Rs. 80,000 were sanctioned to the Governments of West Bengal, Orissa and Andhra Pradesh for the construction of one youth hostel in each State. Apart from this, a grant of Rs. 15,000 has also been sanctioned to the Youth Hostels Association of India to meet 50 per cent of its administrative expenditure for the current year.

(3) **Youth Festivals.**—The object of the scheme is to bring to the forefront the hidden and half-explored talents of the youth in various cultural and artistic fields. These festivals serve a still more important purpose; they enable the students from different regions of the country to meet in an atmosphere of free and friendly rivalry and exchange ideas with one another and thus help the process of emotional integration.

After the break of one year in the series, the Ministry held the Seventh Inter-University Youth Festival in New Delhi from October 25 to 31, 1961 in which 36 universities participated. The objectives as well as the pattern of the Festival were considerably revised with greater emphasis laid on intellectual debates than on artistic performances. The morning sessions at the Festival were therefore entirely taken up by forum discussions for

which each university was invited to send specially selected participants. In the organization of the camp itself, an effort was made to mix students from different geographical areas of the country so that the richness of our cultural traditions was brought home to them. The total number of participants at the Festival was 796 and its expenditure is estimated to be about Rs. 1,80,000.

To select candidates for participation in the Inter-University Youth Festival held by the Ministry, the universities were requested to hold inter-collegiate youth festivals and these were given financial assistance at 50 per cent of the expenditure on admissible items, subject to a maximum of Rs. 5,000 for each function.

(4) **Youth Welfare Boards and Committees.**—The object of the scheme is to set up specific machinery to carry on youth welfare programmes for the students. The universities of Panjab, Jadavpur, Patna, Vallabhbhai, Bhagalpur, Kerala, Osmania, Agra, Annamalai, Rajasthan, and Gujarat have established the youth welfare boards so far. The Ministry meets 50 per cent of the administrative expenditure on these boards, subject to a maximum of Rs. 5,000 per board.

(5) **Youth Leadership and Dramatic Training Camps.**—The object of this scheme is to give short-term training to college teachers in youth leadership and in the techniques of dramatic production. In the year under report, one such camp was held at Peermade in Kerala State recently.

E. SCOUTS AND GUIDES

For the promotion of scouting and guiding in the country, the Government of India has given official recognition to the Bharat Scouts and Guides, a voluntary organization. Financial assistance is given to it for such activities as the holding of training camps, national jamborees, the purchase of camping equipment, the deputation of Indian scouts and guides for participation in international meets, etc.

F. NATIONAL DISCIPLINE SCHEME

The National Discipline Scheme aims at instilling, in the younger generation, a sense of patriotism, good citizenship, self-reliance and tolerance and strives to make them healthy, both in body and mind, through a programme of physical and mental training.

The Scheme is operating in the States|Union Territories of Jammu & Kashmir, Punjab, Delhi, Rajasthan, Himachal Pradesh, Madhya Pradesh, Uttar Pradesh, West Bengal, Gujarat, Maharashtra, Kerala, Mysore and Andaman & Nicobar Islands. The number of institutions covered and the children receiving training under the Scheme is 2,100 and 12,00,000 respectively.

During 1961-62 a sum of Rs. 46,06,000 was spent on the Scheme.

With a view to imparting a uniform and systematic training to N.D.S. instructor-trainees, a Central Training Institute has been established at the Sariska Palace, Alwar, with effect from October, 1960 where N.D.S. instructors are given intensive training for a period of six months. About 1,200 instructors passed out of the Training Centre during the year under report.

G. BAL BHAVAN AND THE NATIONAL CHILDREN'S MUSEUM

To cater to the recreational and educational needs of the children of Delhi, the Government of India has undertaken as a pilot project the establishment of a Bhavan and a National Children's Museum. The Bal Bhavan is now functioning in its permanent site at Kotla Road. It is visited daily by about 350 to 400 children who participate in various activities like dance, drama, music, clay-modelling, painting etc. The Children's Railway has proved to be very popular. The open-air theatre is nearing completion and the work on the swimming pool has been taken in hand.

The National Children's Museum is a supplement to the Bal Bhavan. Revised plans for the Museum building adjacent to the Bal Bhavan are now under consideration. During the year under report the Museum accepted, as a gift from the Polish Embassy, structural material and some furniture which were in the Polish Pavilion at the Indian Industries Fair. The National Children's Museum has agreed to "play host" to the Children's Carnival sponsored by the Museum of Modern Art, New York which was presented to Indian children by Mrs. Kennedy during her recent visit to the Capital. The Carnival will first be set up in Delhi and will be taken round important cities of India during 1962-63.

H. FINANCIAL PROVISIONS

The following financial provisions have been made for the schemes of physical education, games and sports, youth welfare, etc., discussed in the above paragraphs:—

Scheme	Provision 1961-62	Budget Provision 1962-63
1	2	3
(A) PHYSICAL EDUCATION		
1. National College of Physical Education	19,00,000	14,00,000
2. National Physical Efficiency Drive	1,00,000	2,00,000
3. Strengthening of Physical Education Training Institutions	1,50,000	6,00,000

1	2	3
4. Promotion of Research in Physical Education	1,65,000 15,000	3,75,000
5. Measures for Promotion of Yoga		
6. Scholarships for Higher Studies in Physical Education		
7. Central Advisory Board of Physical Education and Recreation and Other Committees—Travelling and Daily Allowances etc.	10,000	10,000
(B) SPORTS AND GAMES		
8. National Institute of Sports	12,00,000	20,00,000
9. National Coaching Scheme	5,00,000	5,00,000
10. Grants to the National Sports Federations	4,00,000	6,50,000
11. Construction of Stadia	4,00,000	1,50,000
12. Travelling and Daily Allowances etc. of the Meetings of the AICS and Miscellaneous	30,000	30,000
13. Construction of Sports Village . . . . .	..	2,00,000
(C) LABOUR AND SOCIAL SERVICE CAMPS AND CAMPUS WORK PROJECTS		
14. Labour and Social Service Camps	14,00,000	12,00,000
15. Campus Work Projects	20,00,000	25,00,000
(D). YOUTH WELFARE PROGRAMME		
16. Student Tours	50,000	2,52,000
17. Youth Hostels	1,20,000	2,63,000
18. Youth Festivals	2,30,000	2,15,000
19. Youth Welfare Boards and Committees	40,000	27,000
20. Camps	45,000	42,000
(E). 21. SCOUTING AND GUIDING	3,75,000	4,75,000
(F). 22. NATIONAL DISCIPLINE SCHEME	39,26,000	57,60,200
(G). 23. BAL BHAVAN	5,50,000	5,10,000
(H). 24. NATIONAL CHILDREN'S MUSEUM	3,00,000	5,00,000

CHAPTER SEVEN

SOCIAL EDUCATION

Social education aims at providing education for the betterment of life for the adult population. Within the limited resources available, the programme of social education during the year under report had necessarily to be restricted and confined more or less to a few more important activities, such as—

- (a) Conducting pilot projects in the education of industrial workers;
- (b) Training of workers in library service;
- (c) Developing a library service in Delhi as a pilot project;
- (d) Cooperating with international agencies;
- (e) Assisting voluntary organisations and institutions; and
- (f) Supporting certain ancillary services, such as production of literature for neo-literates, and for the new reading public.

2. The more important details of the activities during the year in this field are given in the following paragraphs.

3. **Workers Institute, Indore.**—The Workers' Institute, established at Indore in November 1960, as a pilot Central scheme, undertook various activities during the year, in order to achieve the main objectives, namely,

- (a) To stimulate a desire for knowledge among the working class,
- (b) To arouse a sense of social and civic responsibility in them,
- (c) To provide facilities for general education and for enlarging the range of their interest, and
- (d) To provide wholesome recreation.

4. The year under review is the first year of the existence of this institute, and a number of activities were undertaken. The Institute provided facilities to workers to learn music, drawing, Hindi and English. It also organised handicraft classes and literacy classes for women workers. Cultural activities like *Kavi Goshitis*, variety entertainments, symposia and elocution competitions were also organised. Regular weekly discussion groups, based on the teaching of the *Ramayana* were held in the principal industrial residential localities. After a series of lectures on good house keeping, three "clean-house competitions" were organised in which 52 families, consisting of 312 members took part. The Institute has also

been able to set up a fairly good library. During the year under review, the membership of the library rose from 49 to about 450, and the average daily circulation of books from 111 to 739.

5. Institute of Library Science, Delhi.—This institute, which was started in March 1959, conducted during the year under review, the third one-year diploma course, as also the master's degree course in library science. About 50 students were admitted to the diploma course, and about 9 students were admitted to the master's course. A special course of six months' duration in advance librarianship was organised for four Iraqi librarians sent by Unesco.

6. Delhi Public Library.—The Delhi Public Library originally established by the Ministry of Education in collaboration with Unesco in 1951 for providing a free public library service for all citizens regardless of religion, caste or creed and to cater particularly to the needs of neo-literates and children, continued to run as a Central project. The membership of the Library increased by 1,000 to 46,000 and a stock of books by 15,000 to 1,58,000. Sixty per cent of the books are in Hindi. The average daily turn-over of books during the year under review from the main library and the 20 deposit stations and 38 service points in the urban and rural areas covered by the two mobile library vans, was about 5000. The reference section of the Library continued to be very popular. The children's section and the social education section of the Library arranged during the year a number of activities like group discussions, film shows and musical concerts. During 1962-63, the library proposes to open a Braille section for the blind. The library is also planning to open a service for the indoor patients of one of the hospitals in the city. Two more mobile vans are also proposed to be added.

7. Draft Model Library Act.—In pursuance of the recommendation of the Advisory Committee for Libraries that the State Governments should enact library legislation for the establishment, maintenance and development of public libraries, the Ministry of Education set up a committee under the chairmanship of Dr. D. M. Sen, Education Secretary to the Government of West Bengal to draw up a model library act. The Committee has since submitted its report, which is at present being examined.

8. Mysore State Vidyapeeth Programme.—In cooperation with the Ford Foundation, U.S.A., the Ministry of Education assisted the Mysore State Adult Education Council to establish one more *vidyapeeth* in the State, bringing the total number to 5. These *vidyapeeths* aim primarily to train village youth to rural leadership. Necessary financial assistance to set up three more *vidyapeeths* during 1962-63, which will bring the total to 8, has already been released to the Mysore State Adult Education Council.

9. **Assistance to Voluntary Educational Organisations in the field of Social Education and Libraries.**—During the year under review, 14 voluntary organisations and institutions were assisted to the tune of Rs. 1·56 lakh for the development of various activities relating to social education, and libraries.

10. **Literature for Social Education.**—The steps taken by the Ministry to promote and stimulate the growth of literature for various types of readers, mainly neo-literates, is briefly described below.

(a) *Prize Competition for Books for Neo-literates:* The eighth prize competition was held during the year for which 323 entries in various Indian languages were received. Thirty-six of these were awarded prizes of Rs. 500 each. The selection of the best 5 of these 36 prize-winning books, for the award of additional prizes of Rs. 500 each, is at present under consideration. The best five books out of the 40 which were awarded prizes under the seventh competition held during 1960-61 were awarded additional prizes of Rs. 500 during the year under review. Fifteen hundred copies each of the 22 books awarded prizes under the fifth and sixth competitions were purchased for free distribution to community development blocks, social education centres and school libraries. Steps have also been taken during the year under review to expedite the translation in various modern Indian languages, of the books which have been awarded additional prizes under the seventh competition. More than 40 translations were received during the year.

(b) *Unesco Prize Competition for New Reading Public:* The second prize competition for the award of prizes to Indian authors of best books for new reading public in Hindi, Urdu, Bengali and Tamil published between January 1959 and December 1960 was held during the year under review. Out of the 17 books received, 7 books, comprising 4 in Hindi and 3 in Tamil, were awarded prizes of \$ 400 each. Fifteen hundred copies each of three out of the six books which were awarded prizes under the first competition have been purchased by the Ministry of Education for free distribution to community development blocks, social education centres, school libraries etc. Copies of the remaining 3 prize-winning books under the first competition will be purchased during 1962-63.

(c) **Direct Production of New Books**

(i) **HINDI VISHVA BHARATI.**—The 7th and 8th volumes of the Hindi Vishva Bharati were published during the year under review. The last two volumes are expected to be published during the next year.

(ii) **AN OUTLINE HISTORY OF THE INDIAN PEOPLE.**—This book, which is essentially meant for neo-literate readers, is in the final stages of printing and is expected to be published in early 1962-63.

11. **National Book Trust.**—The National Book Trust, established in 1957, brought out 20 books during the year under review, in English, Hindi and various regional languages, bringing the total number of books brought out so far to 52. Thirty-four books were under production, about 50 manuscripts were awaiting selection of presses and 187 manuscripts were under different stages of translation.

12. **Financial Provisions.**—Financial provisions for the various schemes in this sector during 1961-62 and 1962-63 are given below:—

Name of the Scheme	Provision for 1961-62	Budget Provision for 1962-63
	Rs.	Rs.
(1) Workers' Social Education Institute	40,000	70,000
(2) Institute of Library Science, Delhi University	80,000	80,000
(3) (a) Delhi Public Library	3,30,000	3,30,000
(b) Development of Library Service in Delhi . . . . .	..	2,41,200
(4) Ford Foundation Aid—Mysore State Vidyapeeth Programme	5,00,000	59,000
(5) Production of Literature for Neo-Literates	1,62,000	2,94,000
(6) National Book Trust	3,51,000	4,70,000

CHAPTER EIGHT

EDUCATION, WELFARE AND REHABILITATION OF THE HANDICAPPED

Although no reliable statistics are available, it is believed that the blind population in India is in the neighbourhood of 20 lakh. The deaf population is estimated at roughly 7 to 8 lakh. No estimate of the orthopaedically and mentally handicapped is available.

2. During 1961-62, the Ministry of Education continued its efforts to promote the education, welfare and rehabilitation of the handicapped. Special efforts were made to re-appraise the existing schemes and orient policies to be adopted during the third Five-Year Plan.

A. THE BLIND

3. 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.

4. **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 centre aims at providing an integrated service for the blind commencing from education in childhood and ending with the training of the adult and includes the production and manufacture of Braille literature and appliances for the blind. The Centre comprises a number of institutions one of which was established during the year under report and the others were developed and strengthened.

5. **Training Centre for the Adult Blind, Dehra Dun.**—This was the first institution to be established at Dehra Dun for the blind on the 1st January, 1950. The rules of admission to the Centre were liberalised during the year under review by raising the maximum age of admission from 30 to 40 years and by giving priority to blinded ex-servicemen and to candidates sponsored by State Governments and approved institutions for the blind. In the case of blinded ex-servicemen a further concession was given by raising the maximum age to 50. Since blind persons trained

in cottage industries were finding it difficult to secure remunerative employment, the process of shifting the emphasis gradually to light engineering trades was started during the year and new trades like cycle-repairing and cycle-assembly were introduced. The scope of the training programme was also widened by introducing domestic science and doll-making for blind women and coir mat-making for blind men. The period of training in the various trades which was previously of a uniform duration of 2 years was also rationalised and durations varying from 6 months to 2 years depending on the particular trade were fixed. The number of seats in the hostel remained constant at 150 in the Men's Section and 35 in the Women's Section. Sixty-nine blind men and four blind women passed out of the Centre during the year under report. To advise the Government on the establishment of a full-fledged light engineering section at the Centre, the services of an I.L.O. expert are likely to be available from the middle of 1962.

6. Sheltered Workshop, Dehra Dun.—Nine blind workers were provided employment in this workshop, 4 on weaving and 5 on chair-caning. The workers were provided free furnished accommodation, a cook and free medical aid in addition to wages.

7. The Central Braille Press, Dehra Dun.—During this year, 32 new titles in Braille in different Indian languages and suitable for various age-groups of the blind were published as against 70 titles brought out since 1957. Plans for improving the capacity and out-turn of this press are at present in the process of implementation. An agreement has been entered into with the UNICEF for the supply of additional machinery, equipment and Braille paper. In order to reduce the dependence of the Press on imported paper, experiments were carried out in the use of indigenous paper. For certain types of publications, such as, the quarterly 'Alok' indigenous paper was used for the first time.

8. Workshop for the Manufacture of Braille Appliances.—The Workshop continued to manufacture and supply at subsidized prices basic appliances like Braille slates, arithmetic frames, chess-boards etc. needed for the education and welfare of the blind. The suggestions for the expansion and improvement of the Press made by a United Nations expert in the latter part of the last year were examined and plans for implementing the same were prepared during the year under report. In the light of these plans, an agreement has been entered into with the UNICEF for the supply of necessary machinery and equipment for the Workshop. With the addition of these, it is expected to double the production during the coming year.

9. Model School for Blind Children.—In accordance with a phased programme, the 6th class was added during the year under report and the 3 M of Education—5.

number of children on roll increased from 34 to 50. Plans for the addition of the 7th class and for increase in the strength to about 75 from the next session are being finalized.

10. **National Braille Library.**—There has been so far no Braille lending library in the country. The establishment of the National Braille Library in the year under review has, to some extent, removed this deficiency. The nucleus for the Library has been formed from a stock of books published by the Central Braille Press and the valuable collection of books chiefly in English built up by the Training Centre for the Adult Blind over the past few years. A substantial number of additional Braille volumes were donated during the year under review by the National Braille Library, London. Steps to enrich it further are under way. This library will lend Braille books free of charge to blind readers throughout the country. Since no postage is levied on Braille literature, the blind reader will have to incur no expenditure. Since one library for the whole country will not be able to meet the demand, all State Governments were requested to begin with the establishment of a Braille section in all State central libraries. Some of the State Governments have already implemented the suggestion.

11. **Banubai Byramji Kanga Trainees' Welfare Fund of the Training Centre for the Adult Blind, Dehra Dun.**—With the sum of Rs. 50,000 bequeathed by the late Shrimati Banubai Byramji Kanga of Bombay, a Trainees' Welfare Fund has been created during the year under review under the Charitable Endowments Act of 1890. The interest is proposed to be utilized on the welfare and rehabilitation of the ex-trainees of the Training Centre for the Adult Blind, Dehra Dun.

