



GOVERNMENT OF INDIA

**MINISTRY
OF
EDUCATION**

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**ANNUAL REPORT
1964-65**

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CHAPTER I

INTRODUCTORY

During the year 1964-65, the Ministry of Education not only maintained the tempo of its normal work but also recorded a number of notable developments in its organisation and activities. In November, 1963, the two Ministries of Scientific Research and Cultural Affairs and Education were merged to form the Ministry of Education with the Department of Education and the Department of Science. These two Departments were later abolished in February, 1964 by a Presidential Order to form a composite Ministry of Education. The Social Welfare Division, which formerly formed part of the Ministry of Education, has since been transferred to a new Department of Social Security in the Ministry of Law created by the Presidential Order dated 14th June, 1964.

2. *Scope and Functions.*—In the field of education, the scope and functions of the Union Government are limited in view of the fact that, under the Constitution, education is the direct responsibility of the State Governments. However, there are subjects included in the Union List of the Constitution for which the Union Government have the sole executive responsibility. These are—maintenance of the Central Universities and institutions of national importance declared as such by Parliament by law, Union agencies and institutions for professional, vocational or technical training or for promotion of special studies or research, and the co-ordination and determination of standards in institutions of higher education or research.

2.1. Though education is essentially a State responsibility, one of the directives of the Constitution enjoins that the 'State' shall endeavour to provide for free and compulsory education for all children until they complete the age of 14 years. According to the spirit of this directive, the Union Government share the responsibility of the State Governments in the matter of spreading elementary education. According to another directive of the Constitution the 'State' is required to promote educational and economic interests of the weaker sections of the people which also increases the responsibility of the Union Government for the educational development of the country as a whole. Emphasis is also laid, in the Constitution, on the need for economic and social planning, as mentioned in the Concurrent List, one of the essential aspects of which is educational planning.

2.2 One of the special directives of the Constitution enjoins upon the Union Government the duty of developing, enriching and spreading the Hindi language. In the implementation of this directive, the Ministry of Education has an important role to play. As a federal agency the Ministry is also responsible for collection and dissemination of educational information for the country, as a whole and for all programmes of international collaboration in the field of education, science and culture.

2.3. These obligations of the Union Government are discharged by the Ministry of Education through the various programmes of activities, pilot

projects and research conducted on the one hand by the Ministry of Education and on the other through the agency of different bodies like the University Grants Commission, the Council of Scientific and Industrial Research, the National Council of Educational Research and Training, the Central Hindi Directorate and some other similar organisations financed and/or administered by the Union Government. The responsibilities of the Union Government in the State sector of education are discharged through a broad-based system of grants-in-aid to the respective State Governments for developing their educational programmes. The efforts of the Union Government, since independence and particularly since the commencement of the Constitution, have accordingly been mainly directed towards ensuring the development of such a national policy and programme of education as can help, to the fullest possible extent, in the early realisation of the educational objectives that the nation has set for itself.

2.4. In the field of cultural activities, the efforts of the Union Government, through the years after independence, have been directed not only towards conserving, unearthing and rediscovering the ancient cultural heritage of this country, but also towards assuming some direct responsibility for promoting arts and culture. The cultural programmes implemented by the Ministry emphasise such activities which express and promote the basic unity of Indian culture, contribute towards the promotion of emotional integration among people in various parts of the country and bring the rural and urban people closer to one another. Besides maintaining and developing the few cultural institutions of national importance which were in existence before independence, the Union Government have since set up new institutions to provide guidance in the various fields of arts, letters, dance, drama, music and culture at an all-India level, and have carried on an extensive programme of strengthening voluntary organisations in different fields of culture.

2.5. The Union Government have an extensive programme of cultural relations with many countries of the world. Through an exchange of cultural delegations and exhibitions, and through participation in international programmes in the field of arts this programme aims at projecting India's cultural heritage abroad and at bringing to India the cultural heritage of other countries. The programmes are planned in collaboration with the Indian Missions abroad and the Ministry of External Affairs.

3. *Organisation.*—The Ministry was re-organised into five Bureaux and four Divisions. The Bureaux are those of (i) School Education; (ii) Higher Education; (iii) Scholarships; (iv) Planning and Ancillary Educational Services and (v) Languages, Literature and Fine Arts. Each Bureau is under the charge of a Joint Secretary/Joint Educational Adviser. These Bureaux are further divided into Divisions and Units. Besides these Bureaux, four Divisions viz. (i) Physical Education and Recreation, (ii) External Relations, (iii) Scientific Research and (iv) Administration function as independent Divisions under the charge of a Joint Secretary/Joint Educational Adviser. The organisation of the Ministry is given in the 'Chart'.

3.1. Besides the divisions mentioned above, the Ministry of Education functions through several attached and subordinate offices; and the pace of its various programmes and activities is supplemented by the efforts made at non-official level by a few autonomous organisations, financed wholly by the Ministry of Education. A list of all such offices and organisations is given at Annexure I.

3.2. In accordance with one of the recommendations of the Estimates Committee, a very careful review of the 'Standing Charges' of the grant of the Secretariat of the Ministry was conducted during the period with the assistance of Economy Committee. Accordingly, in the estimates proposed by the Ministry a cut to the tune of Rs. 2·06 lakh in the Revised Estimates for 1964-65 and Rs. 3·12 lakh in the budget estimates for 1965-66 was made.

4. *The Advisory Bodies.*—The Ministry of Education is guided in its policy and programme in the various fields of education and culture by advisory bodies set up for the purpose of aligning expert and public opinion with its activities, wherever possible. In the field of education, the main advisory body is the Central Advisory Board of Education which was established in 1935. The Board consists of representatives of the Union and State Governments (generally the State Education Ministers or Directors), representatives of the universities and Parliament, and distinguished educationists of the country, with the Union Education Minister as the ex-officio chairman, and the Educational Adviser to the Union Government as ex-officio member. The Board thus provides at the highest level, a common platform where the representatives of the Union and the State Governments can meet and take joint decisions on educational policies and programmes.

4.1. Apart from the Central Advisory Board of Education, the Ministry has had to set up over the course of years, several other committees in the field of education and culture for dealing with specific problems in greater detail. A list of important advisory bodies which functioned during the whole or part of the year 1964-65 is given at Annexure X. The work of such advisory bodies is reported in their proper context in the relevant chapters of this report.

5. *Third Five-Year Plan and the Advance Action for the Fourth Plan.*—The drafts of the Annual Plans of the States and Union Administrations for the year 1965-66 were considered by the Working Groups in the light of the achievements made during the current and previous years of the Plan. The recommendations included proposals for advanced action for the fourth Plan which were considered necessary in the various sectors of education.

5.1. *Elementary Education.*—Continuous efforts have been made to expand educational facilities for children in the age-group 6-11. This has resulted in a larger enrolment in primary schools than anticipated at the beginning of the third Plan. It is now expected that against the original target of 152·95 lakh children, the additional enrolment at the end of third Plan at this stage will be 162·20 lakh. The enrolment in this age-group at the beginning of the third Plan was 349·87 lakh and this is expected to rise to 481·53 lakh in 1964-65 and is estimated to rise further to 512·07 lakh at the end of the Plan. This will bring the percentage of school-going children in this age-group at the end of the third Plan to 77·8 against the original target of 76·4. For the middle schools (age-group 11-14) the Plan envisages an additional enrolment of 35 lakh children. It is now expected that by the end of the third Plan 40·92 lakh additional children will be enrolled in this age-group. There were 67·04 lakh pupils in this age-group at the beginning of the third Plan. By 1964-65, this number is expected to rise to 99·70 lakh and by the end of the Plan, the enrolment is likely to go up to 107·96 lakh. This will bring at the end of the third Plan the percentage of children attending schools in this age-group to 31·6 as against 22·5 at the end of the second Plan.

5.2. *Secondary Education*.—There has been phenomenal growth in the enrolment in secondary schools during the third Plan. The indications are that the additional enrolment of pupils in classes IX-XI which was estimated originally at about 16.48 lakh will increase to 23.2 lakh at the end of the third Plan. The enrolment in these classes which stood at 29.6 lakh pupils at the beginning of the Plan is expected to rise to about 47 lakh in 1964-65 and further to 52.4 lakh at the end of the Plan.