B. THE DEAF

12. There are at present about 53 institutions 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.

13. **Training of Teachers for the Deaf.**—With the addition of 3 more training centres for the training of teachers of the deaf during the year under review, there are at present 5 such centres. In order to ensure uniform standards in all these 5 training establishments, a committee has been set up by the Ministry of Education to go into the question of improving the syllabus, method of selection of trainees, quality of teaching etc.

14. The All-India Federation of the Deaf has established in Delhi a School of Photography for the Deaf with the assistance given by the Ministry of Education. This is the first institution of its kind in the country.

15. **Training Centre for the Adult Deaf.**—Plans for the establishment of a Training Centre for the Adult Deaf at Hyderabad, the first one of its kind in the country, have been finalized. Negotiations with the State Government of Andhra Pradesh regarding various facilities to be provided have been completed. The Centre is expected to start functioning early next year.

16. **Manufacture of Hearing Aids.**—A private undertaking has started manufacturing individual and group hearing aids on the proto-types prepared by the National Physical Laboratory. Also the factory of the Bharat Electronics, Bangalore has started the manufacture of similar aids.

C. THE ORTHOPAEDICALLY AND MENTALLY HANDICAPPED

17. There are at present about 24 special institutions for the orthopaedically handicapped and about 10 institutions for mentally deficient children. Almost all these institutions are run by voluntary agencies. Efforts were made during the year under review to strengthen and improve the working of some of the more important ones through financial assistance.

18. **Travel Concessions for the Orthopaedically Handicapped.**—For the first time, travel concessions, though on a limited scale, were granted by the Railway Board to the orthopaedically handicapped. Persons suffering from disability of the lower extremities can now travel by rail on one ticket together with their escort when they travel from one place to another.

19. **Education of Mentally Deficient Children.**—In view of the inadequacy of existing educational and training facilities for mentally deficient children, the Ministry of Education appointed a committee to survey the existing situation and suggest measures for the development of existing services and the establishment of new ones. In pursuance of the interim recommendations of this committee, it has been decided to undertake a survey of a few selected schools for boys and girls in Delhi and Bombay in order to gauge the incidence of inherent mental retardation among school-going children.

D. GENERAL

20. **Scholarships.**—As against a total number of 659 awards made during the 5 years of the second Plan period as many as 339 fresh awards

were made during 1961-62 comprising 87 blind, 83 deaf and 169 orthopaedically handicapped students. In order that the best available handicapped candidates throughout the country may avail of these scholarships, improvements were introduced in the procedure for inviting applications and preliminary scrutiny. For the first time, applications were invited through the State Governments who also did the preliminary scrutiny and sent select lists to the Ministry of Education. As against Rs. 1·86 lakh spent during 1960-61 over scholarships for the physically handicapped, the expenditure during 1961-62 has been to the tune of Rs. 3·85 lakh.

21. Concessions to Handicapped Students taking University Examinations.—At the request of the Ministry of Education the Inter-University Board has recommended to all universities that suitable handicapped persons should be permitted to appear as private candidates for examinations not requiring practical work. They have further recommended that blind or crippled students who cannot write should be given facilities like the provision of a competent writer or permission to typewrite their answers.

22. Entry of Physically Handicapped Persons into Public Services.—During the period under review further efforts were made to facilitate the entry of physically handicapped persons into public services. Instructions to all employing departments have already been issued by the Ministry of Home Affairs that cases of physically handicapped persons should be treated with sympathy. During the year under review, instructions were issued by the Ministry of Home Affairs to the effect that physically handicapped persons certified as fit by medical boards attached to special employment exchanges for the physically handicapped should not be subjected to further medical examination by the employing departments. The Ministry of Railways has decided that physically handicapped persons referred by the special employment exchanges for the physically handicapped for class III and class IV posts under the Railways may be recruited directly without appearing before the Railway Service Commissions. The Ministry of Home Affairs has also issued instructions that in the case of physically handicapped persons the compulsory requirement regarding knowledge of type-writing may be waived.

23. Assistance to Voluntary Organizations.—The rules governing assistance to voluntary organizations in the field of the handicapped were considerably liberalised during the year under review. The percentage of assistance was raised from 60 to 75; the ceiling on building grants was increased from Rs. 30,000 to Rs. 1,00,000; and the period for which recurring assistance is admissible was raised from 3 to 5 years in deserving cases. The policy of giving liberal assistance to deserving institutions of all-India or regional importance was continued during the year under review and a sum of Rs. 3·18 lakh was sanctioned to 22 such institutions.

24. Improvement in the Salaries of Teachers Working in Schools for the Handicapped.—The National Advisory Council for the Education of the Handicapped and the Central Advisory Board of Education recommended that scales of pay of teachers in schools for the handicapped should be the same as for teachers in normal schools and that in addition they should be given 5 advance increments and a special pay. This recommendation has been forwarded by the Ministry of Education to all State Governments and some of the State Governments have started implementing the same during the year under review.

25. Special Employment Exchanges for the Physically Handicapped.—The Employment Office of the Training Centre for the Adult Blind located at Madras since 1954 has been transferred to the Government of Madras and it began functioning as a full-fledged special employment exchange catering to all the three categories of the physically handicapped with effect from 1st April, 1962. This office placed 10 blind persons during the year under review bringing the total to 147 since its inception. The Special Employment Exchange at Bombay placed 60 physically handicapped persons during the year under review bringing the total placements since its inception in March, 1959 to 187. The Special Employment Exchange, Delhi which started functioning during the year under review made 55 placements of physically handicapped persons. Plans for the opening of 3 or 4 more such special exchanges during 1962-63 are under way.

26. The First National Seminar on the Training and Employment of the Physically Handicapped.—The Ministry of Education convened at Bangalore from 16th to 22nd December, 1961 the First National Seminar on the Training and Employment of the Physically Handicapped to suggest a feasible programme for the training and placement of the physically handicapped during the Third Five-Year Plan. The Seminar was attended by 89 delegates and 9 observers and comprised representatives of Central and State Governments, employers' organizations, trade unions and distinguished non-official experts in the field. The Seminar provided an opportunity of bringing workers and administrators together in the field of the handicapped from all over the country along with employers and enabled them to exchange and pool their experiences and ideas.

27. The First National Exhibition on the Utility and Freedom for the Physically Handicapped.—The First National Exhibition with the theme "Utility and Freedom for the Physically Handicapped" was organized by the Ministry of Education at Bangalore from 16th to 21st December, 1961. The most striking feature of this exhibition was that nearly a hundred physically handicapped persons demonstrated to the public how they could successfully carry out a variety of useful and productive activities.

28. **Financial Provisions.**—The following table gives the financial provisions made for the different schemes in this sector during 1961-62 and 1962-63:

Sl. No.	Name of Institution/Scheme	Provision for 1961-62	Budget Provision for 1962-63
		Rs.	Rs.
1	Training Centre for the Adult Blind at Dehra Dun	3,13,100	2,85,900
2	Sheltered Workshop for the Blind, Dehra Dun	52,900	54,200
3	The Central Braille Press, Dehra Dun	1,26,550	1,66,600
4	Workshop for the Manufacture of Braille Appliances, Dehra Dun	20,000	21,000
5	Model School for Blind Children, Dehra Dun	98,200	1,22,800
6	Training Centre for the Adult Deaf—Establishment of the . . . . .	..	1,00,000
7	Scholarships for the Blind	1,54,000	2,62,000
8	Scholarships for the Deaf	91,000	1,38,000
9	Scholarships for the Orthopaedically Handicapped	1,35,000	2,09,000
10	Survey of the Handicapped . . . . .	..	30,000
11	Assistance to Voluntary Organisations for the Handicapped	4,05,000	5,00,000
12	Establishment of Special Employment Offices for the Handicapped	18,000	71,000
13	Training of Teachers for the Blind . . . . .	..	31,000
14	National Braille Library	15,000	25,000
15	Meetings of Committees on the Education of the Handicapped and Social Welfare	53,000	12,000

CHAPTER NINE

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

As a member of Unesco, the Government of India lends support to the activities of the Organisation and receives financial and technical help from it in initiating and developing national and regional activities in the areas of education, natural sciences, social sciences, culture and mass communication. The Ministry of Education is the coordinating agency for all Unesco programmes in India and it also implements such activities as fall within its sphere.

1. **Contributions to Unesco.**—The net contribution of India to the regular budget of Unesco for the two-year period (1961-62) was assessed at Rs. 33,58,029. This contribution is normally payable in foreign currency, but as a special case, Unesco agreed to accept an amount of Rs. 27,42,315 in Indian currency.

The General Conference of Unesco, at its eleventh session, launched an appeal for voluntary contributions to Unesco's **Emergency Programme of Financial Aid to Africa** established for a period of three years (1961-63). In response to this appeal, the Government of India have decided to offer a sum of Rs. 10 lakh, spread over the three-year period, and also five fellowships for training African university personnel in India.

2. **Assistance from Unesco.**—Technical assistance amounting to about Rs. 75,60,952 (\$ 1,587,800) for the two-year period (1961-62) was approved by Unesco for India under the United Nations Expanded Technical Assistance Programme. This assistance (in the usual form of services of experts, fellowships for training of personnel and equipment) is being directed towards approved projects at several institutions, which include the Indian Institute of Technology, Bombay, the Central Arid Zone Research Institute, Jodhpur, and selected universities and research laboratories.

Under its regular programme, Unesco has agreed to make available to India assistance amounting to Rs. 1,61,905 (\$ 34,000) for the two-year period (1961-62). This assistance includes the services of an expert in education for international understanding for the Indian National Commission for Unesco, an expert in science museums and equipment for the Council of Scientific and Industrial Research, assistance for the development of the Asian Theatre Institute and for the establishment of a Gallery of Western Art in the National Museum.

3. **India's Participation in the Programmes of Unesco.**—In the field of education, the Government of India has agreed to establish a **Regional Centre for the Training of Educational Planners, Administrators and Supervisors in Asia** in furtherance of the regional programme for primary education in Asia. The Government of India also played host to a **Regional Symposium on Over-all Educational Planning in Asia** which was organised by Unesco in New Delhi from January 29 to February 23, 1962. The Centre receives substantial assistance from Unesco.

In the field of natural sciences, the Government of India is participating in the **International Indian Ocean Expedition** sponsored by Unesco. Unesco has made available seven fellowships for the training of Indian scientists in connection with the Expedition and has also offered financial assistance for the development of the Indian Ocean Biological Centre, Cochin, and Physical Oceanography Centre, Waltair. The Government of India is also participating in the Arid Zone, Humid Tropics and other natural sciences programmes of Unesco. A number of fellowships have been awarded by Unesco to enable Indian scientists to participate in the regional seminars, symposia and training courses organised by the South Asia Science Cooperation Office of Unesco in New Delhi.

In the field of social sciences, the Government of India renewed the contract with Unesco for the continued operation of the **Research Centre on Social and Economic Development in Southern Asia** for another period of four years ending December 1964. Unesco contributes annually a sum of Rs. 4,33,333 (\$ 91,000), while the Government of India pay a sum of Rs. 1,66,670 (\$ 35,000) every year for the operation of the Centre. Some of the Centre's current projects which are of interest to India relate to studies in the growth of small-scale industries in various parts of India.

In the field of cultural activities, Unesco gave assistance amounting to Rs. 42,857 (\$ 9,000) to the Sahitya Akadami for the organisation of the **International Literary Seminar** in New Delhi in November, 1961 in connection with the Tagore Centenary Celebrations. As part of its programme for the **Reading Materials Project in South Asia**, Unesco extended financial help for the development of various activities which included (1) the award of prizes to authors of the best books for the new-reading public in different languages; (2) organisation of training courses for book-sellers; (3) publication of suitable reading materials; and (4) grant of four fellowships to Indian personnel to participate in a seminar organised by Unesco in Colombo in November-December, 1961, on the development of professional associations related to books and on the need for cooperation among components of the book world. Unesco has also awarded two training fellowships for Indians to study the various aspects of preparation and production of reading materials in other countries.

In the field of mass communication, Unesco extended financial assistance amounting to Rs. 23,810 (\$ 5,000) to the National Institute of Audio-Visual Education for organising a regional workshop in New Delhi in December, 1961—January, 1962 for training personnel from countries of South and East Asia in the production of low-cost visual aids. The Ministry of Education continued to operate the Unesco Coupon Scheme to promote the free flow of information and sold coupons worth Rs. 2,82,522 during 1961-62.

4. Appointment of Indian Nationals to Posts in the Unesco Secretariat.—India is entitled to a minimum of seven and a maximum of twelve posts in the Unesco Secretariat in accordance with the system of geographical representation approved by the General Conference of Unesco at its eleventh session. As on February 1, 1962, nine Indian nationals were holding posts in the Unesco Secretariat and India's representation is thus considered to be in balance.

II. ACTIVITIES OF THE INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO

5. The Indian National Commission for Cooperation with Unesco has been charged with the three-fold task of promoting the understanding of the aims and objects of Unesco among the peoples of India, of serving as a liaison agency between Unesco and the institutions working for the advancement of education, science and culture and of advising the Government on matters relating to Unesco.

6. Reconstitution of the Indian National Commission.—The constitution of the Commission was revised in 1961 with a view to making it more effective and broad-based. Under the new constitution, the Commission will consist of five sub-commissions to conform to the principal areas of Unesco's programme, namely, education, natural sciences, social sciences, cultural activities and the humanities, and mass communication. Each sub-commission will comprise representatives of governmental authorities and important non-officials working in the relevant areas of work and thus function as an expert body.

The Minister of Education will be the President of the Commission. The Ministry of Education will provide the secretariat and the budget of the Commission as hitherto and there are proposals to strengthen both in the coming year.

The new constitution further envisages greater encouragement to be given to non-governmental organisations to advance the work of Unesco in different fields.

7. **Activities of the Commission.**—In order to promote the understanding of the aims and objects of Unesco, the Commission took steps to systematise the country-wide distribution of Unesco publications such as the **Unesco Chronicle** which are made available to us free of cost. It disseminated information to interested organisations about other publications, not available for free distribution, and made arrangements for getting them reviewed and publicised.

8. The Commission has developed a programme of translation and publication, into Indian languages, of selected Unesco publications which are of importance to our educational development or are meant to popularise the work of Unesco in different fields. Unesco offers financial assistance for this programme. During the year 1961-62, the Hindi edition of **Enough Good Food** was published and a number of other publications are in various stages of translation/publication. So far, the Commission has entrusted the publication of the translations to commercial firms. It now proposes to undertake the direct publication of selected works. A beginning has been made with the Hindi edition of the **Unesco Sourcebook of Science Teaching** which will be published by the Publications Division of the Ministry of Information and Broadcasting.

9. The Commission has undertaken the task of preparing a national programme of work for the execution of the **Major Project on Mutual Appreciation of Eastern and Western Cultural Values**. The approved programme of Unesco relating to the Major Project for the two-year period (1961-62) has been referred to about 250 authorities in the country including State Governments, universities, research institutions and educational and cultural organisations, and their suggestions on the long-term national plan of work and their proposals for specific activities to be undertaken by them, have been invited.

10. An important development in this field is the establishment in New Delhi of an **Associated Institution for the Study and Presentation of South Asian Cultures** as part of the international network of research institutions being promoted by Unesco for the study of civilization within a broad regional context. The **India International Centre**, New Delhi, was selected by the Commission to function as the Associated Institution and this has been approved by Unesco. The Centre has established a research council to formulate the plan of work of the Associated Institution and to supervise its execution.

11. The **India International Centre**, at the request of the Commission and with assistance given by Unesco, successfully organised the celebration of an **Oriental-Occident Week** in six selected university centres in December, 1960. The celebrations comprised presentation of the life and culture of a selected country along with that of India at each centre.

12. The Ramakrishna Mission Institute of Culture, Calcutta, with the cooperation of Unesco and the Commission, organised an **East-West Cultural Conference** in November, 1961, on the **Reactions of the People of the East and West to the Basic Problems of Modern Life**. Leading scholars and experts from the Eastern and the Western countries took part in its deliberations, which are expected to make a significant contribution to the objectives of the East-West Major Project.

13. The Commission assisted the Institute of Oriental Philosophy, Vrindaban, for organising a symposium in January 1962 on the **Eastern and Western Spiritual Values of Life**.

14. The implementation of the Major Project in the school sector is carried out through the **Associated Schools Projects of Unesco for Education in International Understanding and Cooperation**. The Commission, which has direct responsibility for the execution of the project in India, continued to develop and promote the programme of activities in the participating institutions. The Commission continued to assist the participating institutions in obtaining materials required for their projects and arranging exchanges of correspondence and materials with **associated schools** in other countries. The Commission has also secured fellowships for two teachers of participating institutions under the Unesco Programme for 1961-62 to visit other countries to study the working of the associated schools projects and to acquaint themselves with the life and culture of their peoples.

15. In order to encourage **teaching about the United Nations and Specialised Agencies**, as part of the education for international understanding, the Commission made a request to the directors of public instruction to draw the attention of the authors of school textbooks to the need for incorporating in their texts, wherever appropriate, an account of the purposes and principles, the structure and activities of the United Nations and the Specialised Agencies.

16. The Commission has developed a project with the U.K. National Commission for the **Exchange and Review of History Textbooks** prescribed in the schools of the two countries. The project is making satisfactory progress and the Commission is intending to take up similar projects with one or two other countries.

17. With assistance from Unesco, the Commission has also undertaken the preparation of a **study kit of audio-visual materials on the life and culture of India** for the school children in other countries. It is hoped that the kit would also be of educative value to schools in India.

18. **A Gallery of Western Art** is being set up in the National Museum under the East-West Major Project. In addition to financial assistance made available under the Participation Programme, Unesco has also awarded a fellowship for training an officer of the National Museum in connection with the establishment of this project.

19. **The Sacred Writings of the Sikhs and the Ayodhya Canto of the Ramayana** by Kamban were published in English during 1961 in the Unesco Collection of Representative Works (Indian Series). This project is operated from a joint fund contributed by the Commission and Unesco.

20. Unesco has agreed to give financial assistance to the Indian Organising Committee on Training Methods in Voluntary Works Camps for setting up in New Delhi a **Youth Information and Documentation Centre**. This project is making progress under the supervision of the Commission.

21. **Relations with Other National Commissions.**—The Commission's relations with other national commissions are developing rapidly. In this context, a special mention may be made of the exhibition of **Indian Graphics** organised by the Polish National Commission for Unesco in Poland. This exhibition, which was assembled by the Lalit Kala Akademi, has met with great success and is being circulated to important cities in Poland. The proposal to make available this exhibition for permanent retention by the Polish National Commission in exchange for a similar exhibition on Polish Graphic Arts is under consideration.

22. **Plans for 1962-63.**—The Programmes described in the preceding paragraphs are mostly continuing programmes. These will be continued and developed further in 1962-63.

CHAPTER TEN

OTHER EDUCATIONAL ACTIVITIES

The following gives an account of some of other activities conducted by the Ministry of Education.

1. Educational Delegation to and from India.—The Ministry of Education organises exchange of educational information, literature and delegations between India and other countries of the world.

During September-October, 1961, a three-member delegation of Indian educationists visited the USSR for a period of three weeks to study the Soviet school system. It was led by the Joint Educational Adviser in the Ministry of Education and included the Directors of Education of Punjab and Madras.

During October-November, 1961, a 15-member delegation of students and teachers from different institutions of Nepal visited India. They visited educational institutions and places of cultural interest. They were also presented a set of books on Indian education and culture. A student-teacher delegation from Sikkim was also in India in February, 1962.

2. National Awards for Teachers.—The scheme of national awards for teachers was instituted by the Ministry during 1958-59 with the object of raising the prestige of the teaching profession and giving public recognition to distinguished primary and secondary teachers for the meritorious services rendered by them to the community in their professional life and it is being continued during the third Five-Year Plan. In 1961-62, eighty-five awards—44 for primary teachers and 41 for secondary teachers—were conferred by the Vice-President of India, upon teachers selected from all over the country at a special function organised by the Ministry at New Delhi on 31st October, 1961.

3. Conference of World Confederation of Teaching Profession.—The Ministry assisted the World Confederation of Teaching Profession to hold its session at Delhi. The Conference was held in July/August, 1961, and was attended by 70 representatives of various countries.

4. Emotional Integration Committee.—To consider how the fissiparous tendencies manifesting themselves in the country can be counteracted, the Ministry of Education constituted a committee in May, 1961, under the chairmanship of Dr. Sampurnanand to examine the role of education in

promoting emotional integration in national life and to suggest suitable programmes in this regard. The members are: Smt. Indira Gandhi, Prof. T. M. Advani, Prof. Hiren Mukerjee, Shri M. Henry Samuel, Prof. M. N. Srinivas, Bhai Jodh Singh, Shri A. E. T. Barrow, Shri Asoka Mehta, Shri A. A. A. Fyzee, Shri K. Kuruvila Jacob and Dr. B. S. Haikerwal. The terms of reference of the Committee are: (i) to study the role of education in strengthening and promoting the processes of emotional integration in national life and to examine the operation of tendencies which come in the way of their development; and (ii) in the light of such study, to advise on the positive educational programmes for youth in general and the students in schools and colleges in particular to strengthen in them the processes of emotional integration.

The Committee submitted its preliminary report to the Ministry in November, 1961, which is now being examined. The final report of the Committee is awaited.

5. Education of the Tibetan Children.—With the influx of Tibetan refugees, the problem of their education attracted the attention of the Government. An autonomous society, registered under the Societies Registration Act, 1860, has been formed to arrange for the provision of educational facilities for the children of displaced Tibetans. The Education Minister is the chairman of the Society and its members include representatives of His Holiness the Dalai Lama and the Ministries of External Affairs, Finance and Education.

During 1961, residential schools were established at Simla, Mussoorie and Darjeeling. A local executive committee consisting of the Tibetan principal of the school, the Deputy Commissioner of the district, two nominees of the Central Committee and one representative of His Holiness the Dalai Lama was set up for each of these schools.

6. Promotion of Gandhian Philosophy.—The Ministry of Education instituted during the second Five-Year Plan, a scheme to inculcate a proper appreciation and knowledge of Gandhiji's life and thought among students. It has been decided to continue the scheme during the third Five-Year Plan period.

Kumari Manuben Gandhi continued her lecture tour in schools during the current year and sets of selected Gandhian literature were presented to some institutions of higher learning in the country. The programme for the third Five-Year Plan envisages the continuance of Kumari Manuben Gandhi's lectures in selected secondary schools of the States and Union Territories not covered so far, supply of Gandhian literature to educational institutions, lectures of eminent persons on Gandhiji's life and thought in various Indian universities and collaboration with selected non-official organisations interested in the promotion of Gandhiji's ideals and teachings

in the country. Under this scheme, it is also proposed to assist the setting up of the Institute of Gandhian Studies at Varanasi.

7. Promotion of Inter-State Understanding.—This scheme was started during 1959-60 with the object of promoting a wider appreciation of the cultural and emotional unity of the country among the students and it will be continued in the third Five-Year Plan. The actual programmes to be implemented will be determined on the receipt of the recommendations to be made by the Sampurnanand Committee in its fuller report.

8. Expansion of N.C.C. Units in Public Schools.—Expenditure on the provision of N.C.C. Units in the State schools is borne jointly by the Ministry of Defence and the State Governments concerned. In the public schools, the State Governments' matching contribution is borne by the Government of India. During the third Five-Year Plan, the Scheme is proposed to be extended to cover a number of residential schools also. These schools will be those which have been selected by the Ministry of Education under its Merit Scholarships Scheme and those which will be selected under the scheme of educational assistance to children of Central Government employees as recommended by the Second Pay Commission. The Scheme has been finalised by the Government of India and its implementation is to commence during the year 1962-63.

9. Scheme for Grants-in-Aid for Approved Research Projects.—The scheme for the promotion of research in problems connected with secondary education was initiated in 1953-54 and continued throughout the second Five-Year Plan. The purpose of this scheme is to create research-mindedness in the educational institutions in the country. Under this scheme grants on 100 per cent basis are given to the teacher-training institutions, departments of education in universities and other recognised institutions for carrying out research on educational problems selected by them and approved by the Ministry. Its scope has since been enlarged to include research in pre-primary, primary and Basic education.

To date, 53 research projects have been sanctioned to various institutions. Out of these, 40 projects have been completed. Reports of 17 projects have been printed; five are under print; four have been rejected and reports of ten projects are being edited. Five projects were abandoned due to unsatisfactory progress and eight projects are continuing. In addition to these 53 projects, 32 projects are under consideration.

This scheme has been transferred to the National Council of Educational Research and Training since 1st December, 1961, and will now be implemented by that body.

10. Loans.—The scheme of granting loans for the construction of hostels for training institutions and for secondary schools which was included in

the Central sector in the second Five-Year Plan has been transferred to the State sector during the third Five-Year Plan. Some budget provision is, however, being made to honour past commitments.

On the recommendations of the University Grants Commission, a scheme has been included in the third Five-Year Plan for loans to State Governments for the construction of hostels for affiliated colleges with a total allocation of Rs. 40 lakh. The expenditure incurred on this scheme will be debited to the Plan allocation of the University Grants Commission during the third Plan. Loans amounting to Rs. 3,50,000 were sanctioned to the State Governments of Andhra Pradesh, Madras and Mysore. The last instalment of Rs. 5,000 was also released direct to the Dev Samaj College for Girls, Ambala City.

A scheme for advancing loans to voluntary organisations for the construction of hostels in big cities for the benefit, mainly, of college students had been included in the third Five-Year Plan, with an allocation of Rs. 8,00,000. On the recommendations of the Central Advisory Board of Education, the Ministry of Education has agreed to provide *grants* instead of loans to these organisations for the construction of hostels. Under the scheme, financial assistance would be provided to voluntary educational organisations who are prepared to run the hostel on a no-profit basis. The grant-in-aid from the Central Government will be limited to 50 per cent of the total estimated cost in the case of men's hostels and 75 per cent in the case of women's hostels, subject to a ceiling of Rs. 1,00,000. The remaining expenditure will be borne by the State Government and/or the institution concerned. The hostel constructed under the scheme shall be open for admission to all citizens of India without any distinction of religion, caste, race, place of birth, language or any of them. The hostel will admit students from more than one State studying in the university/colleges situated in the city. Proposals under the scheme have been invited.

11. 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 construction 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, 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

During the year under review, the Section had to handle about 9,000 enquiries from members of the public, students, teachers, parents, educational institutions, Government bodies, national and international organisations

and foreign governments on various aspects of education in India and abroad. About 1,500 persons visited the library of the Section for information and guidance in regard to educational facilities in India and abroad.

Cyclostyled material containing information regarding facilities available in various fields of education in India and abroad was compiled and furnished to all students' advisory bureaux/committees in India. These bureaux/committees were also supplied with copies of publications which were received from foreign countries. Information on thirty educational topics was collected and compiled/revised during the year under review.

In order to bring up-to-date the information available in the Section with regard to educational facilities in various countries, about 100 brochures and other relevant publications were obtained from embassies in India of the respective countries. These embassies have also agreed to include the name of this Ministry on their free mailing list for similar brochures to be issued in future.

B. STATISTICAL SECTION

The main functions of the Statistical Section are to collect, maintain and interpret educational statistics, to bring out statistical publications, to disseminate statistical information about education and to undertake all such activities that may be required to improve the quality of the educational data.

(i) *Collection of Statistics.*—During the year, the collection of statistics for 1958-59 and 1959-60, both from the State Governments and the universities, was completed and that for 1960-61 taken up. The discrepancies in the statistics for 1958-59 were reconciled and those in the statistics for 1959-60 were being scrutinised.

(ii) *Publications.*—The following publications were brought out during the year under review:

1. Education in the States, 1957-58
2. Education in India, 1956-57—Vol. I
3. Education in India, 1956-57—Vol. II
4. Directory of Institutions for Higher Education in India, 1961
5. Education in Universities in India, 1957-58

(iii) *Statistical Enquiries.*—During the year under report, 105 major enquiries were attended to. The enquiries apart from having wide coverage, are becoming more and more detailed.

3 M of Education—6.

(iv) *In-service Training Courses in Educational Statistics.*—To improve the reliability and timely supply of statistics, the Section has been giving technical assistance to the States and universities to organise short in-service training courses in educational statistics for the benefit of their staff. Financial assistance is also given to the universities at the rate of 50 per cent of the total expenditure incurred on travelling and daily allowances of the trainees in such courses. Under this scheme, courses have been organised during the year by the Universities of Saugar, Calcutta, Gujarat, Ranchi, Vikram and Bihar. Besides, proposals for holding short courses in the Universities of Andhra, Madras, Punjab and Banaras are under consideration.

C. PUBLICATIONS SECTION

The Section is the main publishing 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 (fourteenth year of publication); (2) Secondary Education (sixth year of publication); (3) Youth (fifth year of publication); and (4) the Indian Journal of Educational Administration and Research (second year of publication).

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

12. *Plan Co-ordination Unit.*—The Plan Coordination Unit of the Ministry continued its activities of coordinating the work of the Ministry with regard to Central and State educational development schemes under the second and third Five-Year Plans. The proposals received from the States and Union Territories for the programme of the year 1962-63 were discussed in the Education Working Group meetings. Grants amounting to Rs. 17.63 crores were sanctioned to the States as Central assistance for 1961-62 programmes.

A Conference of State Education Secretaries and Directors of Public Instruction/Education was organised on June 15 and 16, 1961 for considering the various measures which should be taken to secure effective implementation of the education programmes in the third Five-Year Plan. The report of the conference has since been published.

13. *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, viz. Afghanistan, U.S.S.R., Uganda, Sudan, Nigeria, British Guiana, Libya, Iraq, Mauritius, UAR and the Democratic Republic of Germany.

Selection of teachers for service in Afghanistan, Libya, UAR, USSR and Nigeria has been completed.

14. **Central Secretariat Library.**—The Ministry of Education has the administrative control of the Central Secretariat Library. The Library is organised in five sections: (1) The Main Library; (2) The Education Library; (3) The Indian Languages Library; (4) The Periodicals Section; and (5) The Government Publications Sections.

The volume of work during the year is, to some extent, represented by the following statistics:

Accessions:—

Books—over 8,000

Documents including Pamphlets—over 15,000

Periodical Titles—over 800

Reference Queries: 20,000

Loans: 2,80,000 (This figure does not include the number of publications consulted in the various sections of the Library.)

Bibliography: Nearly 50 bibliographies on several topics relating to education as also other subjects were compiled.

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 70 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, 295 educational periodicals, Indian and foreign, thus saving rupee and foreign exchange funds.

During 1962-63 the Library has made plans for the following:—

- (1) Preparing and publishing the list of holdings of the periodicals;
- (2) Issuing an Index of Articles on Education appearing in educational journals published in Indian languages; and

- (3) Issuing a quarterly publication containing abstracts of articles on public administration.

15. Grants to Hostels, Institutions and Organisations outside India.— Since 1947, the Government of India have been maintaining Guilford Street Indian Students' Hostel, London, at an annual expenditure of £ 1665 together with other expenses in connection with the repairs of the building of the Hostel. From the year 1959-60, the expenditure has been reduced to £ 1,344. A sum of £ 1,425 has been provided in the budget of the High Commission of India for 1961-62 and a similar recommendation has been made for the year 1962-63.

A provision of £ 750 exists in the budget for 1961-62 for grant to the School of Oriental and African Studies, London. A similar amount has been provided in the budget for 1962-63 of the High Commission of India in London for the purpose. This is an institute of international reputation and has special facilities for research.

A sum of Rs. 7,500 has been provided in the budget for 1961-62 for grant to the Ceylon Estate Workers' Education Trust. A sum of Rs. 7,500 has been proposed in the budget for 1962-63 for the purpose. The Trust was started in 1947 by the then Indian representative in Ceylon. It provides educational facilities to the children of Indian origin in Ceylon.

A provision of Rs. 18,000 for financial assistance to educational institutions in Nepal will be continued in 1962-63.

A budget provision of £225 exists in the budget for 1961-62 for grant to Royal Asiatic Society, London. A similar amount has been proposed in the budget for 1962-63.

A grant of £ 250 was sanctioned to Y.M.C.A. Indian Students' Union and Hostel, London, during 1961-62. A similar sum has been provided for in the budget for 1962-63.

A grant of £ 150 has been given to the Indian Students Organisation in the U.K. during 1961-62. A similar amount is being provided for 1962-63 for the purpose.

16. Moral and Religious Instruction.—The recommendations made by the Sri Prakasa Committee on Moral and Religious Instruction were accepted by the Ministry in 1960 and the work of implementing them was

taken in hand. During the year under review the following work has been taken up:—

- (i) A summary of the report of the Sri Prakasa Committee has been prepared for circulation in all the secondary schools of the country;
- (ii) A draft syllabus for moral instruction has been drawn up, covering the elementary and secondary school stages;
- (iii) A large number of books was received from authors and publishers. They have been examined. A few books have been tentatively selected and will be examined by the Sri Prakasa Committee very soon;
- (iv) A handbook on moral education for the use of teachers in elementary schools is proposed to be brought out shortly.

17. Scheme of Educational Assistance to the Children of Central Government Employees Liable to Transfer.—The Second Pay Commission, *inter alia*, recommended that:—

- (i) In the interest of Central Government employees as well as of other floating population of the country, the growth of schools with common syllabus and media of instruction and moderate fees should be encouraged; and
- (ii) The railway scheme of setting up hostels with concessional lodging and boarding charges at a graduated rate should be extended for the benefit of other employees drawing pay not exceeding Rs. 300 per month.

In order to implement the above recommendations, a scheme has been formulated under which financial assistance may be given to a limited number of schools in selected places all over the country where there is a concentration of a sizable number of Central Government employees. It is also proposed to provide residential accommodation in a limited number of schools in different parts of the country where lodging and boarding charges at concessional rates will be available to the children of Central Government employees whose pay does not exceed a prescribed amount in accordance with the revised structure of pay-scales. These facilities will be supplemented by establishing new schools wherever necessary. The schools selected under the scheme will have sections which will be affiliated to the Central Board of Secondary Education and prepare the students for a common examination. Facilities available in these sections will be open to all people after the requirements of the Central Government employees and other floating population have been met.

Consultations are being held with the State Governments to finalise the details of the scheme.

18. **Financial Provisions.**—The following financial provisions were and have been made for the schemes described in this chapter:—

No.	Scheme	Budget Provision	
		1961-62	1962-63
		Rs.	Rs.
1	Educational Delegations to and from India	95,000	80,000
2	National Awards for Teachers	60,000	73,000
3	Education of Tibetan Children	6,73,200	12,99,000
4	Promotion of Gandhian Philosophy	1,00,000	1,60,000
5	Promotion of Inter-State Understanding	51,000	1,00,000
6	Expansion of N.C.C. Units in Public and Residential Schools . . . . .	..	1,90,000
7	Loans to State Governments for Construction of Hostels for Affiliated Colleges	5,00,000	8,00,000
	Assistance to Voluntary Organisations for Construction of Hostels in Big Cities . . . . .	..	2,00,000
9	Moral and Religious Instruction . . . . .	..	25,000

CHAPTER ELEVEN

EDUCATION IN THE UNION TERRITORIES

The Government of India is directly responsible for education in Union Territories. There are seven Union Territories at present, viz. Delhi, Himachal Pradesh, Manipur, Tripura, Andaman & Nicobar Islands, L. M. & A. Islands, and Daman, Diu and Goa. Brief notes on the development of education during the year under review in each of these seven Union Territories are given below.