5.3. *Higher Education* : There has been a significant expansion in the field of higher education during the first four year of the current Five-Year Plan. The number of universities and the institutions deemed to be universities under the University Grants Commission Act 1956 has respectively increased from 46 and 3 at the end of the second Five-Year Plan period (1960-61) to 62 and 9 at the end of the fourth year of the third Five-Year Plan period (1964-65). During this period *i.e.*, 1960-61 to 1964-65, the number of colleges and total student enrolment in higher education have also increased, the former from 1537 to 2297 (provisional) and the latter from 10.48 lakh to 15 lakh (provisional). The Union Government continued to maintain and develop the four Central Universities, besides coordinating and maintaining standards in higher education. *Ad-hoc* grants-in-aid were given to voluntary educational organisations for development purposes. Some programmes of international cooperation for the development of certain aspects of higher education were operated and the scheme of rural institutes continued to develop. Financial assistance of the Union Government was mainly directed towards the twin objectives of enabling universities and other institutions of higher education to meet the challenge of unprecedented expansion on the one hand and the urgent needs to improve the quality of the education on the other.

5.4. *Technical Education*.—In all industrially advanced countries technical education has received much attention because of its immediate utility in securing economic prosperity for the people. Since India attained independence in 1947, the Union Government continued their programme of financial and other assistance to technical institutions for various schemes under the Five-Year Plans. In order to meet defence requirements and the demand for engineers and technicians for the Five-Year Plans the revised target for admission to degree courses have been set at 25,000 and for diploma courses at 50,000.

5.4.1. On the recommendation of the Board of Post-Graduate Engineering Studies and Research, 38 centres (other than the Institutes of Technology) have been selected for development for the Master's degree courses and post-graduate diploma courses in a wide range of subjects.

6. *Education Commission*.—With a view to advising the Government on the national pattern of education and on the principles and policies for the development of education at all its stages and in all aspects, except legal, medical and adult education, an Education Commission under the Chairmanship of Dr. D. S. Kothari, Chairman, University Grants Commission, was set up in October, 1964, to survey the entire field of educational development and to have a comprehensive review of the country's educational system. The Commission consists of sixteen members (11 Indian and 5 Foreign). In addition eleven foreign experts of repute and standing in the educational as well as scientific field have also agreed to act as Consultants to the Education Commission. The Unesco, the British Council and the

U.S.A.I.D. have assisted in securing the services of these foreign experts. The list of members/consultants of the Education Commission is at Annexure VI.

6.1. The Commission has been asked to submit its final report not later than 31st March, 1966. Where immediate implementation of certain programmes is necessary, the Commission may also submit, from time to time, interim reports dealing with limited sectors or problems of education. The Commission has formed itself into 12 task forces each dealing with a different aspect of education; experienced educationists all over the country are associated with the working of the respective task forces.

6.2. The budget provision for the current year for this Commission is Rs. 4 lakh.

7. *All-India Educational Service.*—It is proposed to constitute an All-India Educational Service. All the State Governments except the Government of Maharashtra have agreed to the formation of the Service. A Resolution in this connection is likely to be moved in the Rajya Sabha in the next session of the Parliament by the Ministry of Home Affairs. The service will consist of two Branches viz. the General Educational Branch and the Technical Educational Branch. It will include all posts with mainly administrative duties in both the Branches.

8. *Fourth Five-Year Plan.*—A preliminary Report of the fourth Five-Year Plan in the field of education was prepared by the Working Group set up for this purpose. In the light of the recommendations of the National Development Council, the schemes proposed to be included in the fourth Five-Year Plan of Education are being reviewed and revised.

9. *Budget.*—As against the total sanctioned grant of Rs. 102·73 crores (including the provisions made by the Ministry of Education in the Demands operated by the Ministries of Home Affairs and Finance) for 1964-65, the revised estimates have been fixed at Rs. 98·40 crores. It is proposed to include a provision of Rs. 116·67 crores in budget estimates for 1965-66.

CHAPTER II

SCHOOL EDUCATION

The Union Government, besides directly implementing certain pilot projects and other reforms in the field of school education, grant financial assistance to the State Governments primarily for the twin objectives : (i) provision of free and compulsory education for all children up to the age of 14 and (ii) improvement in the quality of school education.

A. ELEMENTARY EDUCATION

2. *Expansion of Primary Education (Age-Group 6—11).*—The provision of free and compulsory education in the age-group 6—11 *i.e.*, the Primary level is by far most significant scheme of school education included in the third Five-Year Plan. At the end of the second Plan the enrolment in classes I-V reached 349·87 lakh or 62·2 per cent of this age-group. The total number of girls enrolled was 113·97 lakh or 41·3 per cent of the total population of girls in the corresponding age-group. The original targets fixed for the third Plan were to enrol 152·95 lakh additional children in classes I-V and thus take the total enrolment in these classes to 496·4 lakh or 76·4 per cent in the age-group. By the end of the fourth year in the present Plan the enrolment will be of the order of 481·53 lakh or 80·6 per cent of the original target at the end of the Plan. It is now estimated that by the end of the third Plan the total enrolment in classes I-V would be 512·07 lakh or 77·8 per cent of the population of the corresponding age-group. Of these the number of girls will be 196·01 lakh.

2·1 Although there has been general expansion of facilities for primary education, there are regional variations. The States of Bihar, Jammu & Kashmir, Rajasthan, Orissa, Madhya Pradesh and Uttar Pradesh do not compare favourably with others in the enrolment of pupils in the age-group 6-11. This is particularly marked in the case of enrolment of girls. There is also a likelihood that the third Plan enrolment target will not be reached in some States such as Bihar, Madhya Pradesh and Rajasthan mainly due to lack of adequate finances.

3. *Expansion of Middle School Education (Age-Group 11-14).*—In classes VI-VIII the total enrolment in the country at the end of the second Plan was 67·04 lakh or 22·5 per cent of the total population in the age-group 11-14. The original target for the third Plan was to raise this enrolment to 97·48 lakh or 28·6 per cent of the population in the age-group. By the end of the year 1964-65 the enrolment figure is likely to be 99·70 lakh.

3·1. The expansion at the middle school stage has been far more rapid than that at the primary stage. This shows that there is an increasing desire on the part of parents to let their children stay longer in school. Estimates made recently show that the total enrolment in classes VI-VIII by the end of the Plan, would rise to 107·96 lakh or 31·6 per cent of the corresponding age-group. Of these, 28·74 lakh or 17·2 per cent of the age-group would be girls.

4. *Legislation for Compulsory Education.*—Education at the primary stage, except for special schools and some primary schools in urban areas of West Bengal, is free throughout the country. The State Governments have enacted suitable laws or revised the old ones for this purpose. During the year under review, Government of Rajasthan have passed a new law for compulsory primary education. Already such laws exist in Andhra Pradesh, Assam, Gujarat, Madhya Pradesh, Mysore, Punjab and West Bengal.

5. *Science Education.*—The primary school curriculum includes teaching of elementary principles of science in some form.

5.1. A phased five-year programme (starting with 1965-66) is under consideration to reorient and strengthen the teaching of general science as an integrated and articulated course for classes I-IX/XI. The programme also envisages the utilisation of assistance from UNICEF and Unesco.

6. *Fourth National Seminar on Compulsory Primary Education.*—The Seminar was held in May, 1964 at Puri. A review of the progress of elementary education during the third Plan was made State by State. It was found that nine States viz. Assam, Gujarat, Kerala, Madras, Maharashtra, Mysore, Punjab, Uttar Pradesh and West Bengal were exceeding their enrolment targets and that the total excess was likely to be about 23·64 lakh in classes I-V and 8·27 lakh in classes VI-VIII. On the other hand, six States viz. Andhra Pradesh, Bihar, Madhya Pradesh, Orissa, Rajasthan and Jammu & Kashmir are likely to have short-falls—the total short-fall being of the order of about 18·31 lakh in classes I-V and 36,000 in classes VI-VIII. In Nagaland it was expected that the targets would be just reached. It was noticed that the progress in the expansion of elementary education was largely retarded due to financial difficulties. The problem of the general approach to be adopted in preparing the fourth Five-Year Plan in elementary education was also discussed in the Seminar.

7. *Training of Primary School Teachers.*—At the end of the second Plan, the percentage of trained teachers in elementary schools (Primary and Middle) was estimated at 64·5 per cent. With the increased facilities for teacher training, it is expected that the percentage of trained teachers would rise to 70·2 per cent at the end of the third Plan.

7.1. In the fourth Plan, it is proposed to expand the teacher training facilities considerably so that the output of training institutions fully meets the requirement of trained teachers. It is accordingly proposed to provide in the last two years of the third Plan additional training places mainly in those States like Assam, Orissa, West Bengal and Uttar Pradesh which have a high percentage of untrained teachers.

7.2. It is estimated that there will be about 4,00,000 untrained teachers at the end of the third Plan. It is proposed to organise correspondence courses for the training for these teachers. By way of advance action, funds will be placed at the disposal of four or five States to start these courses on a pilot basis. The State Institutes of Education will provide the necessary technical assistance in organising the courses.