I. DELHI

Education in Delhi up to higher secondary stage is looked after by two different agencies, viz., Delhi Administration and the local bodies (the Corporation and New Delhi Municipal Committee). While elementary education is the main responsibility of the local bodies, secondary education is looked after mostly by the Delhi Administration. The Delhi Administration is also responsible for the maintenance of standards of school education and it also offers financial assistance to voluntary organisations in the field of secondary education.

The third Five-Year Plan has a total provision of Rs. 1,143 lakh for the over-all educational development of Delhi. During the period under report, expenditure likely to be incurred by the Delhi Administration on education is estimated at Rs. 473.46 lakh which includes a provision of Rs. 114 lakh on Plan schemes. The expenditure likely to be incurred by the local bodies (Delhi Municipal Corporation and New Delhi Municipal Committee) during the year is estimated at Rs. 285 lakh which includes Rs. 40 lakh received by them as grant-in-aid from the Delhi Administration.

For 1962-63 an outlay of Rs. 260.93 lakh has been approved for educational development schemes of the Territory. For normal expenditure, a provision of Rs. 360 lakh has been proposed under the Delhi Administration. The local bodies will be spending Rs. 320 lakh.

At the end of 1960-61, there were 265 higher secondary schools (160 Government, 95 private and 10 local bodies), 205 middle schools including senior Basic schools (49 private and 156 local bodies) and 744 primary and junior Basic schools (54 private and 690 local bodies). To meet the ever-growing demand for additional educational facilities in Delhi, the

Administration opened 22 higher secondary schools (11 for boys and 11 for girls) during the year under report. Of these, 5 were located in rural areas. These new schools provide educational facilities for 8,000 children. In addition, about 180 additional sections were added to the existing government and aided higher secondary schools providing educational facilities for another 7,000 children at the secondary stage. Classes X and XI were also added to the higher secondary schools opened during the last two years.

The local bodies provided additional educational facilities at the elementary stage and opened 103 primary/junior Basic schools. This resulted in giving 50 per cent increase in educational facilities at primary level. Nearly 500 sections were also added to the existing primary schools. An Enrolment Drive Week was organised, as a result of which there was an over-all increase of 47,000 children in the primary/junior Basic and middle/senior Basic schools of the Corporation. The Corporation also upgraded 38 junior Basic schools. The New Delhi Municipal Committee opened 5 new primary schools bringing the total number of schools to 55 and making provision for additional 1,500 children in the age-group 6-11.

For the year 1962-63, the Corporation proposes to start 70 new primary/junior Basic schools, add 500 sections to the existing schools, upgrade 25 junior Basic schools and open 4 new middle schools. During 1962-63 the Delhi Administration proposes to open 15 new higher secondary schools, expand the Teachers' Training Institute at Daryaganj, and to add 200 sections to the existing schools. Educational and vocational guidance has been started in 3 government schools already and, in 1962-63, it is proposed to provide guidance service in two more government higher secondary schools.

Due to rapid increase in population and consequent pressure on the available school places, many of the schools had to be organised in tents. Steps are, however, being taken to replace as quickly as possible the tent schools by school buildings. A provision of Rs. 431 lakh has been made for construction of buildings. Attention is also being given to other aspects of education, e.g., adult education, improvement of school libraries, teachers' welfare, staff quarters, examination reform, playground facilities, hostels, provision of buses, sports and gymnasium and scholarships and stipends to deserving students.

II. HIMACHAL PRADESH

In Himachal Pradesh, the control and management of education up to the higher secondary stage is the responsibility of the Territorial Council. The Administration is concerned only with the education at the college level,

recognition and payment of grant-in-aid to privately managed schools, training of teachers, awards of scholarships, planning and development of education, N.C.C. and A.C.C.

The total outlay for the educational development of the Territory in the third Five-Year Plan is Rs. 202·77 lakh. During the year under report, a provision of Rs. 48·78 lakh was made for the educational development schemes handled by the Administration and the Territorial Council. During the same year, a provision of Rs. 22·68 lakh was made for the normal educational expenditure under the Administration and grants totalling Rs. 114·38 lakh are proposed to be given to the Territorial Council for its normal expenditure on education. For the next year, Rs. 17·42 lakh and Rs. 32·88 lakh are proposed to be made available for development schemes to the Administration and the Territorial Council respectively. A provision of Rs. 19,48,600 is proposed to be made for normal expenditure under the Administration.

2. Education under the Administration.—During the year under report all the six degree colleges, including one private aided college, have been converted to the three-year degree pattern, and B.Sc. classes have been started in five Government colleges with effect from the academic session of 1962. The enrolment in the colleges has increased from 873 to 950. To meet the requirement of trained teachers for secondary schools, the Administration has raised the intake of the Basic Training College from 60 to 100 from the current academic session.

Seminars and refresher courses were organised for the heads of educational institutions.

The rules for payment of grants-in-aid to privately managed institutions have been liberalised and the quantum of aid has been increased to 95 per cent of the deficit.

With a view to raising the standard of Basic education in the Territory, a Board of Basic Education as an advisory body was constituted during the year.

Particular attention was given to promoting examination reform, extension services, A.C.C. and N.C.C. programmes, social education, development of library services, audio-visual education, development of Sanskrit *pathshalas*, education and training of women teachers, production of literature for children and teachers, acquisition of play-fields and popularisation of sports and games in rural areas. Grants-in-aid were also paid to sports associations and for construction of youth hostels.

The new schemes proposed to be taken up by the Administration during 1962-63 are: introduction of postgraduate classes in Sanskrit and Hindi

in one of the existing colleges, provision of training facilities for science teachers of secondary schools, opening of an arts school and raising of additional junior division troops of N.C.C. for boys and girls and A.C.C. cadets.

3. Education under the Territorial Council.—The Territorial Council of Himachal Pradesh opened 250 junior Basic schools, 4 primary schools and upgraded 13 primary schools to middle standard and 6 middle schools to higher secondary standard. Three high schools have been converted into higher secondary schools. Steps were also taken to supply science equipment and library books to existing schools and provide teaching facilities in science in girls schools of the territory.

Orientation camps were organised for teachers and 38 teachers were deputed for training outside.

The cadre of inspecting staff was strengthened to improve supervision.

Seventy-two additional merit scholarships were awarded to the students of high and higher secondary schools.

Hostel buildings and residential quarters for lady teachers are being constructed.

100 attendance scholarships will be awarded to girl students in VI to XI classes.

In 1962-63, the Territorial Council proposes to open more than 200 junior Basic and primary schools and upgrade a number of primary and middle schools to middle and higher secondary standard respectively. Three high schools will be converted to the higher secondary pattern.

The Council has also a scheme for the free supply of textbooks to deserving students of classes I to XI, and it proposes to implement it during the next year.

III. MANIPUR

The division of educational responsibility in the Territory between the Administration and the Territorial Council is on the same lines as in Himachal Pradesh.

The Territory has an allocation of Rs. 111.33 lakh for educational development schemes during the third Plan. During the year under report, provision of Rs. 5,47,000 and Rs. 20,49,000 was made for development schemes handled by the Administration and the Territorial Council respectively. The normal expenditure on education under the Administration is estimated at Rs. 14,06,000 and that under the Territorial Council at

Rs. 66,93,500. For the next year provisions of Rs. 5,88,000 and Rs. 24,74,000 have been made for the Plan schemes of the Administration and the Territorial Council respectively. The normal expenditure on education during the next year is estimated at Rs. 20·22 lakh for the Administration and at Rs. 71·42 lakh for the Territorial Council.

2. Education under the Administration.—During the year under report the Administration has introduced pre-university classes for the first time in the D. M. College, Imphal, with an enrolment of 546. Honours classes in education, commerce, botany and anthropology, were also added. To provide medical facilities to the staff and students of the D. M. College, a dispensary has been established.

Grants to the extent of Rs. 10,000 were given to the private colleges. One senior Basic training college for teachers was started in September, 1961. With a view to producing qualified teachers for the higher secondary schools, 14 graduate teachers were deputed for post-graduate studies and 30 graduate teachers were admitted to the B.T. course at the D.M. College, Imphal. About 320 primary school teachers including 30 women teachers were deputed for Basic training.

Other schemes handled by the Administration related to the improvement of the District Library and the Children's Library-cum-Museum, production of literature for neo-literates, production of textbooks in Manipuri, audio-visual education, promotion of Hindi and Sanskrit, physical education, youth welfare activities and N.C.C. units. Seminars were also organised for the teachers of Hindi and History.

3. Education under the Territorial Council.—The Territorial Council took over 209 lower primary schools and 69 junior Basic schools. The scheme for the orientation of elementary schools towards the Basic pattern was introduced in 25 lower primary schools.

To encourage the education of the tribal students, pre-matric scholarships were awarded to 861 students at the usual rates. Two hostels are being set up in the hill areas.

During 1962-63, provision has been made for the continuance and expansion of all the development schemes included in the Plan.

IV. TRIPURA

During the year under report, there has been marked progress in the field of education at all levels. The Territory's total outlay for educational development schemes under the third Five-Year Plan is Rs. 230·78 lakh. During the current year, a provision of Rs. 43·40 lakh was made for

development expenditure (Rs. 15·20 lakh for the schemes of the Administration and Rs. 28·20 lakh for the schemes handled by the Territorial Council). The normal expenditure of the Administration on education is estimated at Rs. 42,48,600 and that of the Territorial Council at Rs. 88,11,900. During the next year, a provision of Rs. 57·29 lakh is being made for development schemes (Rs. 22·20 lakh for schemes under the Administration and Rs. 35·09 lakh for schemes under the Territorial Council). The provision for normal expenditure in 1962-63 would be Rs. 42,35,300 million under the Administration and Rs. 1,00,11,000 under the Territorial Council.

2. Education under the Administration.—During the period under report, the Administration has converted the M.B.B. College, Agartala, to the three-year degree pattern. Financial assistance is also proposed to be given to the privately managed college in this territory to enable it to function properly. In order to increase the output of trained graduate teachers and under-graduate Basic trained teachers, the existing Basic training colleges and the Craft Teachers' Training Institute were expanded.

Other development schemes handled by the Administration during the year related to the development of library services, N.C.C. and A.C.C. and scouting activities, development of physical education, social welfare schemes such as opening of *balwadies*, establishment of children's homes, social defence, training of social workers, starting of B.T. classes, production of social education literature, adult literacy centres, audio-visual education, propagation of Hindi and opening of Hindi Teaching and Prachar Centres.

3. Education under the Territorial Council.—During the period under report, 502 junior Basic units have been started and 120 existing primary classes (40 schools) have been converted into junior Basic schools. Deserving children have been given financial assistance to purchase textbooks, stationery, etc. Sixteen new senior Basic schools have been set up and additional units have been started in 17 middle schools. Provision has also been made for scholarships and stipends for deserving students. Land has been acquired for the construction of two more higher secondary schools. At the higher stage also, provision has been made for the award of scholarships and stipends to deserving students. Besides, 14 teachers have been sent for B.T., 6 for B.A. and 3 for training in physical education.

The enrolment in the age-group 6-11 is estimated to reach 87 per cent by the end of the year. It is proposed to start 144 new junior Basic units and convert 120 primary units (40 schools) to Basic pattern during 1962-63. To encourage regular attendance at the primary stage attendance scholarships will be awarded to children of primary/junior Basic

stage.

At the middle stage, it is proposed to start 16 senior Basic schools, add 20 units in the existing senior Basic schools and 8 additional units in existing middle schools. It is estimated that the total enrolment would be 27 per cent in the age-group of 11-14.

schools. It is also proposed to start mid-day meals scheme at the primary

At the secondary stage, it is proposed to start one higher secondary school, convert 3 high schools into higher secondary schools, expand 2 existing private schools and start 8 units in the existing high schools.

V. ANDAMAN & NICOBAR ISLANDS

The total outlay for the third Five-Year Plan for educational development schemes for the Islands is Rs. 56.76 lakh. During the period under report, a sum of Rs. 11,40,000 was provided for the implementation of the Plan schemes and Rs. 8,64,000 for normal expenditure on education. For the next year it is proposed to make a provision of Rs. 13,99,000 for Plan schemes and Rs. 9,16,400 for normal expenditure.

At the end of 1960-61, there were 76 primary schools, three middle schools, two higher secondary schools, one multipurpose higher secondary school, one teachers' training school and one trade school. During the year under report, 17 new primary schools and one middle school have been opened in different parts of the Territory and four primary schools upgraded to middle schools. The existing primary, middle and higher secondary schools have been improved by providing adequate books, science apparatus and furniture. Six primary schools have been converted to the Basic pattern.

There is a considerable shortage of trained teachers in the Islands and with a view to easing the situation, the teachers' training school was strengthened by the appointment of additional staff and the provision of additional teaching equipment. During the year, 24 teachers were trained and training for another 24 is in progress. A "Teachers Seminar" was held in which 125 teachers participated.

Provision has been made for mid-day meals for primary school children. The programme also envisages supply of UNICEF milk to 700 additional primary school children.

To encourage girls' education in the Territory, a special prize scheme has been introduced under which two prizes are awarded each year to girls in every primary school for regular attendance. Hostel facilities for girls have also been provided. Stipends will be granted to 20 Nicobari girls who will be staying in the girls' hostel.

Construction of school buildings, hostels and teachers' quarters also made appreciable progress during the year under report. School buildings for 1 senior Basic school and 12 primary schools were constructed. Additional accommodation was provided in 7 primary schools and one higher secondary school. The hostel attached to the multipurpose higher secondary school, Port Blair, is nearing completion. Twenty-five quarters were also constructed for school teachers.

For promotion of adult education, 11 social education centres have been opened. Steps have also been taken to propagate the teaching of Hindi and 10 Hindi teaching centres have been established.

The welfare of backward classes has been given special attention. Two hostels, one for boys and the other for girls, are under construction at Car Nicobar. Textbooks and articles of stationery have been supplied to the children of scheduled tribes, free of cost.

One hundred and eight merit scholarships have been awarded and, in addition, 40 scholarships are awarded every year to students belonging to the Islands for university education in the mainland.

VI. LACCADIVE, MINICOY AND AMINDIVI ISLANDS

During the third Five-Year Plan, a sum of Rs. 18.83 lakh has been allocated to the Territory for educational development schemes. During the year under report, a provision of Rs. 4,00,000 was made for development schemes and another Rs. 3,65,000 for normal education expenditure. For the next year, provisions of Rs. 6,12,000 and Rs. 3,65,600 have been made for developmental and normal expenditure respectively.

During the under report, 4 primary schools were upgraded to upper primary schools. One feeder school has been opened at Kadamiath. One more class was added to the high school at Ameni which was opened last year. 31 graduate trained teachers have been appointed in 5 upper primary schools. Existing schools are being improved by providing additional staff and equipment. Since all the primary schools have to be orientated to the Basic pattern early, provision has been made for the purchase of crafts and other equipment. Recreational tours of students and teachers have been arranged. Social service camps of the students are also proposed to be conducted to inculcate, among the students, love for labour and service. Scholarships and stipends have also been provided for island students studying at various stages.

The scales of pay of the teachers and other staff of the Education Department have been revised. This has been done on the recommendations of the Second Pay Commission.

During 1962-63, it is proposed to open one more high school, with hostel facilities. It is proposed to upgrade 4 more primary schools for boys and 4 for girls into upper primary schools. A programme for the construction of schools and quarters for teachers will also be undertaken.

VII. DIU, DAMAN AND GOA

The educational problems of these areas are at present under examination and the plans for development will be prepared in the light of the assessment being made.

CHAPTER TWELVE

SOCIAL WELFARE AND REHABILITATION OF DISPLACED PERSONS

A. SOCIAL WELFARE

The programmes for social welfare have been given greater importance during the third Five-Year Plan. As against an outlay of Rs. 400 lakh in the first Plan, the second Plan provision was Rs. 1,900 lakh, while the third Plan provides for a sum of Rs. 3,100 lakh, including Rs. 300 lakh, specially earmarked for schemes relating to child welfare. The more important schemes included in the third Five-Year Plan are in respect of—

- (a) Survey and research programmes;
- (b) Social and moral hygiene and aftercare programmes;
- (c) Assistance to voluntary organisations in the field of social welfare;
- (d) Assistance to schools of social work;
- (e) Child welfare programmes; and
- (f) Consolidation and expansion of the programmes under the Central Social Welfare Board.

2. **Survey and Research Programmes :** During the year under review, about Rs. 70,000 was paid to the Indian Adult Education Association, New Delhi, the Gujarat Research Society, Bombay and the Tata Institute of Social Sciences, Bombay for various research projects.

3. **Social and Moral Hygiene and Aftercare Programmes:** During the year under review, 91 district shelters and 50 state homes continued to function throughout India. The district shelters received, discharged and rescued persons who, after preliminary enquiries, were sent to appropriate aftercare homes. State homes accommodated persons discharged from correctional and non-correctional institutions, and provided them with vocational training in order to facilitate their rehabilitation. The Ministry of Education met 50 per cent of the cost on the running of these institutions and the remaining 50 per cent was met by the State Government concerned.

4. **Assistance to Voluntary Organisations in the field of Social Welfare:** Maintenance grants amounting to about Rs. one lakh was sanctioned to five all-India organisations during the year under review.

5. **Assistance to Schools of Social Work :** Five schools of social work were given financial assistance to the tune of Rs. 1.88 lakh towards their maintenance and developmental activities. Under the T.C.M. Programme, the Kashi Vidyapeeth, Varanasi, the Department of Sociology and Social Work, Lucknow University, the Delhi School of Social Work and the Madras School of Social Work were provided with experts to assist and guide them. These experts helped the institutions concerned in re-organising their departments on modern lines and, in addition, gave considerable guidance to Indian members of the teaching staff. A sum of Rs. 25,063 was spent on the local cost of these experts during 1961-62.

6. In order to ensure suitable standards in the various schools of social work in the country, an expert committee was jointly appointed by the Ministry of Education and the University Grants Commission. This expert committee visited most of the schools of social work with a view to examining the courses of study followed in them, the suitability of the staff employed and the facilities provided to the students. The Committee is expected to submit its report early next year.

7. **Child Welfare Programmes :** A sum of Rs. 300 lakh has been specially earmarked for child welfare programmes during the third Five-Year Plan. It has been decided to utilise this amount under the following four major schemes :—

(a) *Integrated Child Welfare Services—Demonstration Projects:* This scheme aims at building up an integrated child welfare service for the total well-being of children of the age-group 0—16 in a few selected community development blocks so that significant results could be achieved during a period of four to five years. This experiment in the few selected areas is likely to give sufficient experience and knowledge to enable the formulation of a realistic plan for child welfare services on a larger scale with limited resources. The scheme for these demonstration projects was prepared during the year under review, in consultation with the Planning Commission, Central Social Welfare Board, the Indian Council for Child Welfare and other concerned Ministries of the Government of India. The scheme provides for starting about 20 demonstration projects in the various States and Union Territories. The cost per project will be about Rs. 5 lakh for the Plan period. The projects are to be administered by the State Governments and the draft scheme has been sent to all of them for suggesting the name of the block and for suggesting the necessary modifications required for the scheme to suit the local conditions. Proposals received so far from the States of Punjab and U.P. and the Union Territory of Delhi and Nagaland are at present being examined in the Ministry of Education.

(b) *Establishment of Balwadis, Creches and Bal-Sevika Training Centres:* It was decided by the Ministry of Education to strengthen the
3 M of Education—7.

existing *balwadis* and creches and to open new institutions of this type during the third Five-Year Plan. The proposal envisages the provision of a trained worker for each existing *balwadi* and creche. In order that such trained workers may be made available, two *bal-sevika* training centres have been opened, one at Delhi and the other at Madras. It is proposed to open similar *bal-sevika* training centres in Rajasthan, Punjab, Gujarat and Mysore during the next year. It is expected that by the end of the Third Plan, each State will have at least one such training centre.

(c) *Research Study on Child Growth*: In order to find out the variety of factors affecting the child growth, the Ministry of Education decided, during the year under review, to take up scientific study of this as a research project. This project has been entrusted to the National Institute of Education at an estimated cost of Rs. 5 lakh over the third Plan period.

(d) *Grants for the Maintenance of State Branches of the Indian Council for Child Welfare*: In view of the importance of child welfare, and the need for active participation by voluntary organisations in child welfare programmes, the Ministry sanctioned during the year under review a sum of Rs. 31,427 to the Indian Council for Child Welfare towards the cost of maintenance of a nucleus administrative staff in the various branches of the Council.

(e) *Publication of Research Works done in Schools of Social Work*: There are 17 schools of social work in India and every student is required to submit a dissertation involving some survey or investigation for his final examination. It is estimated that about 1,500 dissertations have accumulated so far. As a compilation containing abstracts of all these dissertations will be a useful document, the Ministry of Education have entrusted this work to the Association of Schools of Social Work to whom a suitable grant-in-aid will be made for the purpose.

B. CENTRAL SOCIAL WELFARE BOARD

8. **Composition of the Central and State Boards**: The general set-up of the Central Social Welfare Board and the 21 State Boards under it remained unchanged during 1961-62, except for the fact that the Madras State Department of Social Welfare has been merged into the State Social Welfare Advisory Board.

9. **Grants-in-aid Code Committee**: Since one of the main items of work of the Board is to grant assistance to voluntary social welfare organisations, a committee under the chairmanship of Dr. J. F. Balsura was appointed to go into various aspects of grant-in-aid. The Committee submitted its report towards the close of the last financial year. Most of its recommendations have been accepted by the Central Social Welfare Board.

One of the more important recommendations is that during the third Five-Year Plan, more emphasis should be laid on consolidation of work already done and on improving the quality of services rendered by voluntary organisations. During the year under review, 2,494 institutions were assisted by the Board to the tune of Rs. 107.18 lakh.

10. Welfare Extension Projects : It was decided by the Ministry of Education not to open any new welfare extension project during the third Five-Year Plan. The existing welfare extension projects are to be continued till they complete a period of five years, after which they are to be handed over to voluntary organisations. In accordance with this policy, 1,607 welfare extension projects of the original pattern were made over to voluntary organisations during the year under review.

11. Training Programmes: Condensed courses were provided for women at 272 centres throughout the country, and 6,800 women received their training in these centres. A new training programme was also sponsored by the Board with the assistance of the Ministry of Home Affairs. Under this programme, three multipurpose training centres were opened in the tribal areas of Gujarat, Bihar and Manipur for training tribal women for welfare work, in their areas. About 200 craft instructors of the welfare extension projects and various voluntary organisations have so far been trained at the instance of the Board in the regional handicrafts training institutes run by the All-India Handicrafts Board at Bombay, Hyderabad and Calcutta.

12. Socio-Economic Programme: The socio-economic programmes of the Board are designed to provide avenues for supplementing income of women of the lower income groups, and also, wherever possible, to provide them with regular work and wages. Up to the end of the year under review, the Board assisted various voluntary organisations to set up 38 training-cum-production units, comprising 19 handloom units, 3 ancilliary units, 7 small industries units, 5 industrial cooperative societies and 4 handicrafts units. The Board has spent during 1961-62 a sum of Rs. 28.94 lakh over the setting up of these training-cum-production units.

13. Night Shelters: The Bharat Sevak Samaj was given a grant of Rs. 74,645 for establishing and maintaining 24 night shelters during the year under review.

14. Committee on Child Care: At the instance of the Ministry of Education, the Central Social Welfare Board set up a committee on child care under the chairmanship of Shrimati Tara Bai to go into the question of the various needs of children up to the age of six, and to formulate a comprehensive plan for their care and training with particular reference to the provision of pre-school education. The Committee has already

completed its field visits, and has submitted an interim report to the Board. The final report of the Committee is expected to be submitted early next year.

C. REHABILITATION OF DISPLACED PERSONS

15. Financial Assistance to Displaced Students from Pakistan: Under the scheme, financial assistance in the shape of freeship up to school stage and stipends up to college stage is granted to displaced students from East and West Pakistan. Although the scheme was intended to be wound up at the end of the second Plan, in order that undue hardship may not be caused to those who are in the midst of their courses, the Government of India decided to continue to give benefits under the scheme to those students who are already in receipt of such assistance but who have not yet completed their courses during 1961-62 and 1962-63.

16. Educational Loans: The work relating to the recovery and remission of educational loans advanced to displaced students was continued during the year under report, and out of a sum of Rs. 7.26 lakh advanced to 1,401 loanees through the Social Welfare and Rehabilitation Directorate, a sum of Rs. 4.44 lakh has been either recovered or remitted.

17. Homes and Infirmaries: The various homes/infirmaries and children's institutions for displaced persons from Pakistan continued to be dealt with by the Ministry of Education. These institutions cater to:

- (a) Unattached women and their dependents;
- (b) Unattached children; and
- (c) The aged and infirm who have no means of support and their dependents.

The day-to-day administration of these institutions continued to be under the respective State Governments. The Ministry of Education arranged for periodical screening of the inmates with a view to weeding out persons who are not eligible for stay in these institutions. As a result of the weeding of the able-bodied persons and the merger of the smaller homes with larger ones, the total number of homes and infirmaries was reduced from 58 to 53 and the number of inmates from about 30,000 to about 25,000. About 1,800 displaced children continued to be maintained in 37 children's institutions. Regular disbursement of cash doles to about 4,000 displaced persons who are outside homes, was made.

18. Social Welfare and Rehabilitation Directorate: The more important activities of the Social Welfare and Rehabilitation Directorate, Delhi, during the year under review are given below:—

(a) *Training-cum-Production Centres*

The 19 training-cum-production centres located in different parts of Delhi have so far trained 22,094 women in various crafts. Apart from

imparting training to a large number of women, these centres employed 1,307 women wage-earners in the production of hand and machine embroidery, manufacture of soap, phenyle, hosiery goods, dusters, bed sheets, table cloths, napkins, garments, knitted articles etc. The total wages earned by these workers amounted to about Rs. 4 lakh.

(b) *Refugee Handicrafts Shop*

The Refugee Handicrafts Shop situated in Connaught Place, New Delhi, continued to promote sales of articles manufactured in the various production-cum-training centres. The total sales during the year under review amounted to about Rs. 1.75 lakh.

(c) *Kasturba Niketan Home*

The Kasturba Niketan Home for displaced unattached women and children located at Lajpat Nagar, New Delhi, which started originally with a strength of about 1,300, continued to function with a reduced strength of 836 inmates. 417 inmates of this home have so far been rehabilitated.

19. **Financial Provisions:** The following financial provisions have been made for the schemes in this sector during 1961-62 and 1962-63.

Sl. No.	Scheme	Budget Provision made in	
		1961-62	1962-63
1	2	3	4
		Rs.	Rs.
1	Surveys, Training Programmes and Research Projects in Social Welfare	2,50,000	5,00,000
2	Grant-in-aid to Central Social Welfare Board	2,07,00,000	2,25,00,000
3	Grants to All-India Welfare Organisations and Developmental Administrative Grants to Child Welfare and Social Welfare Organisations	1,50,000	3,00,000
4	Social and Moral Hygiene and After-care Programme	27,00,000	11,00,000
5	Study of Child Growth by the National Institute of Education . . . . .	..	48,000
6	Assistance to Indian Council for Child Welfare for Maintenance of Nucleus Administrative Machinery in its State Branches	70,000	80,000
7	Demonstration Projects—Integrated Child Welfare Services . . . . .	..	17,00,000
8	Pre-Primary Education Programme . . . . .	..	25,00,000
9	Grants-in-aid to States . . . . .	..	36,50,000
10	T.C.M. O.A. 44	40,000	30,000

1	2	3	4
11. Financial Assistance to Displaced Persons from East and West Pakistan		40,84,600	23,22,000
12. Homes/Infirmaries for Displaced Persons from East and West Pakistan		85,35,200	89,81,400
13. Social Welfare and Rehabilitation Directorate :			
(i) Headquarter's Staff		1,82,100	1,85,700
(ii) Kasturba Niketan Home		3,03,500	2,46,400
(iii) Doles to Destitute Displaced Persons		29,300	27,000
(iv) Training-cum-Production Centres for Women		6,78,600	7,36,100
TOTAL FOR THE DIRECTORATE		11,98,500	11,95,200

CHAPTER THIRTEEN

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

1. **Objectives of the Council :** During the year under review a National Council of Educational Research and Training was established as an autonomous organisation registered under the Indian Societies Registration Act of 1860. The main functions of the Council are :

- (i) To establish a National Institute of Education for the development of research, advanced training (both pre-service and in-service) of educational administrators, teachers, educators and other high-level personnel required for education, and the provision of extension services;
- (ii) To establish and conduct regional institutes in different parts of the country for the development of research, training and extension in general and for the development of multipurpose secondary education in particular;
- (iii) To act as a clearing house for ideas and information on educational research, training and extension.

2. **The National Institute of Education :** The Council has come into existence from 1st September, 1961. The following five institutions which were formerly administered as the subordinate offices of the Ministry of Education were placed under the control of the Council :

- (1) The National Institute of Basic Education, New Delhi
- (2) The Central Institute of Education, Delhi, including the Central Bureau of Educational and Vocational Guidance and the Central Bureau of Textbook Research
- (3) The Directorate of Extension Programmes for Secondary Education, New Delhi
- (4) The National Fundamental Education Centre, New Delhi
- (5) The National Institute of Audio-Visual Education, New Delhi

These organisations form the nucleus of the National Institute of Education, and placing them under the control of the National Council of Educational Research and Training is the first step in the development of the

National Institute of Education. The next step would be to establish the Institute in its own campus, and organise suitable research departments in it.

3. Membership : The membership of the Council comprises the education ministers of State Governments and some eminent educationists, with the Union Minister of Education as its *ex-officio* president. The day-to-day administration of the Council is vested in a governing body. To advise the Council in academic matters, there is a board of educational studies with standing committees for research and extension. The expenditure on the Council will be met by the Ministry of Education through grant-in-aid.

4. Important Programmes : Among the important schemes which are proposed to be implemented through the Council during the third Plan, the following may be mentioned:—

- (i) Establishment of four regional teacher training colleges for the training of teachers of multipurpose schools;
- (ii) Extension services training centres in secondary education;
- (iii) Extension services training centres in primary education;
- (iv) Programme of textbook and curriculum development;
- (v) Programme of science education including science talent scheme;
- (vi) Programme of examination reform;
- (vii) Development of educational and vocational guidance;
- (viii) Publication of Year Books of Education;
- (ix) Publication of a series of brochures for teachers;
- (x) Studies in child growth with reference to Indian conditions;
- (xi) Field studies and investigations for collection of basic educational data;
- (xii) Development of research in all fields of education.

The revised estimates for 1961-1962 and the budget estimates for 1962-63 for the activities undertaken by the Council are as under:—

	1961-62	1962-63
	Rs.	Rs.
Plan	18,78,000	1,48,00,000
Non-Plan	18,15,000	22,90,000

The following paragraphs give, in brief, an account of the programmes undertaken by the constituent units of the National Institute of Education under the Council.

5. The National Institute of Basic Education

(a) RESEARCH.—The main research projects completed during the year were a study of the expenditure on education incurred by parents at the elementary stage of education in Delhi and a study of craft education in the school system. The following projects are in progress:—

- (i) Analysis of Hindi primers;
- (ii) Standardisation of check-lists for the evaluation of Basic schools;
- (iii) Ensuring standards of achievement in Basic schools;
- (iv) Comparative study of the practical problems solving competence of pupils of Basic and non-Basic schools;
- (v) A study of relationship between students' self-government and social experiences of Basic school pupils;
- (vi) Intensive study of the problems of elementary education in a selected village and the preparation of the village study manual;
- (vii) Suggesting suitable crafts for urban schools;
- (viii) An evaluative study of the orientation programme at the school level;
- (ix) Unit cost of starting Basic school; and
- (x) Pilot study on how students spend their holidays.

New projects on 'An experiment in increasing sensitivity of teachers' and 'Preparation of a manual on evaluation' will be taken up during 1962-63.

(b) TRAINING.—Three short-term training courses for craft educators were organised during the year. These training programmes and seminars will be continued during 1962-63.

(c) PUBLICATIONS DURING THE YEAR.—The following publications were brought out during the year:—

1. Basic Education Abstracts (half-yearly)
2. Buniyadi Talim (quarterly journal)
3. Tantu Udyoga—Crafts for Basic Schools
4. Inspection in Basic Schools
5. Buniyadi Shiksha aur Naveen Samaj Vyavastha
6. Building up a Curriculum for Basic Schools
7. Utilising Festivals for Education

8. Samasya Nidan Pariksha—(A Test on Problem Solving Competence)
9. Elementary Bomboo-Work
10. Targets for Craft-Work
11. Principles and Problems of Correlated Teaching (Rota-printed)
12. Elementary Doll-Making
13. The Practice of Correlated Teaching.
14. Evaluation in Basic Education
15. Research Problems in Basic Education
16. Buniyadi School aur Samaj Seva.
17. A Framework of Correlated Syllabus.
18. Gardening and Agriculture for Grade V
19. Correlated Teaching for Grades I & II

(d) **IMPROVING CURRENT PRACTICES IN BASIC SCHOOLS AND EXTENSION WORK.**—An experiment in action research for the improvement of classroom practices is being conducted in the Senior Basic School at Chhatarpur, Delhi.

(e) **STUDIES AND INVESTIGATIONS IN ARTS AND CRAFTS.**—On the basis of experiments done, the processes in bamboo-craft and doll-making have been worked out and brochures on the subject prepared for publication. Experiments on clay-modelling and pottery will be taken up during the year 1962-63.

6. The Central Institute of Education: The Institute showed all-round progress during the period under review.

(a) **TEACHING DEPARTMENT.**—In 1960-61, 100 students passed the B.Ed. examination and 14 students, the M.Ed. examination. During the current session, 105 students were admitted to the B.Ed. and 16 to the M.Ed. class. In addition, there are 26 Ph.D. students, pursuing research in different areas of educational theory and practice.

During the year, additional opportunities were provided for small group discussions on every alternate Saturday in the form of seminars guided by the members of the staff. The following are some of the subjects that have been discussed in these seminars:—

- (1) The Purposes and Goals of Teacher Education
- (2) The Need for Creative Imagination.
- (3) Student Indiscipline.
- (4) Diffusion of Opportunities for Education

(5) Raising University Standards

(6) The Need for Religious and Moral Instruction

Five research supervision committees for different subject-areas have been organised, with three or four members of the staff on each committee to assist the M.Ed. students in the preparation of their research dissertations. The areas covered are: (i) educational philosophy, educational sociology and teacher education; (ii) educational psychology including guidance and counselling; (iii) curriculum construction, textbooks and the methodology of teaching; (iv) educational administration; and (v) experimental education.

A monthly colloquium is held to discuss the research projects undertaken by Ph.D. scholars.

(b) SEMINAR ON EDUCATIONAL ADMINISTRATION AND SHORT-TERM COURSE IN FINE ARTS.—Instruction and research in educational administration formed the theme of a seminar conducted by the Institute. Nineteen members from different universities participated in the Seminar which discussed ways means of improving the teaching of the subject offered at the M.Ed. level and also considered how research work in the subject could be made more effective.

A four-month short-term course was conducted by the Institute during the year for teachers of the fine arts stream of multipurpose schools on the methodology of teaching fine arts in schools.

(c) RESEARCH.—The Psychology Wing completed (i) the construction and standardisation of achievement test in Hindi for class VIII; (ii) the verbal group test of intelligence for age 14, and (iii) a comparative study of the learning habits of bright and dull children. The following research studies are in progress:—

- (1) Socio-economic background of bright children;
- (2) Central Institute of Education group test of intelligence (for ages 15 and 16);
- (3) Incidence and causes of truancy in secondary schools in Delhi;
- (4) Study of scholastic adjustment of children who come from senior Basic schools to the higher secondary schools; and
- (5) A test in English vocabulary for classes IX to XI.