8. *Ameliorative Measures for Primary School Teachers.*—Further efforts for improvement of emoluments and service conditions of teachers, during the year, were made. In the third Plan, there is a scheme in the State

sector under which 50 per cent Central assistance is available to State Governments for expenditure incurred on schemes for the improvement of emoluments of teachers. In view of this scheme, in most of the States there has been an upward revision of pay scales. The State Governments are further making efforts to remove the disparity between the emoluments of teachers working in Government and those working in non-Government schools. The State Governments have also been advised to introduce the Triple Benefit Scheme for non-Government school teachers.

9. *State Institutes of Education.*—In order to improve the quality of education at various levels, the Central Government introduced a Centrally sponsored scheme during the year 1963-64 for the establishment of State Institutes of Education. To begin with, their scope has been limited to the improvement of primary and middle school education. Eventually these will deal with education at the pre-primary, primary, middle and secondary levels. The Union Government will bear the entire expenditure on these institutions during the third Five-Year Plan. In view of the importance of the scheme, it is proposed to continue it as a Centrally sponsored scheme in the fourth Five-Year Plan also with 100 per cent assistance from the Government of India.

9.1. State Institutes of Education have been established in all the States except in Nagaland. Proposal for an institute in the State is awaited. It is likely to be established before the end of the current year. Need has been felt for the establishment of an Institute in Delhi and steps are being taken to have it started in 1965-66.

9.2. A Department of Teachers Education has been set up in the National Council of Educational Research and Training for carrying out the work of the State Institutes of Education for training their staff and for the development of teacher education in general.

9.3. A seminar for the members of the staff of the State Institutes of Education was held at Sihor (Madhya Pradesh) from November 20-24, 1964 with the assistance of the Department of Teachers Education. The seminar reviewed the progress of the State Institutes and made certain important recommendations for improving their working. The Ministry of Education, the various State Governments and the State Institutes of Education are taking steps to implement the recommendations as early as possible.

9.4. The total expenditure during the third Plan period for the implementation of the scheme is estimated to be Rs. 65 lakh; and in view of the scope of development during the fourth Plan, provision of Rs. 200 lakh has been proposed for the next Plan period.

10. *Basic Education.*—The programme of Basic education has been accepted as the national pattern of education at the elementary stage and all elementary schools are to be ultimately converted to the Basic pattern. The progress made in this field is evident from the increase in the number of schools. In 1950-51, there were 33,730 Basic schools (33,379 junior and 351 senior Basic schools) in the country. Their number rose to 89,482 (74,007 junior and 15,475 senior) Basic schools in 1961-62.

10.1. The "orientation programme" (introduction of activities and other features of Basic schools in non-Basic schools) is being implemented by the

States. There has also been a substantial progress in the conversion of training institutions for elementary school teachers into the Basic pattern.

10.2. In order to advise the Union Government and the State Governments on programmes and policies of Basic education, a National Board of Basic Education has been set up by the Union Government. A meeting of this Board was held on February 3, 1965.

11. *Mid-day Meals*.—Under a Centrally sponsored scheme, which was being implemented from 1962-63, mid-day meals are provided to children in elementary schools. Assistance is received in the form of food commodities through CARE. The expenditure on their clearance and transport to schools is to be borne by the State Governments. The Union Government, however, extend financial assistance to the State Governments equal to 1/3rd of the expenditure incurred by them on the programme. The scheme is now in operation in eight States—Andhra Pradesh, Punjab, Rajasthan, Madras, Kerala, Mysore, Gujarat and West Bengal. It is proposed to introduce it in four additional States during the next year. During 1964-65 nearly 8.5 million children are covered under this programme. For the year under report a provision of Rs. 70 lakh has been made for this scheme and of Rs. 80 lakh has been suggested for the next year.

11.1. Apart from the CARE, UNICEF and Catholic Relief Services also operate similar programmes for children in a limited way in a few States and Union Territories.

12. *Prize Competition of Children's Books*.—The Union Government have been organising annually National Prize Competition of Children's Book since 1954. During the year the Tenth Prize Competition was held and 4 prizes of Rs. 1,000 each and 21 prizes of Rs. 500 each were awarded to books and manuscripts in various languages.

12.1. *Sahitya Rachnalayas*.—The object of this scheme is to train authors, writers and publishers in the technique of preparing better books for children. This scheme has been in operation from 1955-56. In the third Plan it was proposed to organise 30 Rachnalayas at the rate of 2 per State but the scheme has been kept in abeyance due to emergency. It is now proposed to resume and continue it in the fourth Plan as a Centrally sponsored scheme.

13. *Printing Presses for School Textbooks*.—The Government of West Germany have agreed to donate three printing presses for printing of textbooks primarily for school children. These will be located at Bhubaneswar, Mysore and Chandigarh. The plans and estimates of the press at Mysore are being finalised and those of the remaining two are being drawn up.

13.1. The Governments of Sweden and Australia have been donating annually 8,000 and 2,000 tons respectively of printing paper from the beginning of the third Plan period, for printing textbooks for primary and elementary classes. Consignment for the current year is on its way and this has been distributed to the various State Governments and the Union Territories on the basis of their requirements.

14. *Assistance to Voluntary Educational Organisations in the Field of Pre-Primary, Primary and Basic Education*.—Under this scheme, 3 institutions were given assistance up to the end of January, 1965 to the extent of Rs. 13,739.

15. *Education of Girls and Women.*—It is expected that by the end of the Plan, 60·6 per cent of girls at the primary stage, 17·2 per cent at the middle stage and 7·8 per cent at the secondary stage in the respective age-groups will be in schools.

16. *National Council for Women's Education.*—At its sixth meeting, held in February, 1964, the National Council for Women's Education recommended that : (i) There should be a massive programme of continuation education through part-time courses, for those children, who are not in a position on account of social and economic reasons, to attend full-time courses in the schools; (ii) The funds should be provided to the States outside the Plan ceiling with cent per cent Central assistance for special programmes to develop women's education and bridge the gap between the education of boys and girls; and (iii) the Planning Commission be further requested to expedite the allocation for Advance Action proposals for Women's Education. The seventh meeting of the Council will be held in February, 1965.

16.1. The Committee on Part-time Employment and Training of Women appointed by the Council continued its work during the current year. The pilot survey on attitude of women towards part-time employment entrusted to Delhi School of Social Work, Delhi, and the Tata Institute of Social Sciences, Bombay has been completed. The Reports of the Institutions were considered by the Committee. The Committee set up by the National Council under the Chairmanship of Shri M. Bhaktavatsalam, Chief Minister of Madras "to look into the causes for lack of public support for girls education in rural areas and to enlist public cooperation" has submitted its report. The Report was approved by the Council. The Report and recommendations have since been circulated among the State Governments, State Councils, for Women's Education and prominent voluntary organisations.

16.2. The report of the fourth Plan Working Group on Women's Education set up by the National Council, for drawing up schemes for women's education for the fourth Plan was considered by the Council. The Council recommended that the targets regarding girls education set out therein along with the financial implication should be taken as the minimum programme for adoption in the fourth Plan. The recommendations of the Group were considered and suitably included in the preliminary report of the Working Group on General Education of the Ministry of Education.

16.3. Under the scheme of financial assistance to voluntary educational organisations engaged in the field of Women's Education, grants up to the end of December, 1964 were sanctioned to the extent of Rs. 2,09,349 to 20 institutions towards the construction of hostel buildings, laboratories and libraries.

16.4. In order to educate public opinion and to publicise the spread of girls education it was proposed to organise 22 seminars on programmes and policies dealing with girls education. During the current year Central grant of Rs. 12,000 has been sanctioned to various States to organise 10 seminars. A documentary film "Who Seek the Light" has also been produced by the Films Division on behalf of the Union Ministry for educating public opinion on the need of girls' education and will be exhibited free through the "Integrated Publicity Programme" of the Films Division throughout the country.

B. SECONDARY EDUCATION

17. *Expansion and Improvement of Secondary Education.*—Secondary education is the most vital sector of education. At this stage the schools should prepare their pupils not only for the universities, but also for middle level positions in the various sectors of development. Hence there has been an effort to place the emphasis not only on quantitative development, but also on the improvement of quality in all secondary schools. The number of secondary schools has risen from 6,682 in 1949-50 to 22,581 in 1963-64. The enrolment at secondary stage (classes X-XI) has risen from 10.45 lakh in 1949-50 to about 45 lakh in 1963-64.