(d) PUBLICATIONS.—The following publications were brought out during the year:—

- (1) Summaries of M.Ed. Reports, 1956-57
- (2) Summaries of M.Ed. Reports, 1957-58

- (3) Summaries of M.Ed. Reports, 1958-59
- (4) A Survey of Private Unrecognised School in India
- (5) Report of the Seminar on Educational Psychology
- (6) Assignments in Physics for Secondary Schools
- (7) Assignments in Mathematics for Secondary Schools
- (8) Assignments in History for Secondary Schools
- (9) Assignments in Geography for Secondary Schools
- (10) Manual of Instructions for the C.I.E. Verbal Test of Intelligence (14)
- (11) Manual of Instructions for the Achievement Test in Hindi Class VIII.
- (12) Psychological Needs of Adolescent Girls and their Bearing on Individual Adjustment
- (13) Analysis of Science Textbooks (Primary Level).
- (14) Attitudes of Parents towards School Teachers
- (15) Material for Tutorial Discussion in Teachers' Colleges
- (16) The Effective Use of Display Material in Schools.

(e) DEPARTMENT OF EXTENSION SERVICES.—The Department undertook a three-week refresher course on the teaching of English through the structural approach; a seminar on the role of the press in education; organisation of home-rooms in schools; a flower-show organised by the participating schools; action, research and classroom experiments in a number of schools; a social studies project aimed at giving the teachers a thorough understanding and orientation in the subject; preparation of a model textbook on statistics for the tenth class students; a project on the management, decoration and beautification of the tent schools in Delhi; a project on 'School as a Teacher Education Agency' in schools where practice teaching is done and intensive work with an on-the-spot guidance to about 20 rural higher secondary schools to assess the difficulties and problems faced by teachers and to help them to find solutions through special projects and experiments. Special efforts are being made to bring about improvement of science teaching by assisting schools in starting science clubs, holding demonstrations and organising science exhibitions. Necessary assistance and information from the major industrial concerns in Delhi in their respective fields are made available to schools so that pupils get a clear picture of the technical and scientific processes in industries.

7. Central Bureau of Educational and Vocational Guidance: The training activities of the Central Bureau of Educational and Vocational Guidance during this year centred round the one-year diploma course in educational and vocational guidance. The second diploma course, which

ended in May, 1961 had 12 trainees, and the third diploma course commenced in July, 1961 with 24 trainees drawn from various parts of the country.

Among activities of a coordinating nature undertaken by the Bureau were the collection and compilation of all-India statistics on guidance, the preparation of model syllabi for the training of counsellors and career-masters, and the drafting of a handbook for counsellors as part of the preparation for a proposed workshop on guidance involving representatives from all the States.

The Bureau participated in a seminar on 'Guidance and Student Personnel Services at the University Level' organised by the Allahabad University. Pamphlets on the 'Need for Guidance' and on 'The Guidance Movement in India' have been prepared.

OCCUPATIONAL INFORMATION SERVICE OF THE BUREAU.—In addition to continuing its normal work of collecting occupational information from all over the country, the Bureau conducted a study of employment trends as revealed through newspaper advertisements and prepared model class talks for the occupational orientation of students as well as a pamphlet on 'Careers in Health Occupations'. The Bureau also organised a 'Plan Your Career' exhibition in the Delhi Public Library and a career conference in the context of the Commonwealth Technical Training Week.

The preparation of psychological tests has been one of the major activities of the Bureau. The main project in this area, the development of the science selection battery is nearing completion. A "Teachers' Check-list of Students' Behaviour" was also prepared during this year. The preparation of a 'Student Problem Check-list' and a 'Vocabulary Test in Hindi' have recently been taken on hand. Norms on various tests for classes VIII and XI are under preparation.

8. Central Bureau of Textbook Research: Three exhibitions of textbooks and curriculum materials were organised by the Bureau, two in Delhi and the third in Bangalore at the time of the All-India Conference of Principals of Training Colleges. A seminar of physics teachers of local higher secondary schools on assignments in physics and a pilot project of writing textbooks in social studies with the help of local teachers were undertaken. A scholar from Nepal attached to the Bureau completed his training in the area of textbook and curriculum. In connection with the promotion of national integration, the Bureau developed analysis sheets for screening current textbooks in language, history, geography and social studies and surveyed about 80 textbooks from 8 States to judge the role of the existing textbooks in the promotion of national unity and understanding. The Bureau completed and made

ready for publication a guide book on metric system for textbook writers, a report on experiment in curriculum construction in social studies, a brochure on analysis of history textbooks taught in primary classes and another on assignments in science for middle school classes. The Bureau has on hand a brochure on assignment in mathematics for middle classes, analysis and gradation of concepts involved in map-reading for classes I to VIII, a work-book for class VII and one in geography for class VIII.

9. The Directorate of Extension Programmes for Secondary Education: The activities of the Directorate of Extension Programmes for Secondary Education fall under six heads: (1) Extension Services Project; (2) Examination Reform; (3) Science Teaching and Science Talent Search; (4) Experimentation in Schools; (5) Seminars and Workshops; and (6) Establishment of Regional Training Colleges.

The activities carried out during the current year have been governed by the following principles:

- (1) Achieving coordination with other constituent institutes of the National Institute of Education;
- (2) Ensuring coordination with State departments of education;
- (3) Gearing the programmes to the priorities of the third Five-Year Plan.

The highlights of the programmes under the various schemes of the Directorate are the following:—

- (1) Joint meetings have been held of the D.P.I./D.E.'s and honorary directors and coordinators of the extension services departments in the States to draw up coordinated programmes of extension work; such meetings have been held in six States so far;
- (2) A programme of extending the extension project to cover more colleges and secondary schools has been formulated for implementation during the current Plan period;
- (3) The seminar programme has been reorganised to coordinate the needs of the other departments of the National Institute of Education as well as to involve more training colleges for the preparation of local leadership;
- (4) A review of the progress of secondary education in the States has been taken up and data collected in respect of nine States;
- (5) Details of science improvement programme for the third Plan have been finalised and implementation of some of its features has also been started;

- (6) A programme of science fairs has been drawn up and a pilot programme is being implemented through the extension centres during the current year;

The details of the programme under each of the six sections of the Directorate are given below:—

(a) **EXTENSION SERVICES PROJECT.**—The programme of conducting various in-service training of teachers and rendering other related services to the teachers of the secondary schools by the 54 departments of extension services continued during the year.

In order to achieve greater coordination between the work of the centres and State education departments, joint meetings of the honorary directors and co-ordinators of the centres with the directors of State education departments were held in six States.

A report was published on the programmes and activities of the extension service departments and of the services being rendered by them to the schools.

As a part of the programme of expansion of the extension activities to other training colleges, one training college in the State of Madhya Pradesh and another in the State of Gujarat have been selected for opening new centres.

It is proposed to open another 25 centres in the training colleges during the third Five-Year Plan and of these, 13 will be opened during 1962-63. The new centres will be located mainly in the areas which are not covered by the extension services departments and it is proposed to involve other training colleges which may not have full-fledged extension services departments, in the extension activities. With this object in view, it is proposed to open 72 extension units during the third Plan and of these, 24 are proposed to be opened during the year 1962-63. By the end of 1962-63, 75 per cent of postgraduate training colleges will be involved in extension activities.

(b) **EXAMINATION REFORM.**—The illustrative test material which the Unit had developed through workshops has been printed and is being released shortly to the boards of secondary education and schools for the guidance of teachers and examiners. The next pool of material will be ready for distribution shortly.

(i) **Workshops.**—Three workshops were held for orientation of lecturers of the training colleges to the evaluation approach. Sixty-seven lecturers from 25 training colleges representing nine States and Union Territories attended these workshops. Three workshops on research in

educational evaluation were conducted in the various regions for the lecturers, coordinators and experienced headmasters. The purpose of those workshops was to locate problems of research at training college and school level. One workshop for preparing learning experiences on integrated units in social studies was held at Dev Samaj College for Women, Ferozepore, in May, 1961. Another workshop in evaluation in social studies was held at the Department of Extension Services, Government Training College, Jullundur, in August, 1961.

(ii) *Studies in Evaluation.*—An analysis of the question papers set by the examining boards at higher secondary level was undertaken by the unit in the four subjects, namely, English, social studies, general science and general mathematics and the study was completed in respect of the States of Punjab and Delhi. The unit has also completed a study of cumulative record cards being used in different boards of the country for purposes of internal assessment and guidance. A manual of instruction for teachers has also been prepared for their guidance in filling up all these index cards. These along with the manual of instruction will be widely distributed to schools and departments of education.

(iii) *Publications.*—The following publications were brought out:

- (1) Specimen test items in social studies, general science and English; (The tests in mathematics had already been brought out.)
- (2) A consolidated report of the four seminars on 'Research in Educational Evaluation'.

Manuscripts for the following publications are ready and are being published very shortly:—

- (1) A popular brochure on evaluation
- (2) Evaluation in Geography, and
- (3) Evaluation in Mathematics

During 1962-63, the Central Examination Unit proposes to open a Psychometric Unit to assist it in its work. Seven State evaluation units are also proposed to be set up at a cost of Rs. 22,000 each as a part of the programme for establishing evaluation units in all States.

(c) *SCIENCE TEACHING.*—A sum of Rs. 2,60,000 was provided in the budget for the current year for opening school and central science clubs in 129 high/higher secondary schools and 3 departments of extension services were selected for the purpose. The scheme of assessment of the work of science clubs was also taken up and 220 science clubs have so far been assessed.

(i) *Science Talent Search*.—As a corollary to the science club movement, it was felt necessary, from the very outset, to create a machinery to seek out talented students in science to recognise their specific abilities and to provide guidance and financial assistance to them to develop their talents. A programme of science talent search has been worked out and will be introduced on an experimental basis from 1962-63.

(ii) *Study of Science Syllabi*.—A comparative study of the science syllabi was made during the year with reference to the draft syllabus and the report of the All-India Seminar on Science Teaching held at Taradevi. A detailed report of the study is being compiled. The work on analysing the data on the courses of study, textbooks, laboratory and equipment, allotment of time for the teaching of science, salary scales available to science teachers and examination in science, has also been undertaken in order to assess the existing position of science teaching at all stages in the country.

The extension services centres are being guided in organising science fairs designed to stimulate interest in science. A number of such meets were held during the year, and a more comprehensive programme is being developed for next year on the basis of the experience gained so far.

The third Plan lays special stress on the expansion and strengthening of science at the secondary stage. By the end of 1965-66, it is expected that all the secondary schools will be providing general science and nearly 47 per cent of them will be offering science of an elective standard. Studies need to be undertaken in the various curricular and other problems of science teaching at the school stage. For this purpose it is proposed to establish during 1962-63 a department of science education in the National Institute.

(d) **EXPERIMENTAL PROJECTS**.—This scheme aims at stimulating experimental work in the secondary schools. Financial assistance is given by the Council to secondary schools for approved experimental projects. During the current year a sum of Rs. 33,000 has been sanctioned to 60 institutions for implementing the projects selected by a Working Group.

(e) **SEMINARS AND WORKSHOPS**.—Under this scheme, the Directorate organises State-level and all-India seminars for educational administrators and heads and subject-teachers of secondary schools. The object of these seminars is to give an opportunity to educators in charge of administration, inspection and actual teaching in secondary schools in different States to meet and discuss current educational problems and find out ways and means of improving secondary education.

During 1961-62 it was envisaged to hold one all-India seminar for school libraries, four all-India seminars for the teachers of multipurpose

schools on the subjects of agriculture, commerce, technology and fine arts, 15 State-level seminars on the teaching of mathematics in different classes of secondary schools, one seminar for the teachers of mathematics for all the Union Territories.

(f) **REGIONAL TRAINING COLLEGES.**—On the basis of the experience gained so far regarding working of the multipurpose schools, a scheme was formulated for establishing four regional training colleges during the third Five-Year Plan. These colleges will train teachers in the various practical subjects of the multipurpose schools and thus solve a major problem in the successful working of multipurpose scheme. The sites for these colleges have been selected and work on preparing the building plans has been taken in hand in three places. In the fourth place, the land is being acquired. All four colleges are programmed to start functioning in 1963-64.

10. National Fundamental Education Centre: The Centre organises training courses for social education workers and conducts research in problems related to social education.

(a) **TRAINING.**—Training courses for district officers in charge of social education were conducted.

During 1962-63, the following programme is proposed:

- (i) A one or two-week seminar on social education work in the States. The participants will be State-level officers in charge of social education.
- (ii) A short course for district inspectors of schools.
- (iii) A refresher course will be taken up for teacher-administrators under the Central Board of Workers' Education.
- (iv) Plans will be finalised for a pre-service training course in the field of social and adult education.

(b) **RESEARCH.**—A quick survey of the working of rural radio forums was taken up in September, 1961, at the request of the Department of Public Relations, Delhi. A report has been prepared on the "Reading Habits and Interest of Mukhmelpur Village". Last year, the Centre had undertaken the work of guiding and assisting the Indian Council for Child Welfare in conducting a survey of 'Living Conditions of Children in Mehrauli Block'. The field work was completed in April this year.

In December 1960, the AIR assigned to work of evaluating "The Impact of TV Programmes on the Members of Twenty Tele-Clubs in Delhi" to the Centre, jointly with the Indian Adult Education Association. The technical work as well as the survey and investigation work in connection with this research project was done by the Centre. The field

work has been completed and the report of the research project is under preparation.

The following are the research projects in hand:

- (i) Health habits of people in Sukhrali Village;
- (ii) Case studies in group factions in some villages in Delhi;
- (iii) Factors leading to success or failure of youth clubs;
- (iv) Field test of books for neo-literates.

The programme during 1962-63 is as follows:

- (i) The research projects on 'Youth Clubs' and 'Village Conflicts' will be completed. Two major research projects will be taken up, one bearing on the method of literacy and the other on adult educational needs and opportunities in the Territory of Delhi.
- (ii) Filmstrips and other A.V. material will be prepared in connection with the above subjects.
- (iii) Booklets on various subjects in the field of social education—the concept of social education, literacy work, community development, etc., will be brought out.
- (iv) A scheme for the production of popular literature will be taken up.

11. National Institute of Audio-Visual Education: The activities of this Institute comprise in-service training, research, production of non-projected visual aids, projected aids and aural aids.

(a) **TRAINING COURSES.**—During the year, one short-term course in audio-visual education was conducted for 33 trainees from different States/Central Ministries.

A two-week training course in the operation and maintenance of projection equipment was organised for the trainees from rural institutes.

Besides this, a number of local short-term courses lasting from a couple of days to a week, were arranged.

(b) **UNESCO REGIONAL WORKSHOP.**—In cooperation with Unesco, a Regional Workshop on the Production of Low-cost Visual Aids was organised at New Delhi, from 15th December, 1961, to 31st January,

1962. Unesco fellowship-holders from South-East Asian countries participated.

(c) PRODUCTION OF NON-PROJECTED VISUAL AIDS.—As part of the over-all programme to produce standard non-projected material for secondary schools in the country, this institute produced various educational charts, viz., “Wheat Production in India”, “Rice Production in India”, and “Cotton Production in India”.

Charts and posters were also designed for (i) the Ministry of Education, for use in its National Physical Efficiency Drive, and (ii) the International Cooperative Alliance, for use in promotional work of the organisation.

A study kit, namely, ‘The Discovery of India’ was designed for the Indian National Commission for Unesco, for use in the Associated Schools’ project.

A monograph on ‘Film Appreciation’ was commissioned as part of the scheme to supply standard visual literature suitable to Indian conditions and related to the problems of teachers and social education workers, and will be ready for distribution shortly.

(d) PRODUCTION OF PROJECTED AIDS.—A series of colour slides was prepared on the subject of “Republic Day Celebrations in Delhi” and “Folk Dances”. One filmstrip on the subject “Monuments of the Turko-Afghan Period in Delhi” was produced.

A series of programmes for social education were filmed in the Institute and they have put on television by the A.I.R.

One 16 mm film of 800 ft. on the ‘Operation of Diseased Lungs’ has been produced in colour. The commentary of the film has been recorded and the final film will be released shortly.

Five sponsored films were completed during the year. About 16 films are under production in the Films Division.

(e) RESEARCH AND SURVEY PROJECTS.—The following survey projects were planned and undertaken:

- (1) Use of Audio-Visual Aids in Community Development Blocks;
- (2) Teaching Aids in Science—A Survey;
- (3) Evaluation of Effectiveness of Films and other Aids in Teaching.

(f) **CENTRAL FILM LIBRARY.**—During the year, 549 films and 265 filmstrips were added to the library, bringing the total number of films and filmstrips to 4,895 and 1,855 respectively. During the same period, 10,044 films and 210 filmstrips were issued to 1,512 members.

The Mobile Cinema Unit screened 738 films and 132 new members were enrolled bringing the total number of members to 1,588.

(g) **VISITS AND STUDY TOURS.**—Thirty-seven visits were conducted during the year. The visitors included leaders in the educational field, Unesco fellows, officers of the Unesco Secretariat, student groups from teacher-training colleges and trainees from various educational institutions of the Ministries of Health, Education, Agriculture and Community Development.

(h) **AN OUTLINE OF THE PROGRAMME FOR 1962-63.**—Kits of audio-visual material to be used for training in various areas and for various audio-visual topics are proposed to be developed.

To promote national and emotional integration, it is proposed to develop study kits for use in schools on the different States of India and one on India itself. These are designed for mass production at low cost.

The increasing importance and impact of exhibitions in communicating ideas and information has necessitated the need for the establishment of an exhibition cell. It is also proposed to develop a small mobile exhibition, depicting the effectiveness of A.V. aids and the varieties of simple and inexpensive aids.

In order to encourage the production of high quality aids, it is proposed to institute a scheme of prizes to the private and commercial producers of audio-visual aids.

CHAPTER FOURTEEN

NATIONAL ARCHIVES OF INDIA

The main duties of the National Archives of India are accession, repair and preservation of records, research and technical service, training and publication. Good progress was made during the year in all these sectors.