17.1. In regard to the improvement of quality of education at secondary level the Union Government have initiated from the year under report a crash programme for improving the science laboratories and school libraries by organising special training programme for teachers of science. This programme on the basis of 100 per cent Central aid is estimated to cost about 7 crore. It was introduced during this year and a provision of Rs. 150 lakh has been made for this purpose. In addition to the activities mentioned above, the Union Ministry has sponsored other projects for raising the standard of education at this stage; expansion of multipurpose schools; upgrading of high schools to higher secondary schools pattern, improvement of service conditions of teachers and the like. It was also envisaged, under this scheme, to have a State Unit of Science Education set up in each State for the promotion and improvement of science teaching in schools at all stages. These State Institutes of Science are designed to work as State level counter-parts of the Department of Science sponsored by the Ministry under the National Council of Educational Research and Training. For the present the programme is intended to cover secondary schools functioning at the end of the second Plan and to bring them up to a reasonable though austere standard of efficiency.

18. *Strengthening of Multipurpose Schools.*—In pursuance of the recommendations of the Secondary Education Commission, a number of multipurpose schools were set up in many States and Union Territories by the end of second Plan period. During the third Plan the major attention in this connection has been to consolidate and improve the working in the existing schools rather than to increase the number of these schools. It was visualised that there would be further expansion of the multipurpose education during the fourth and subsequent Plans. Thus a Centrally sponsored scheme for strengthening of multipurpose schools was introduced during the year 1962-63. The Central assistance for developing experimental multipurpose schools is restricted to 50 per cent of the actual expenditure subject to a maximum of Rs. 2 lakh per school. The proposals of the States of Assam, Madhya Pradesh, Maharashtra, Mysore, Punjab, Uttar Pradesh, West Bengal, Gujarat and the Union Territories of Pondicherry and Tripura have been approved by the Union Government. In all, 13 experimental multipurpose schools in these States and Union Territories are being developed at present.

18.1. A list of selected books in science, agriculture, commerce, technology and fine arts has been circulated to the State Governments, Union Territories and 100 per cent Central assistance has been offered to them. Most of the States and Union Territories are going ahead with the implementation of the scheme in this regard.

19. *State Bureaux of Educational and Vocational Guidance.*—The successful organisation of secondary education and working of the multipurpose schools in particular, requires the provision of a well-planned programme of educational and vocational guidance. During the second Plan State Bureaux were established in 12 States. The Bureaux have been carrying out a programme of training of career masters and guidance counsellors. A Centrally sponsored scheme, was initiated in 1962-63 to strengthen the existing State Bureaux and to help the State Governments in the establishment of Bureaux in those States which had not established them so far. Under this scheme Central assistance to meet the entire expenditure was promised to State Governments and a provision of Rs. 60 lakh was made in the third Plan which was later reduced to Rs. 30 lakh. The total expenditure for the implementation of the scheme during the current Plan period is estimated to be Rs. 20 lakh.

20. *Establishment of Education Evaluation Unit (Examination Reforms Units).*—In accordance with the recommendation of the Secondary Education Commission, an examination reform was initiated in the second Five-Year Plan by establishing an Evaluation Unit at the Centre in the Directorate of Extension Programmes for Secondary Education. Each State was also asked to set up evaluation units at the State level and 100 per cent Central assistance was offered to them for this programme. So far 12 such units have been established. In view of the expansion of the activities, the scheme has made provision for the appointment of additional staff to cope with the increased responsibilities like bringing out periodic publications, holding seminars etc.

21. *Central Board of Secondary Education.*—The Central Board of Secondary Education has been reconstituted into an All-India Board for the purpose of conducting Higher Secondary Examinations with a common syllabus and common medium of examination. The reconstituted Board started functioning with effect from 1st July, 1962. The Board has been set up as a registered Society under the sponsorship of the Union Ministry of Education. The Educational Adviser to the Government of India is the Controlling Authority of the Board. The Central Board has been set up mainly to cater to the educational needs of the children of the transferable Central Government Employees as well as the other migratory population in the country. The services of the Board can be availed of by any secondary school in or outside India, but the Board shall not affiliate any institution without the concurrence of State Government concerned if such an institution is in receipt of a regular grant from the State Government. There are at present 451 schools which are affiliated to the Board comprising 367 schools in Delhi, 3 in Andaman and Nicobar Islands, 54 Central Schools, 1 in Tehran and 26 at other places in the country. The Board proposes to start correspondence courses at the higher secondary stage from the next academic session.

22. *Central Schools.*—The Government of India, in pursuance of the recommendation of the Second Pay Commission, formulated and implemented the Central Schools Scheme for providing educational facilities to the children of transferable Union Government employees as well as other floating population. The scheme, which was started in 1963-64, envisages the establishment of 100 higher secondary schools, in a phased manner, at such centres in the country as may serve large concentrations of Defence personnel/Union Government employees.

54 schools (as in Annexure VIII) have been established so far with an enrolment of 25,200 children. It is proposed to add 30-35 new schools during the year 1965-66.

22.1. The schools under this scheme will cater, in order of priority, to the needs of the children of Union Government employees (including Defence personnel); members of All-India Service; employees of autonomous and semi-autonomous bodies fully financed by the Union Government, as well as floating and other local population. The medium of instruction in such schools will be Hindi/English, with a common syllabus, and students are prepared for a common examination, viz., the All-India Higher Secondary Examination of the Central Board of Secondary Education, New Delhi.

22.2. These schools are being developed as quality schools incorporating some of the good features of Public Schools. Some of the salient features of these schools are : higher teacher-pupil ratio; a large range of electives in humanities and science subjects; and moderate cost to the parents. As soon as possible, residential accommodation will be provided to a part of the students, with subsidised boarding facilities for low-income Union Government employees. While no tuition fee is charged for classes I-VIII, a monthly tuition fee of Rs. 6, Rs. 7, and Rs. 8 is charged in classes IX, X and XI respectively. Scheduled Castes/Tribes students are exempted from payment of tuition fees. During the emergency, children of J.C.O.s and O.R.s. and equivalent ranks have been exempted from payment of tuition fees.

22.3. The Union Ministry of Education bears the entire expenditure on the Central Schools through grants. Each school is administered by a local School Management Committee composed of highly placed and responsible persons including educationists, with the Chairman being either the Station Commander of a service formation or a very senior State Government Officer. It is envisaged that, as soon as possible, a "*Central Schools Society*" (Registered Body) will be formed to run the schools.

23. *Central Institute of English, Hyderabad.*—The main object of the Central Institute of English is to reformulate the objectives of English teaching in India, modernising the methods of teaching English, and promoting in schools and colleges a reasonably correct and useful achievement in English as a second language. The Institute has so far trained 900 teachers in English as key personnel at all levels. These persons in their turn have trained teachers of English in their own areas in short courses for secondary education or by universities and the State Departments of Education.

23.1. It has taken up the contrastive studies in English vis-a-vis modern Indian languages. Research projects on the contrastive study of Hindi and English Phonology; contrastive study of Tamil and English Phonology have been completed.

23.2. Other activities included the preparation of suitable teaching materials for the first year of English in the primary school, study of the difficulties encountered by pre-university students of the humanities in their study of Art subjects and production of texts and exercise materials at this level and preparation and administering of series of tests in oral comprehension to school leaving pupils. The Institute also broadcasted weekly English lessons for schools.

23.3. The administrative block of the permanent building of the Institute has been completed. The work on the hostel is progressing.

23.4. State Institutes of English/English Language Teaching Institutes have been established in Bihar, Punjab, Madhya Pradesh, Maharashtra, Uttar Pradesh and West Bengal. The States of Andhra Pradesh, Kerala, Madras and Mysore have set up a joint Regional Institute of English at Bangalore. These Institutes are being assisted also by British or American experts.

24. *Introduction of Productive Labour in Schools and Colleges.*—The Committee set up under the Chairmanship of the former Chief Minister of Punjab held two meetings during which some general principles for introducing productive work were discussed and accepted. The matter was also considered at an informal meeting of the Directors of Public Instruction/Directors of Education held in October, 1964 who were of the view that on the basis of the suggestion made already it should be possible to implement this programme. Productive work was recognised as an integral part of school education in all advanced countries. The children were not only to be taught the basic skills but also the right type of attitude towards manual work.

25. *Central Advisory Board of Education.*—The 31st Session of Central Advisory Board of Education was held at Bangalore from 9th to 12th October, 1964. The main items discussed related to special measures required to step up the enrolment of girls in the 6-11 age-group, targets of enrolment to be aimed at during the next Plan period, measures for improving standards of education at the elementary stage, scheme for improvement of quality in all secondary schools so as to bring them to a reasonable norm of efficiency and the special development of "Quality" schools, the nature, extent and mechanism of diversification of education at the secondary stage, strengthening of science education, salient features of perspective planning for higher education with particular emphasis on schemes under consideration for the fourth Plan, guiding principles for the fourth Five-Year Plan for speedy liquidation of illiteracy etc.