2. **Accession.**—Some of the gaps in the existing series of indexes to records were filled in by fresh accessions from several Ministries. Considerable progress was made in collecting information on Reforms Papers of the former Governor-General's Secretariat and arranging for their transfer to the Department's custody.

Quite a large number of archives and historical documents which were in private custody were acquired by the Department either by purchase or gift. New lease of life was afforded to these documents by scientific treatment and preservation. The most important of such acquisitions during the year was the Inayat Jang Collection comprising Imperial Mughal archives relating to the administration of the Deccan during the 17th and early 18th centuries. Among other materials of note acquired, mention may be made of a letter-book embodying the correspondence of the celebrated poet, Mirza Ghalib and a collection of documents belonging to the private archives of Dr. N. B. Khare, most of which had already been gifted by him to the Department.

One hundred and fifty-six rolls of micro-copies of Dutch East India Company records of the period 1759—94 and forty-six rolls of Lord Dufferin papers for the period 1884—88 of his Viceroyalty in India were obtained from the foreign repositories during the year. Arrangements were also made for obtaining microfilms of the Dutch East India Company records of the period 1794—96 and for the acquisition of microfilm/transcripts of the Mayo Papers, the Minto Papers and Fowler Papers from the Cambridge University Library, National Library of Scotland and the Commonwealth Relations Office Library, London.

Four hundred and eighty-five books including a few published in the eighteenth and early nineteenth centuries and thirty-eight volumes mostly relating to Indian and Asian history received under the Wheat Loan Programme were added to the Department library.

3. Checking and Arrangement of Records, Compilation of Lists.—Good progress was maintained in checking and arrangement of new accessions and of records already in the Department.

4. Research and Reference Service.—One hundred and forty research scholars, including foreign scholars from the U.K., the U.S.A., and the U.S.S.R., Germany, Australia and Nepal availed themselves of the facilities afforded for consulting original records and were provided with the requisite guidance and research aids. About 12,000 pages of typed scripts from records, 5,049 photostatic copies and 29,785 negative exposures, and 120 metres of positive prints of documents were released for their use. A large number of enquiries covering a wide variety of historical topics and involving protracted research among records were attended to by the Department during the year.

5. Preservation and Photo-Duplication.—The Department prepared 2,30,000 negative prints of pre-1859 records covering about twice the number of manuscripts pages, 10,000 photostat copies, 6,200 enlarged prints and 4,250 metres of positive prints. About 13,650 metres of micro-film were processed and 450 reels were checked. The Department also undertook a programme of micro-filming the "Report on Native Newspapers", an official series embodying extracts from old newspapers in Indian languages, most of which are now defunct. About 1,55,000 sheets of documents were laminated and 2,600 volumes bound. 1,032 maps were repaired and mounted.

6. Research Laboratory.—Experiments were continued to find suitable indigenous substitutes for repair materials that are now being imported, e.g. hand-made paper, tissue paper, binding cloth, etc. and technical advice was given to interested institutions. The laboratory also conducted tests on insecticides and fumigants commonly in use in official record-rooms, a report on which is under preparation.

7. Technical Service.—Free service in the matter of renovation, binding and photo-duplication was rendered to a number of institutions and individuals, e.g., Gandhi Smarak Nidhi, Raza Library, Rampur, who, in response to an appeal from Government allowed the Department to keep photo copies of original documents in their possession. The mobile micro-film unit including staff and equipment was sent to Kathmandu to assist the Nepal National Archives in microfilming 300 rare manuscripts of the Bir Library under a project of the Indian Aid Mission, Nepal. The mobile micro-filming unit of the Department was also placed at the disposal of the Director of Archives, Rajasthan, to help in the photo-duplication of a large collection of brittle documents.

8. Advisory Works.—Technical advice on repair and preservation of records was tendered to 45 institutions including some universities and offices of the Government of India.

9. Training and Educational Activities.—Nine trainees including two nominees of the State Governments, successfully completed the one-year diploma course in Archives-Keeping, and a fresh batch of seven trainees, including two nominees of the Government of Malaya and three nominees of the State Governments were admitted to the course which commenced on the 1st September, 1961. Special arrangements were also made for a short course of training to nominees of several official and non-official agencies.

As a part of the educational programme of the Department, the Director of Archives delivered a course of lectures on 'Archives Science' at the National Academy of Administration, Mussoorie, and a talk on 'Problems in Historical Research' to the Hindu College Historical Society, Delhi. Lectures on 'Archives Administration and Archives Preservation' were also given to the trainees at the Secretariat Training School, New Delhi.

10. Exhibitions.—A documentary exhibition on the life and work of the great Indian mathematician S. Ramanujam was organised which proved very popular. The Department also participated in a historical exhibition held by the Panjab University at Chandigarh in connection with the 36th Session of the Indian Historical Records Commission; the Tagore Centenary Exhibitions at Rabindra Bhavan, New Delhi and in Calcutta; and the Urdu Newspapers and Books Exhibitions arranged by the Ministry of Information and Broadcasting at Vigyan Bhavan, New Delhi.

11. Publications.—A number of publications were issued during the year. The more important ones to be mentioned are: Elphinstone Correspondence, 1804—08 (published in collaboration with the University of Nagpur), Diplomatic of Sanskrit Copper Plate Grants; Proceedings of Indian Historical Records Commission, Volume XXXVI; Annual Report of the National Archives of India for 1959 and Fort William-India House Correspondence. The Indian Archives, Volume XII is expected from the press and Volume XIII of the Journal has been prepared for the press. The Annual Report for 1960 and Selections of Educational Records, Volume II, were also got ready for publication. Progress was also made in the preparation of the text of the Ochterlony Papers which is to be edited by Prof. N. K. Sinha of Calcutta University and in the printing of The Report of the Committee on Archival Legislation.

Steps were taken to bring out a second edition of "Archives and Records; What are They" on popular demand.

12. Collaboration with Universities and Other Institutions.—The Department actively assisted the Indian Council for Cultural Relations in organising the first Asian History Congress, the Archaeological Survey of India in the celebrations of their centenary and the University of Delhi in organising the 24th Session of the Indian History Congress. It collaborated

with the National Library, Calcutta, in formulating a plan for the micro-filming of old files of Indian newspapers which were found to be scattered among a plethora of private collections. The Department was also closely associated with some of the activities of the Indian Standards Institution and the International Centre for the Study and Preservation of Cultural Property.

13. Advisory Bodies and Committees.—The Indian Historical Records Commission held its 36th Session at Chandigarh on 25-26th February, 1961, under the presidentship of the Union Minister for Education which was attended by a large gathering of scholars, historians, archivists and antiquarians from all over the country. The Commission discussed a number of problems vitally connected with the administration, organisation and preservation of archives. The Research and Publication Committee of the Commission also met at its 31st meeting at Chandigarh on 26th February, 1961, under the chairmanship of the Educational Adviser to the Government of India and reviewed the archival activities in the country during the year.

The Advisory Committee on National Register of Records held its third meeting at New Delhi in August, 1961. The Historical Documents Purchase Committee held two meetings during the year to examine and evaluate private archives and historical documents offered for purchase by individuals in India and abroad and made recommendations for the purchase of several of them.

The Committee on Archival Legislation set up in August, 1959, submitted its report to the Government of India in December, 1960. It has recommended, *inter alia*, legislation for the control and administration of archives at the Centre and in the States. The Report has been circulated to State Governments, Central Ministries and other interested bodies, and their views have been invited on the recommendations of the Committee. Printed copies of the Report are expected to be available to the public shortly.

14. Accommodation.—The construction of an Annexe to the National Archives of India to solve the problems of space shortage for retired records has been accepted for inclusion in the Third Plan. An expenditure of Rs. 28.77 lakh has been sanctioned for the first phase of the work covering the stack wing of the proposed Annexe. The air-conditioning programme of the Department has had to be deferred owing to shortage of foreign exchange.

15. Regional Office, Bhopal.—The normal work of checking, arranging and listing of records acquired from the former Government of Bhopal was continued and the usual measures for their preservation and maintenance taken. Official and non-official research scholars were helped in

consulting records housed in the office. The exhibition of select documents of historical importance at the premises of the office continued to be popular.

16. Programme for 1962-63.—The Department will place greater emphasis on checking, listing and arrangement of the records and books already in its custody, and on the compilation of information on archival holdings of different Central agencies. Such recommendations of the Committee on Archival Legislation as may be accepted by the Government will also be taken up for implementation. The Department will also endeavour to speed up its programme of acquisition of microfilm copies of documents of Indian interest in foreign repositories and to initiate a campaign for locating important archival collections in private custody and their transfer to scientifically equipped repositories.

The Index to Secret Department records 1781—83 will be completed and their descriptive listing expedited. The catalogue of Avadh Seals is also expected to be completed. Volume II of the Selection of Educational Records series, one volume of Calendar of Persian Correspondence, three volumes of the Fort William—India House Correspondence series, two issues of 'Indian Archives' and one issue of the 'Annual Report' represent the publication targets for the next year. Besides, compilation of materials for Selections of Educational Records, Volume III, will be completed, and two more volumes of Fort William—India House Correspondence and one volume of Catalogue of Historical Documents (Persian) will be got ready for the Press.

During the next year, the Department further proposes to speed up the repair of documents in an advanced stage of decay, provide them with protective containers as also to microfilm them; to push forward the micro-filming of Reports on Native Newspapers; to get the construction of the Annexe building started; to intensify its public relation activities and to widen the field of its collaboration with universities, research, institutions etc., to organise a fresh series of popular lectures on archival and historical topics; to publish popular literature on archives; and to organise documentary exhibitions.

The Regional Office, Bhopal, will, in addition to its normal duties, prepare indexes to the Descriptive Lists of Mutiny Papers prepared by it.

17. Budget.—Funds to the extent of Rs. 14,08,000 (including non-Plan and Plan schemes and also National Register Scheme Grants) were placed at the disposal of the Department and its Regional Office at Bhopal and the proposed Regional Office at Hyderabad, for 1961-62, as against Rs. 13,09,000 during 1960-61. A provision of Rs. 15,28,100 has been included in the budget estimates of 1962-63.

ANNEXURE I

Advisory Bodies Functioning in the Ministry of Education

Sl. No.	Name of the Body	Year of Establishment	No. of Meetings held during 1961-62
1	Central Advisory Board of Education	1935	One
2	Indian National Commission for Co-operation with Unesco	1949	Nil
3	Education Ministers' Conference	1949	Nil
4	Advisory Board of Social Welfare	1950 (Reconstituted in 1954)	Selection Committee set up by the Board met once
5	Standing Commission for Scientific and Technical Terminology (set up in place of the Board of Scientific Terminology that functioned since 1950)	1960	Three
6	Central Board of Physical Education and Recreation	1950 (Reconstituted in 1961)	One
7	Hindi Shiksha Samiti	1951	One
8	National Board of Audio-Visual Education	1953	One
9	All-India Council of Sports	1954 (Reconstituted in 1961)	Five
10	National Advisory Council for the Education of the Handicapped	1955	One
11	All-India Council for Secondary Education	1955	Nil
12	National Council for Rural Higher Education	1956	One
13	All-India Council for Elementary Education	1957	One
14	Children's Literature Committee	1958	Two
15	National Council for Women's Education	1959	Two
16	Central Sanskrit Board	1959	Four
17	National Board of Basic Education	1962	Nil

ANNEXURE

Outlay for Schemes on General Education—Finalised Third Five-Year Plan

State/Administration	Elementary Education	Secondary Education	University Education	Other Educational Schemes	Total
1	2	3	4	5	6
STATE :					(Rupees in Lakhs)
Andhra Pradesh	1193·66	557·96	206·50	97·88	2056·00
Assam	945·00	218·50	85·00	85·00	1333·59
Bihar	1943·00	714·00	537·00	164·56	3358·56
Gujarat	849·11	336·86	164·72	70·84	1421·53
Jammu & Kashmir	194·58	93·72	54·60	32·10	375·00
Kerala	723·18	480·94	119·00	108·25	1431·37
Madhya Pradesh	1749·73	537·52	314·00	87·25	2688·50
Madras	1800·00	609·01	56·00	77·98	2542·29
Maharashtra	1340·48	538·79	330·21	115·45	2324·93
Mysore	1062·21	307·64	150·00	81·87	1601·72
Orissa	1079·17	214·41	144·99	66·43	1505·00
Punjab	870·96	512·42	267·68	125·94	1777·00
Rajasthan	1046·75	375·00	243·25	85·00	1750·00
Uttar Pradesh	3387·74	823·17	573·18	219·45	5003·54
West Bengal	1304·09	638·97	573·06	298·79	2814·91
TOTAL (STATE)	19489·66	6958·91	3819·19	1716·79	31984·55
ADMINISTRATION :					
A. & N. Islands	37·41	14·00	2·50	2·85	56·76
Delhi	616·48	480·65	..	46·45	1143·58
Himchal Pradesh	109·44	62·51	22·70	8·12	202·77
L.M. & A. Islands	10·66	6·80	0·35	1·02	18·83
Manipur	58·77	39·06	33·50	8·50	109·83
N.E.F.A.	47·93	31·68	1·97	0·79	82·37
Nagaland	66·21	20·66	9·27	0·32	96·46
Pondicherry	50·64	46·50	22·23	17·90	137·27
Tripura	149·60	42·40	20·10	18·68	230·78
..					
TOTAL (ADMINISTRATIONS)	1147·14	744·26	82·62	104·63	2078·65
GRANT TOTAL	20636·80	7703·17	3901·81	821·42	34063·20
Percentage	60·55	22·62	11·45	5·38	100·00

ANNEXURE III

Grants to Voluntary Organisations and Individuals Working for the Development of Hindi

During the year under review, the following grants have been sanctioned to voluntary organisations and individuals for the purpose indicated separately against each :

Name of Organisation	Amount	Purpose of Grant
	Rs.	
(i) Hindi Sahitya Sammelan, Prayag	29,572	Promotion of Hindi
(ii) Hindustani Prachar Sabha, Bombay	7,920	Propagation and development of Hindi
(iii) Kerala Hindi Prachar Sabha, Trivandrum	4,200	Purchase of furniture and books for Hindi Library at Trivandrum
(iv) Karnatak Provincial Hindi Prachar Sabha, Dharwar	12,345 2,400	} (i) Running of Hindi classes and libraries (ii) For staging Hindi dramas
(v) Vidarbha Hindi Sahitya Sammelan, Nagpur	6,600	
(vi) Rashtrabhasha Prachar Samiti, Wardha	11,500	(i) For holding 10th session of All-India Rashtrabhasha Prachar Sammelan in Assam (ii) Purchase of books for Central Library, training of Hindi teachers (iii) Literary and cultural competitions
(vii) Bombay Provincial Rashtrabhasha Prachar Sabha, Bombay	6,300	Purchase of books for Hindi Library (ii) Rashtrabhasha <i>Shibir</i> (iii) Competitions, prizes and other cultural activities
(viii) Institution of Engineers (India), Calcutta	500	President's prize for 1960-61 to Shri Baleshwar Nath of the Institute
(ix) Nagari Pracharini Sabha, Varanasi	10,000	(i) Search of old manuscripts (ii) Photo-stat machines (iii) For preserving binding old manuscripts.
(x) Sansadeeya Hindi Parishad, New Delhi	13,922 7,356 1,440	} Propagation and development of Hindi

Name of Organisation	Amount	Purpose of Grant
(xi) Maharashtra Rashtrabhasha Prachar Samiti, Poona	5,400	Do.
(xii) Gujarat Prantiya Rashtrabhasha Prachar Samiti, Ahmedabad	1,00	Purchase of books, and furniture for library, Rashtrabhasha <i>Shibir</i> s and competition and prizes
(xiii) Kerala Grandhasala Sangam, Trivandrum	30,660	Starting Hindi wings in 50 libraries (ii) Allowances for librarians (iii) Celebration of Hindi Day. (iv) Addition of Hindi section in magazine
(xiv) Vidarbha Rashtrabhasha Prachar Samiti	6,240	Purchase of books and furniture for Central Library (ii) Rashtrabhasha <i>Shibir</i> s (iii) Competition, prizes and other cultural activities
(xv) Assom Rashtrabhasha Prachar Samiti, Gauhati	43,500	Improvement of Prachar Vidyalaya and Central Library (ii) Development of rural libraries and publication of Hindi journals etc.
(xvi) Shri Lakshmi Nath Jha, Artist, (Bihar)	8,000	Publication of a book on folk art of Mithila sanctioned from Education Minister's Discretionary Fund
(xvii) Dakshin Bharat Hindi Prachar Sabha, Madras	15,000	Holding of Hindi dramas (ii) Organisation of lectures of Hindi orators and poets (iii) Reinforcement of Central Hindi Library
(xviii) Maharashtra Rashtrabhasha Sabha, Poona	3,000	Development of the Central Hindi Library at Poona
(xix) Mysore Riyasat Hindi Prachar Samiti, Bangalore-4	20,000	Construction of school building
(xx) Dakshin Bharat Hindi Prachar Sabha, Andhra, Hyderabad	10,000	Construction of office building
New H... i Parishad,	5,916	Publication of 'Devnagari' journal
Dhin Bharat Hindi Prachar Sabha (Kerala), Ernakulam	5,400	Conducting free Hindi classes and running Hindi shorthand and typewriting classes
(xxiii) Secretary, Institute of Engineers (India) Calcutta	2,000	Publication of enlarged Hindi section of the journal of the Institute
(xxiv) Delhi University, Delhi	4,000	Publication of Sindhi textbooks in Devanagari script
(xxv) Hindustani Prachar Sabha, Bombay	3,096	(f) Hindi Prachar expenses including <i>Prachar Puraskars</i>

Name of Organisation	Amount	Purpose of Grant
(xxvi) Advaita Ashram, Almora c/o Advaita Ashram, Calcutta	5,000	Publication of complete works of Swami Vivekananda
(xxvii) Maharashtra Prachar Samiti, Poona	11,434	(i) Opening free Hindi teaching centres (ii) Holding five seminars (iii) Expansion of Central Library (iv) Prizes for students
(xxviii) Tanur Sanchara Grandhalaya Samiti, Tanur (Kerala)	900	(i) Hindi dramas (ii) Purchase of furniture for library and Hindi classes
(xxix) Kerala Hindi Prachar Sabha, Trivandrum	1,800	Development of Hindi library
(xxx) Rashtrabhasha Prachar Samiti, Wardha	4,500	Holding 10th Session at Tinsukhia (Assam)
(xxxi) Kendriya Sachivalaya Hindi Parishad, New Delhi	540	Holding competitions for Hindi typewriting and shorthand
(xxxii) Hindi Sahitya Kala Parishad, Port Blair	9,000	Construction of Hindi Bhawan at Port Blair
(xxxiii) Hindi Bhawan, New Delhi	2,115	Promotion of Hindi

Besides, financial assistance has also been given to the authors of 'Bhartiya Vyavhar Kosh' and 'Maithilisharan Gupta Abhinandan Granth' by purchasing 1,700 and 300 copies respectively of these Hindi publications for free distribution to various States, universities, colleges, Hindi organisations etc. An expenditure of Rs. 61,000 (approximately) is likely to be incurred.

ANNEXURE IV

Publications Brought out during the period under Report by the Publications Section of the Ministry of Education

1. Education and the Third Plan—A Symposium
2. Indian Journal of Educational Administration and Research, Winter 1960
3. Annual Report of the Ministry of Education for 1960-61 (English Edition)
4. Annual Report of the Ministry of Education for 1960-61 (Hindi Edition)
5. Summary of Activities of the Ministry of Education for 1960-61 (English Edition)
6. Summary of Activities of the Ministry of Education for 1960-61 (Hindi Edition)
7. Education and Welfare of the Handicapped—A Report for 1960-61 (English Edition)
8. Education and Welfare of the Handicapped—A Report for 1960-61 (Hindi Edition)
9. Indian National Commission for Cooperation with Unesco—Proceedings of the Fourth Conference
10. An Interpretation of Basic Education Principles for Kindergarten and Junior Classes of Elementary Schools (Hindi Edition)
11. Social Welfare—A Report for 1960-61
12. Social Education—A Report for 1960-61
13. Government of India Scholarships for the Physically Handicapped
14. Youth—Winter 1960.
15. Employment for the Physically Handicapped
16. Indian Journal of Educational Administration and Research—Spring 1961.
17. Rural Institutes (A Pictorial Pamphlet)
18. The Education Quarterly—Spring 1961
19. Report of the Indian Delegation to the Eleventh Session of the General Conference of Unesco

20. Report on Expansion of Educational Facilities in Delhi
21. Conference of State Education Secretaries and Directors of Public Instruction/Education—Inaugural Address by Dr. K. L. Shrimali, Education Minister
22. Ministry of Education of India—Report on Educational Developments in 1960-61—Presented at the XXIV International Conference on Public Education—Geneva—July, 1961
23. Approved Programme and Budget of Unesco for 1961-62: Chapter 4-A Major Project on Mutual Appreciation of Eastern and Western Cultural Values
24. Evaluation and Examination in Rural Institutes
25. National Seminar on Compulsory Primary Education
26. Indian Journal of Educational Administration and Research—Summer 1961
27. Youth—Spring 1961.
28. Wastage and Retardation in Education by R. S. Chitkar
29. Report of the Advisory Committee for Libraries (Reprint Edition)
30. Government of India Scholarships for Studies in India
31. A National Plan for Physical Efficiency Drive—(Hindi Edition)
32. Government of India Merit Scholarships for Children of Primary and Secondary School Teachers
33. Proceedings of the Vice-Chancellors' Conference 1960.
34. The Education of Primary Teachers in India—Report of the First National Seminar
35. Seventh Inter-University Youth Festival—A Souvenir Volume
36. Radio in School Education by C. L. Kapur
37. National Service Scheme—A Report by K. G. Saiyidain
38. Supplement to Youth, Vol. V, No. 2—Rural Higher Education.
39. Survey of Living Conditions of University Students—A Report.
40. The Education Quarterly—Summer 1961.
41. Youth Publicity Folder
42. School and Community
43. Approved Programme and Budget of Unesco for 1961-62: Chapter 1: Education
44. National Physical Efficiency Drive—1961-62
45. First Year Book of Education—Review of Education in India (1947—61)
46. Youth—Summer 1961
47. Employment for the Physically Handicapped (Revised Edition).
3 M of Education—9.

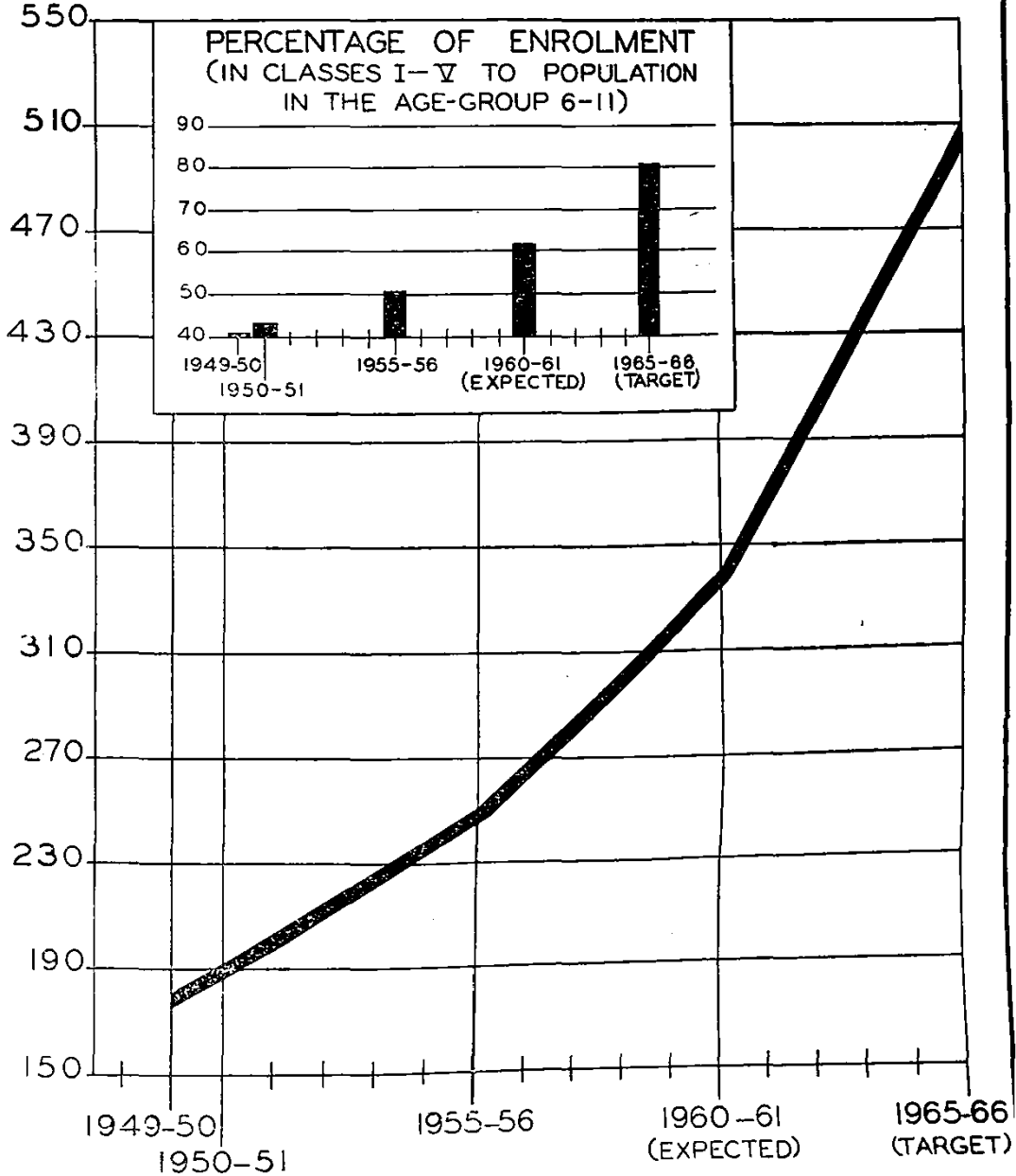
48. Folder—The First National Exhibition on the Training and Employment of the Physically Handicapped
49. The Blind Can See
50. Training Centre for the Adult Blind—Prospectus
51. Catalogue of Braille Publications
52. Reading Interests of the New Reading Public and Juvenile Readers in Hindi.
53. Proceedings of the 28th Meeting of the Central Advisory Board of Education
54. Presidential Address of Dr. K. L. Shrimali, Union Education Minister at the 29th Meeting of the Central Advisory Board of Education
55. Report of the Fourth Inter-State Seminar on Rural Higher Education.
- ~~56.~~ Second Commonwealth Education Conference, New Delhi, 1962. —Presidential Address by Dr. K. L. Shrimali
57. The National Council for Women's Education—Second Annual Report (1960-61)
58. Second Commonwealth Education Conference—Programme (January 11—25, 1962)
59. Second Commonwealth Education Conference—General Information for the Delegates
60. Second Commonwealth Education Conference—Souvenir
61. Rural Institutes in India by Sham Narayan
62. Unesco's Programme and Budget for 1961-62—Chapter 2: Natural Sciences
63. Proceedings of the Conference of Education Secretaries, Directors of Public Instruction/Education
64. Who Is Who—Second Commonwealth Education Conference
65. Report of the Second Commonwealth Education Conference
66. Regional Symposium on Over-all Educational Planning (29th January to 23rd February, 1962)—Inaugural Address by Shri P. N. Kirpal, Education Secretary.
67. Indian Journal of Educational Administration and Research—Autumn 1961.
68. National Prize Competition for Children's Literature
69. Report of the National Seminar on Orientation of Elementary Schools Towards Basic Pattern (Hindi Version)
70. The Education Quarterly—Autumn 1961
71. Emotional Integration Committee—Preliminary Report

72. Summary of Activities of the Ministry of Education—1961-62 (English Edition)
73. Summary of Activities of the Ministry of Education—1961-62 (Hindi Edition)
74. Experiments in Education—The Meadow School by Tarabai Modak
75. National Seminar on Compulsory Primary Education (Reprint 1961 Edition)

PROGRESS OF PRIMARY EDUCATION

ENROLMENT IN CLASSES I-V

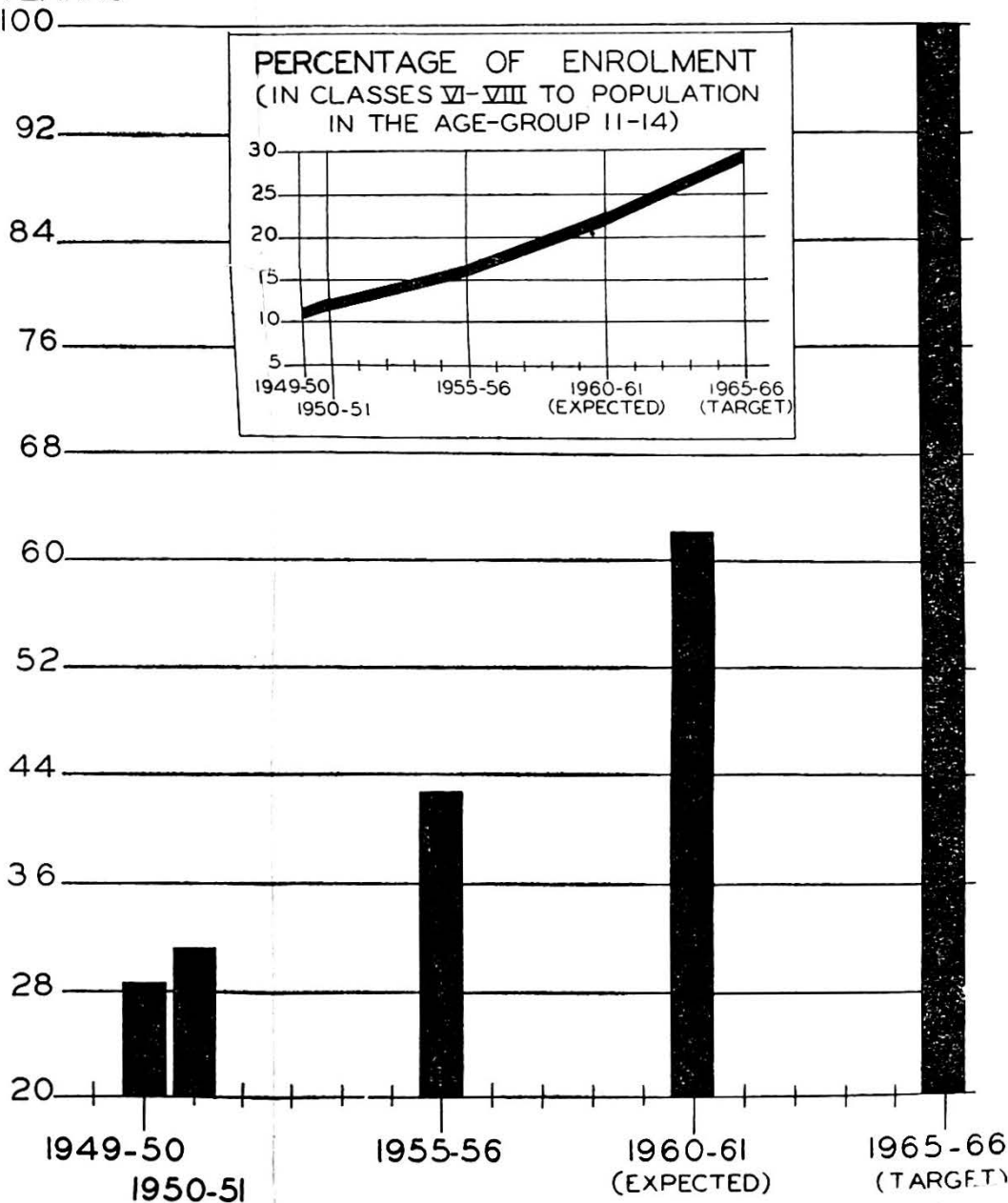
IN LAKHS



PROGRESS OF MIDDLE EDUCATION

ENROLMENT IN CLASSES VI-VIII

IN LAKHS

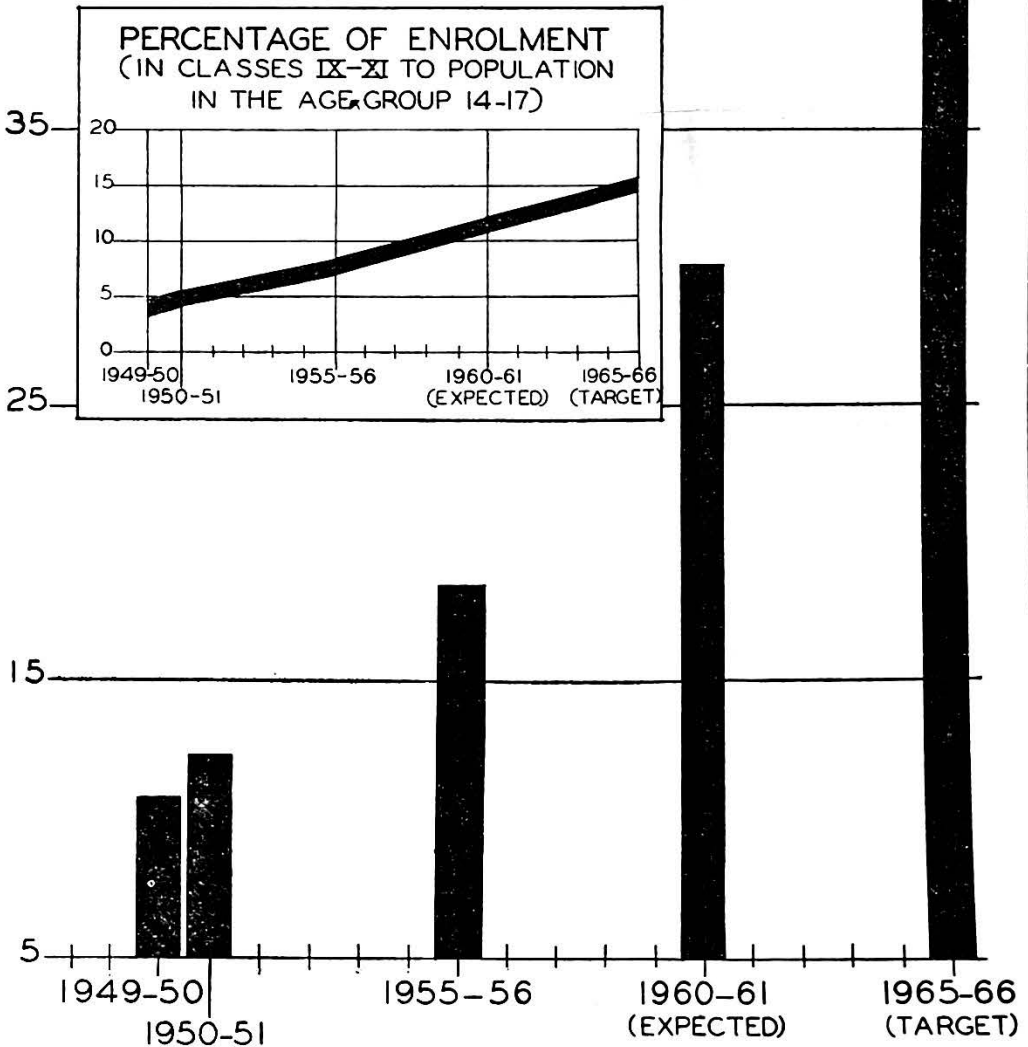


PROGRESS OF HIGH SCHOOL EDUCATION

ENROLMENT IN CLASSES IX - XI

IN LAKHS

45



PROGRESS OF UNIVERSITY EDUCATION ENROLMENT EXCLUDING TECHNICAL EDUCATION

IN LAKHS