26. *State Education Ministers' Conference.*—A Conference of the State Education Ministers was held at New Delhi on 25th and 26th April, 1964. Among the important items discussed in the Conference some related to the basis for fixing of fourth Plan targets and preparing development Schemes, expansion of education of girls, programme of school meals, uniformity in the school system, improving standards of higher education, liquidation of illiteracy, emoluments, training and service conditions of teachers, textbooks, programmes of physical exercises etc.

27. *Standing Committee of the Central Advisory Board of Education on Secondary Education.*—The recommendations made in the interim report of the Standing Committee were forwarded to the State Governments. The main recommendations are : (1) To raise the age of retirement of secondary school teachers; (2) To equate the qualifications and salaries of senior teachers of higher secondary classes and the lecturers of colleges teaching the pre-university classes; (3) To increase the supply of shortage category teachers for higher secondary schools; (4) To equate the salary-scales and allowances of private school teachers with those of Government school teachers; and (5) All such activities on the part of teachers' organisations which promote professional and educational competence of teachers should be encouraged, guided and assisted by the State Departments of Education.

28. *Correspondence Courses for Teachers.*—It is estimated that there will be about one lakh untrained teachers in secondary schools by the close of the third Plan. This huge backlog of untrained teachers is proposed to be cleared by instituting correspondence courses in a few selected universities in the country. It is proposed by way of advance action to select the university in each of the four regions of the country for starting these courses from July, 1965. These courses are meant only to assist teachers who are already in service and to improve their professional competence and are not expected to substitute or supplement regular secondary training institutions.

29. *Assistance to Voluntary Educational Organisations in the Field of Secondary Education.*—The scheme, initiated during the first Five-Year Plan to give grants to voluntary educational organisations doing some educationally significant work to expand or improve their existing services or to start new ones, is being continued during the third Plan. Seven institutions located in different parts of the country have been helped under the scheme during the current year. The total amount disbursed up to end of December, 1964 is Rs. 82,186. Government are also giving annual maintenance grant of Rs. 35,000 to the Banasthali Vidyapith, Jaipur and a separate provision exists for this. It is proposed to increase this grant to Rs. 1 lakh from this financial year.

30. *Subsidy to State Governments.*—The Union Government give subsidies to the State Governments towards the interest charges on loan for construction of hostels to the educational institutions. A revised provision of Rs. 1.85 lakh for 1964-65 and a budget provision of Rs. 4.35 lakh for 1965-66 have been made.

31. *Assistance to Residential Schools.*—The Ministry has been considering a proposal to give grants to selected residential schools, in order to enable them to improve academic and residential facilities, so that the merit scholars selected by the Government of India and others could use them. The proposed scheme could not be implemented due to the Emergency. It has now been proposed to implement the scheme from this financial year and accordingly a budget provision (revised) of Rs. 2 lakh exists for 1964-65 and a provision of Rs. 4 lakh for 1965-66 has been made. Out of 6 selected schools, five schools will be helped during the current financial year.

C. FINANCIAL PROVISION

32. The following statement gives the financial provisions for the schemes described in this chapter :

Sl. No.	Scheme	Provision for 1964-65		Provision for 1965-66
		Original	Revised	
1	2	3	4	5
		Rs.	Rs.	Rs.
	Assistance to Voluntary Educational Organisations in the field of Education of Women—Pre-Primary, Primary and Basic Education	3,00,000	3,00,000	4,00,000
2.	State Institutes of Education*	30,00,000	30,00,000	30,00,000

*To be recovered from P.L. 480.

1	2	3	4	5
		Rs.	Rs.	Rs.
3.	Mid-day Meals (Plan)	70,00,000	70,00,000	80,00,000
	(Recovery PL 480)	—	70,00,000	80,00,000
4.	Paper for textbooks from Australia**	29,50,100	29,50,100	29,50,100
	Do.	71,200	71,200	71,200
	Do.	30,21,300	30,21,300	30,21,300
5.	Printing Press for Production of Children's Books	—	5,000	5,000
6.	National Prize Competition of Children's Books	36,300	36,300	40,000
7.	National Council for Women's Education—T.A. & D.A.	10,000	10,000	10,000
8.	Improvement of Secondary Education (Crash Programme)	—	1,50,00,000	2,50,00,000
9.	Strengthening of Multipurpose Schools (Plan)			
	(a) Production of textbooks, teachers handbooks, students manual	3,68,000	1,00,000	2,00,000
	(b) Purchase of Reference books ..	8,00,000	—	—
	(c) Strengthening of multipurpose schools—Grants-in-aid to States	8,00,000	16,00,000	22,00,000
10.	State Bureaux of Educational & Vocational Guidance	10,50,000	8,80,000	9,35,000
11.	State Evaluation Unit	3,19,000	3,19,000	5,00,000
12.	National Board of Basic Education ..	7,000	3,500	3,500
13.	Assistance to Voluntary Educational Organisations in the field of Secondary Education	6,00,000	4,75,000	6,00,000
14.	Central Schools Scheme	50,00,000	66,00,000	2,25,11,000
15.	Central Institute of English, Hyderabad			
	(a) Construction of building ..	10,22,000	9,22,000	4,00,000
	(b) Administrative and development expenditure	7,22,000	6,88,000	7,33,000
16.	Central Advisory Board of Education	43,000	13,000	13,000
17.	Strengthening of Residential Schools	4,00,000	2,00,000	4,00,000
18.	Grants to Banasthali Vidyapith, Jaipur	35,000	35,000	35,000@
19.	Subsidy towards the interest charges on loans for construction of hostels by Educational Institutions	65,000	1,85,000	4,35,000
†20.	Raising of new N.C.C. Units in Public Schools & Residential Schools (Plan)	2,00,000	2,00,000	2,00,000
21.	N.C.C. Junior Division (Non-Plan) ..	1,20,000	1,20,000	97,000

**Value of gift paper from Australia. The entire expenditure recoverable from Special Development Fund (S.D.F.) Colombo Plan.

@This is being increased to Rs. 1,00,000.

†The details of this scheme are in Chapter XVI.

CHAPTER III

HIGHER EDUCATION

In the field of higher education, the Union Ministry 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 Union Government give *ad-hoc* grants-in-aid to voluntary educational organizations for development purposes and operate some programmes of international cooperation for the development of certain aspects of higher education in India. Significant pilot projects in higher education are also conducted of which the most important is that of Rural Institutes.

1.1. Grants are paid, through the University Grants Commission, to the Central Universities on hundred per cent basis both for their maintenance and development and to State Universities on a sharing basis for their development projects only. In addition to statutory Universities, grants are also paid through the U.G.C. to six of the nine institutions 'deemed' to be Universities under Section 3 of the U.G.C. Act, 1956 both for maintenance and development. Of the remaining 3 'deemed' Universities, the Jamia Millia Islamia receives maintenance grants from the Ministry of Education on a *cover-the-deficit* basis and development grants from the University Grants Commission. The other two viz. The Indian Agricultural Research Institute, New Delhi, and the Tata Institute of Social Sciences, Bombay, are at present receiving grants from the concerned Ministries. Grants to other non-statutory and non-affiliated institutions of Higher Education of an all India importance are also given by the Ministry of Education on an *ad-hoc* basis. The Ministry of Education continued its assistance on these lines, with the two-fold object of enabling universities and other institutions of higher education to meet the challenge of unprecedented expansion on the one hand, and of the urgent need to improve the quality of education on the other. A brief account of the projects and activities undertaken during the year 1964-65, to meet this challenge is given here.

A. CENTRAL UNIVERSITIES

2. The significant achievements made by the four Central Universities—Aligarh, Banaras, Delhi and Visva-Bharati in both the directions of expansion and improvement of quality of education are indicated in the paragraphs which follow:

3. Aligarh Muslim University :

3.1. *New Vice-Chancellor.*—Nawab Ali Yavar-Jang, the new Vice-Chancellor designate is expected to take over charge of the University in March 1965.

3.2. *Medical College.*—The recommendations of the Committee appointed to assess the requirements of the Medical College for the University have been accepted. The estimated expenditure on measures suggested by the

Committee would be about Rs. 153 lakh (non-recurring) and recurring expenditure of Rs. 5 lakh per annum.

3.3. The President in his capacity as the Visitor of the University, has approved the establishment of a number of new Departments in the Faculty of Medicine.

3.4. *Departments of Sanskrit and Hindi.*—The Department of Sanskrit and Hindi has been split into two separate Departments of Sanskrit and Hindi. A professor has been appointed as the head of the Department of Sanskrit with a view to strengthening the teaching of Sanskrit in the University.

4. Banaras Hindu University :

4.1. *Amending Bill.*—In pursuance of the recommendations of the Banaras Hindu University Enquiry Committee, a Bill embodying long-term legislative proposals for better administration of the University was introduced in Parliament on 1st October, 1964 and has been referred to a Joint Select Committee.

4.2. *Development of the Faculty of Law.*—The recommendations of the Visiting Committee appointed to examine the question of development of the Faculty of law have been accepted and additional staff has been sanctioned.

4.3. *Faculty of Commerce.*—The proposal of the University for establishment of a separate Faculty of Commerce has been agreed to by the University Grants Commission subject to certain conditions and is now under consideration of the Government.

5. University of Delhi :

5.1. *Opening of New Faculties and Departments.*—The President, in his capacity as the Visitor of the University, approved the establishment of the Faculty of Mathematics and of the two new Departments: Psychology and Geology.

5.2. *Staff Quarters.*—The proposal of the University of Delhi for construction of staff quarters at a total cost of Rs. 10 lakh during the rest of the Plan period has been approved.

5.3. *Opening of Five New Colleges in Delhi.*—During the year under review, a Study Group comprising the representatives of the Ministry of Education, the U.G.C. and the University of Delhi was set up to consider the question of opening new colleges in Delhi with a view to meeting the mounting demand for admissions to colleges in the Capital. The Study Group recommended, *inter-alia*, opening of five new colleges during the current academic year. The Ministry accepted the recommendations of the Study Group. Only two voluntary organisations were in a position to start colleges. It was, therefore, decided that the Delhi Administration should start the remaining three colleges, the administration of which would, in due course, be entrusted to registered Societies. Accordingly three colleges were set up by the Delhi Administration in 1964.

6. Visva-Bharati :

6.1. *New Courses.*—The University's proposals have been approved for the introduction of the new courses *viz.* (i) B.A. (Hons.) in comparative Religion; (ii) B. Sc. (Hons.) in Botany and Zoology.

6.2. *Staff Quarters*.—Additional staff quarters are proposed to be built at an estimated cost of Rs. 14 lakh.

6.3. *Vidya Bhavan Hostel*.—The request of the University for additional grant of Rs. 1,28,000 towards construction of Vidya Bhavan Hostel has been accepted.

7. Jawaharlal Nehru University :

7.1. In order to make adequate provision for the large and fast increasing student population of Delhi for higher education of the best quality and for the advancement of knowledge and research, it was decided to establish a new university in the Union Territory of Delhi to be named after late Shri Jawaharlal Nehru. The new university will embody a unique synthesis of the Humanities, the Sciences and Technology worthy of the great leader and perpetuate the memory of the many-sided genius of the late Prime Minister.

7.2. A Bill for the establishment of Jawaharlal Nehru University was introduced in the Parliament on the 24th December, 1964. The University will be located in South Delhi.

B. INSTITUTIONS OF ALL INDIA IMPORTANCE

8. Institutions "deemed" to be universities :

8.1. In consultation with and on the advice of the University Grants Commission, the Ministry of Education has declared two more institutions of all-India importance as "deemed" to be universities within the meaning of Section 3 of the University Grants Commission Act 1956. These are: (1) The Tata Institute of Social Sciences, Bombay; and (2) The Birla Institute of Technology and Science, Pilani. These are in addition to the seven institutions already declared as "deemed" universities up to the end of March 1964.

8.2. *Jamia Millia*.—The recognition accorded to the Jamia Millia Islamia as deemed to be a university is for a period of three years in the first instance *i.e.* up to 1965 and is limited, for the present, to courses leading to B.A. and B.Ed. degrees. During 1964-65, the Jamia Millia Islamia continued to receive grants from the Ministry of Education on a *cover-the-deficit* basis. It has, however, been decided that development grant will, in future, be paid to the Jamia by the University Grants Commission. The institution provides admission from the nursery stage to the graduate level and in addition maintains a Teachers' College and a Rural Institute.

8.3. Grants were paid by the Ministry of Education also to non-statutory, non-affiliated institutions of higher education of all-India importance. The Kanya Gurukula Mahavidyalaya, Dehra Dun, the Lok Bharati, Sanosara and the K.S.Y.N. Samiti, Lonavala, were paid maintenance grants of Rs. 30,000, Rs. 16,073 and Rs. 3,490 respectively. In addition, non-recurring grants of Rs. 51,000, Rs. 1,31,000 and Rs. 25,000 were sanctioned to Kanya Gurukul Mahavidyalaya, Dehra Dun, Sri Aurobindo International Centre of Education, Pondicherry and Gujarat Vidyapeeth, Ahmedabad, respectively.

C. UNIVERSITY GRANTS COMMISSION

9. Under Section 12 of the U.G.C. Act, 1956 it is the general duty of the Commission to take all such steps it may consider fit for the promotion and

coordination of university education and for the determination and maintenance of standards of teaching, examination and research in Universities.

10. The University Grants Commission has been making efforts to improve higher education in the country and has initiated several schemes for the purpose during the second and the third Plans. A brief account of the main projects and schemes for expansion and improvement of higher education assisted by the University Grants Commission during 1964-65 is given below.

11. *Development Projects.*—The visiting Committees appointed by the Commission have so far assessed the development needs of 57 Universities including 6 Institutions deemed to be Universities and allocated grants amounting to Rs. 30.29 crore including Rs. 13.48 crore for science departments; Rs. 8.64 crore for humanity departments and Rs. 8.17 crore for general schemes. During the year under report the development proposals of the North Bengal University were assessed and on the basis of the recommendations of the Visiting Committee as accepted by the Commission, an allocation of Rs. 53.47 lakh has been made to the University (science—14.15, humanities—17.32 and general—22.00). These grants are given for construction of laboratories, purchase of scientific equipment, library books and journals and appointment of teaching staff as well as ancillary staff required for teaching and research.

12. *Centres of Advanced Study.*—The Expert Committee appointed by the University Grants Commission to advise and make recommendations regarding the establishment of such centres in the Universities, recommended a total of 65 departments in various branches of natural sciences, humanities, social sciences etc. to be developed as the Centres of Advanced Study. On the advice of the Committee, the Commission has selected 26 University departments as centres of advanced study in specific subjects—15 in Science and 11 in Humanities—during the third Plan period. These Centres will provide adequate facilities to scholars of outstanding ability for advanced study and research and work in close collaboration with the national laboratories and other similar institutions. Grants amounting to Rs. 1.99 crore have been allocated for these centres against which the Commission has so far paid grants amounting to Rs. 44 lakh.

12.1. The Asia Foundation of the U.S.A. have agreed to provide assistance of \$ 30,000 for meeting urgent requirements of a few Centres in Social Sciences and have under consideration the question of providing about \$1 lakh per year for 3 years from 1965 onwards.

13. *Improvement of Salary Scales of Teachers.*—Till the end of 1963-64, 33 Universities including four Central Universities had introduced the scales of pay recommended by the University Grants Commission and about 400 University teachers had been benefited. During 1964-65, the Universities of Jabalpur and Gujarat also agreed to implement these scales of pay. The Commission has agreed to help the Universities in Bihar towards the implementation of the revised scales of pay with effect from 1st April 1964. It is expected that with the implementation of revised scales of pay in the above mentioned universities, about 5,000 University teachers in all will be covered under the scheme.

13.1. The Commission bears 50/75 per cent of the increased expenditure consequent upon the implementation of the above scales of pay in the case

of men's and women's affiliated colleges respectively for a period of five years. So far, 14,000 teachers working in 451 colleges affiliated to 23 Universities have received benefits under the scheme. The Commission has since agreed to provide assistance to certain colleges in West Bengal and also to affiliated colleges in U.P. and Bihar on a sharing basis and it is expected that by the end of the current year about 17,000 teachers in 600 colleges would be covered under the scheme.

14. *Construction of Hostels and Staff Quarters.*—During the year under review, the Commission approved the following schemes for construction of Hostels, Staff quarters etc. in the various Universities and institutions deemed to be universities.

Scheme	Number of Universities and Institutions deemed to be Universities	Total cost of the Projects	Commission's share
1	2	3	4
		(Rs. in lakhs)	(Rs. in lakhs)
1. Students Hostels	12	85·64	47·24
2. Teachers Hostels	33	122·00	111·00
3. Staff Quarters	11	77·17	50·59
4. Guest Houses	7	13·00	7·50
5. Health Centres	4	2·7	2·00
6. Students Homes	—	1·00	1·00

15. *Financial Assistance for Research/Learned Work.*—The scheme was introduced in 1963-64 for providing financial assistance to teachers in universities and colleges affiliated to them for undertaking research or learned work. Under this scheme, limited grants (not exceeding Rs. 5,000) are provided for the purchase of special apparatus (or for its fabrication), special chemicals, books, field work, etc., etc. During the current year the Commission selected 419 teachers—143 in Humanities and Social Sciences, 261 in science subjects and 15 in Engineering and Technology. The estimated assistance to be provided in 1964-65 under the scheme will be of the order of Rs. 4 lakh.]

16. *Exchange of Teachers.*—In pursuance of the recommendation made at the Seminar on National Integration organised by the University Grants Commission, a scheme for the exchange of reputed teachers between the universities has been initiated during the current year. Under the scheme universities are assisted to invite reputed professors or experts who have specialised knowledge in various branches of study from other centres of learning in India for short periods not exceeding 6 months to deliver a course of lectures, conduct seminars and offer advice or guidance to research workers. The Commission provides a lump grant of Rs. 10,000 to each university towards this scheme which may be raised up to Rs. 15,000. The Commission's assistance during the current year for this scheme is expected to be Rs. 2·75 lakh.

D. RURAL HIGHER EDUCATION

17. *Present Position and Future Development.*—At present 14 Rural Institutes are functioning in different parts of the country—13 in 11 States and one in the Union Territory of Delhi. The question of reorganising the Rural Institutes and remedying the handicaps under which they have so far laboured, has engaged the consideration of the Union Government. The Committee set up by the University Grants Commission to assess the standards, and the scope of the education imparted by the Rural Institutes, advised *inter-alia* that two or three deemed zonal universities be set up under Section 3 of the University Grants Commission Act (Act III of 1956), with the existing Rural Institutes forming their constituent units. The National Council for Rural Higher Education considered this report at its annual meeting held on the 12th September, 1964 and appointed two *ad hoc* Committees to advise on the location of the campuses of the proposed rural universities and on the reorganisation of Rural Institutes.

18. *Achievement of Plan Targets.*—The third Plan target of establishing four new Rural Institutes has already been achieved with the establishment of the Rural Institutes at Wardha (Maharashtra), Hanumanamatti (Mysore), Indore (Madhya Pradesh) and Thavanur (Kerala).

18.1. The question of setting up two additional Rural Institutes, viz., one in Allahabad District and the other in Visakhapatnam District of Andhra Pradesh, which has been under the consideration of the Government of India in consultation with the State Governments concerned, will now be decided in the light of the recommendations of the Reorganisation Committee on Rural Institutes.

19. *Grants and Stipends.*—Central grants at the rate of 75 per cent non-recurring and 50 per cent recurring (75 per cent for Post-Diploma Courses) respectively of approved expenditure are given to all the Rural Institutes except Jamia Rural Institute, New Delhi, which is receiving Central grants on 'cover the deficit' basis. Only the Kasturba Rural Institute, Rajpura, has voluntarily foregone Central grants. Central grants are also given to the Rural Institutes for the award of stipends to 20 per cent of the students on roll in each class at approved rates. Central grants (Recurring and Non-recurring) amounting to Rs. 19,59,314 and stipend grants amounting to Rs. 65,531.15 P. only were released to the Rural Institutes up to the 31st December, 1964.

20. *Examinations.*—The total number of candidates who took the annual and supplementary examinations for the various diploma and certificate courses conducted by the National Council for Rural Higher Education in April and October, 1964 was 1,188. Of them 901 were declared successful.

E. SCHEMES AND ACTIVITIES OF THE MINISTRY

21. *Grants to Voluntary Organisations for Construction of Hostels.*—A grant of Rs. 25,000 has been given to the S.N.V. Sadanam Trust, Ernakulam, for the construction of a hostel. Proposals for grant amounting to approximately Rs. 1 lakh for some other voluntary organisations are under consideration.

22. *Loans for Construction of Hostels/Staff Quarters.*—The Ministry of Education continued to operate the two schemes viz. (i) loans to Universities and Delhi Colleges for construction of hostels and staff quarters and

(ii) Loans to State Governments for construction of hostels for affiliated colleges on the recommendations of the University Grants Commission. The expenditure on these schemes is incurred out of the total Plan allocation for the Commission during the third Plan period.

22.1. Loans amounting to Rs. 2,75,000 have either been released or are likely to be released shortly to the State Governments of Andhra, Madras and Mysore for the construction of hostels by affiliated colleges. In addition, loans to the extent of Rs. 6,50,000 are likely to be released to Universities and Colleges for hostels and staff quarters during 1964-65.

23. *Correspondence Courses.*—The University of Delhi started Correspondence Courses for B.A. (Pass) Degree from the academic session 1962-63. 1,112 students sought admission during the first year. During 1963-64, 1,410 fresh students were admitted and this number has further risen to 1,930 during 1964-65. It is proposed to extend this scheme so as to cover B.Sc. (Pass) degree and M.A. degree at the University of Delhi during 1965-66. Proposals for introducing Correspondence Courses at other Universities are also under consideration.

24. *Evening Colleges.*—Procedural details regarding the release of grants for setting up Evening Colleges were finalised and the scheme was circulated to all State Governments and Universities in March, 1964. Applications have been received from the Governments of Assam, Andhra Pradesh, Madhya Pradesh and Punjab for financial assistance during the year 1964-65.

25. *Indian Institute of Advanced Study, Rashtrapati Niwas, Simla.*—It has been decided to establish an Institute of Advanced Study at Rashtrapati Niwas, Simla, to provide facilities for advanced study and research to teachers and research workers of Universities and similar organisations in the fields of the Humanities, Indian Culture, Social Sciences, Natural Sciences and Comparative Religion. The Institute will function under the management of autonomous body, viz. the Indian Institute of Advanced Study Society, which was registered under the Societies Registration Act, XXI of 1860, on the 6th October, 1964. The Institute is expected to start functioning during 1965-66.

26. *University for the Hill Area of the North Eastern Region of India.*—A Committee set up jointly by the Ministry of Education and the University Grants Commission to consider the question of setting up a University for the North Eastern Region of India has submitted its report. In the report the Committee has expressed the view that there is a strong case for the provision of special facilities for higher education in the North Eastern Region comprising Nagaland, N.E.F.A., Manipur and the Hill Area of Assam. For this purpose, it has recommended the establishment by the Union Government, of a full-fledged University or an institution deemed to be a University under Section 3 of the U.G.C. Act. The recommendations of the Committee are under examination in consultation with the University Grants Commission and other Ministries of the Government of India.

27. *Committee of M.P.'s on Higher Education.*—In June 1963, the Ministry of Education, on the recommendation of the Informal Consultative Committee of Members of Parliament, set up a committee under the chairmanship of Shri P. N. Saprú, a member of the Rajya Sabha, to examine the provisions of the Constitution regarding the responsibility of the Central Government in the field of higher education, with a view to finding out

the extent to which the Centre could assume greater responsibility in this field, and to suggest appropriate steps to be taken for the purpose.

27.1. The Committee submitted its report in July, 1964. The most important recommendation of the Committee is that University and higher education should be transferred from the State List to the Concurrent List, retaining intact Entry 66 in the Union List. This recommendation has been referred to all the State Governments for their comments. The other recommendations of the Committee are also under consideration of this Ministry in consultation with the other authorities concerned.

28. *The Indo-American Programme of Republication of Standard Educational Works in Low-Priced Editions.*—This programme is being implemented by the U.S.I.S. on behalf of the American Embassy in cooperation with the Ministry of Education. An Indo-American Board consisting of 14 members (equal numbers representing the Government of India and the U.S.A.) was set up in 1961 to decide policy issues concerning the publication programme undertaken under this scheme. The expenditure is met from within the P.L. 480 Funds.

28.1. Books on Humanities, Sciences and Technology are selected and evaluated, having regard to the needs of University students. The average cost of the republished books works out to about 1/3rd of their original American price. So far, 135 titles have been republished. Under the programme republication of approved books is undertaken in this country.

29. *English Language Books Society Scheme.*—Under this scheme, selected books from the English Books Society Series are republished in cheap editions for the use of students of higher education in India. For implementing this scheme, an Advisory Committee has been appointed by the British Government and functions in London. The price of each title in India works out to 1/3rd of its original price in U.K., as in the case of the Indo-American scheme. More than 83 books in different fields of the Humanities, Sciences and Technology have been produced so far. The books are printed in the U.K. and imported to India through normal trade channels.

30. *The Pergamon Press Scheme.*—An agreement has been concluded between the Government of India and the Pergamon Press at Oxford, under which selected books from the Commonwealth and International Library Series will be adapted and translated by designated organisations.

31. *The Indo-U.S.S.R. Scheme.*—A Joint Indo-USSR Board consisting of 10 members, 5 Indians and 5 Russians with the Education Secretary of the Ministry of Education as its Chairman, has been constituted to work out and implement a scheme under which standard works for higher education in different fields, published in the USSR will be reproduced in cheap editions for the use of Indian students. The first meeting of the Board was held in January 1965 at which a tentative plan for republication of select Russian books in the fields of Sciences, Technology, Medicine and Agriculture was drawn up for early implementation.

32. *Scheme For Assistance to Indian Authors and Publishers.*—The programme of reproduction, in cheap editions, of standard textbooks published in some of the advanced countries of the world, through the collaboration of their Governments, has necessitated the adoption of suitable measures to promote activities of Indian authors in this field. A scheme has therefore,

been formulated to republish standard educational works by Indian authors in low-priced editions. Approved publications written or translated in English are eligible for suitable assistance under the scheme. A provision of Rs. 1,50,000 has been included in the current year's budget for giving subsidy to the Indian authors and publishers to enable them to reduce the prices of the selected books to one third of the original. So far, 11 books have been approved for republication under the scheme.

33. *Model Act for Universities.*—The Ministry of Education had appointed a committee under the chairmanship of Dr. D. S. Kothari, Chairman of the U.G.C., to consider broadly the organisational structure of the universities in India and to prepare an outline of Model Act suited to their role and functions in the context of the needs and the requirements of a modern developing society. After careful examination of the various aspects of the problem, the Committee submitted its report in February 1965, embodying number of useful suggestions to serve as guiding line for university authorities in the country. The recommendations of the Committee are under the consideration of the Government.

F. FINANCIAL PROVISIONS

34. The total revised budget provision for 1964-65 covering all grants and financial assistance extended by the Ministry of Education in the field of higher education was in the order of 14.32 crore, as against similar provision of Rs. 11.86 crore for 1963-64. A broad breakup of the grants and financial assistance given by the Ministry of Education is given below:

S. No.	Scheme	Provision for 1964-65		Provision for 1965-66
		Original	Revised	
1	2	3	4	5
		Rs.	Rs.	Rs.
1.	Assistance to All India Institutions of higher learning	5,00,000	3,00,000	5,00,000
2.	Correspondence Courses and Evening Colleges	5,00,000	4,40,000	6,00,000
3.	Loans for construction of hostels and staff quarters	13,00,000	10,00,000	16,00,000
4.	Grants to Voluntary Organisations for construction of hostels in big cities ..	3,00,000	1,50,000	2,00,000
5.	Deshbandhu College, Kalkaji, New Delhi	—	50,000	55,000
6.	Indian Institute of Advance Studies ..	—	2,00,000	6,00,000
7.	Promotion of Gandhian Philosophy ..	33,000	33,000	58,000
8.	Grants to Jamia Millia Islamia ..	11,00,000	11,00,000	14,00,000
9.	Republication of Standard Educational Works of Indian Authors in low price	1,50,000	50,000	1,50,000
10.	Educational Conferences	30,000	30,000	30,000
11.	Inter-University Board	25,000	10,000	10,000
		32,000	32,000	32,000
12.	Gujarat Vidyapeeth	1,00,000	—	—
13.	Gurukul Kangri, Hardwar	1,11,200	50,000	—

1	2	3	4	5
14. Kashi Vidyapeeth		1,00,000	—	—
15. Refund of Income-tax and Custom Duty to the U.S.E.E.I.		—	—	3,00,000
16. University Grants Commission :				
(Plan)		9,35,00,000	9,35,00,000	11,05,00,000
(Non-Plan)		4,31,70,000	4,30,00,000	4,58,36,000
17. Rural Higher Education		40,71,600	33,45,900	39,21,200
18. Jawaharlal Nehru University		—	—	70,00,000
Grand Total		14,50,22,800	14,32,90,900	17,27,92,200

CHAPTER I

TECHNICAL EDUCATION

The third Five-Year Plan targets of 20,000 admissions to first degree courses and 40,000 admissions to diploma courses were nearly reached in 1963-64. These targets have been revised to 25,000 admissions to degree courses and 50,000 admissions to diploma courses in order to meet defence requirements as also the increasing demand for engineers and technicians for the Five-Year Plans. Against this revised target, admissions in 1964-65 were of the order of 22,210 to degree courses and 41,450 to diploma courses. It is expected that the revised targets also will be reached by the end of the current Plan period. During the year 9,460 graduates and about 15,000 diploma holders passed out of technical institutions.

2. Under the scheme of part-time diploma courses in Engineering, 14 centres were set up in 1963-64 to conduct four-year part-time courses for diplomas in engineering for persons working in industry and other technical establishments. Two more centres were set up for such part-time diploma courses. A scheme for instituting part-time degree courses for persons working in industry and other establishments has been sanctioned and it is proposed to set up 30 centres for these part-time courses by the end of the Plan period. These 30 centres are being selected in consultation with the State Governments, universities and other authorities.

3. On the recommendations of the Board of Post-Graduate Engineering Studies and Research, 38 centres (other than the Institutes of Technology) have been selected for development for the Master's degree courses and post-graduate diploma courses in a wide range of subjects. Provision has been made at these centres for over 1,550 seats at post-graduate level.

A. ENGINEERING COLLEGES AND POLYTECHNICS

4. The revised fourth Five-Year Plan of the Centre and the States provides for the establishment of 23 new engineering colleges (including Regional Engineering Colleges) and 94 polytechnics. 12 engineering colleges were started in the first three years of the Plan period and during the year, six more colleges started functioning at Rewa and Bilaspur in Madhya Pradesh, Amravati in Maharashtra, Kurukshetra in Punjab, Tiruchirappalli in Madras and Jaipur in Rajasthan. The last three are Regional Engineering Colleges.

4.1. As regards diploma courses, 54 polytechnics were started in the first three years of the Plan period. In the current year, 14 more polytechnics were set up at Delhi, Batala, Hamirpur, Guru Teg Bahadurgarh, Mirzapur, Moradabad, Cooch-bihar, Seoni, Ashoknagar, Dumka, Barauni, Nanded, Yeotmal and Rajkot.

4.2. The State Plans also provide for the establishment of 24 polytechnics for women. In the first three years of the Plan period, 13 polytechnics were set up. In the current year, 4 more polytechnics started functioning at Hubli, Ahmedabad, Coimbatore and Gauhati.

4.3. 76 Junior Technical Schools were set up up to the end of 1963-64. In the current year, 13 new schools were started in different parts of the country and the total number of Junior Technical Schools functioning is 89.

A-1. HIGHER TECHNOLOGICAL INSTITUTES

5. In 1964, 1,764 candidates were admitted to the five Institutes of Technology for the first degree courses in engineering and technology. The distribution of the admission at various Technological Institutes located at different places is : Kharagpur 500, Bombay 395, Madras 326, Kanpur 273 and Delhi 270.

5.1. The Kharagpur Institute also admitted 48 students to Honours degree course in Science.

5.2. The detailed progress of these Institutes during 1964-65 is as below :

- (a) *Indian Institute of Technology, Kharagpur.*—During the year the total student enrolment at the Institute was 2,380 . 247 students qualified for Bachelor's degree and 74 students for Master's degree and post-graduate diplomas. 12 candidates were awarded Doctorate degrees. In addition to regular post-graduate courses in various fields of engineering and technology, the Institute conducted short-term courses in Modern Foundry Practice. On the recommendations of the All India Council for Technical Education, a regular first degree course in Aeronautical Engineering was also started with 30 admissions. The Institute proposes to start a post-graduate course in Dairy Engineering from the next academic session.
- (a)—1. Under various foreign aid programmes, the Institute had the benefit of the services of four experts and it also sent eight members of its staff for training abroad. An Electronic Computer at a cost of Rs. 6,00,000 is being received as gift under US AID Programme.
- (b) *Indian Institute of Technology, Bombay.*—The total student enrolment at the Institute was 1,766 in 1964-65. It is expected that the student enrolment will reach 2,000 next year. 114 candidates qualified for the Bachelor's degree and 103 candidates for Master's degree. One candidate was also awarded a Doctorate during the year under report.
- (b)—1. The Institute also started a new post-graduate diploma course in Heat Treatment in January, 1964, and six candidates were admitted.
- (b)—2. Nine Unesco experts are working at present at the Institute. In addition, 3 specialists from the U.S.S.R. worked in the Institute for brief periods during the year under report. Under the Bilateral Agreement with the U.S.S.R., 5 experts and four teacher-cum-translators are also working at the Institute. 19 members of the staff of the Institute were sent for specialised training in various branches of engineering and technology abroad. The Institute has received so far about 17.3 million rupees worth of equipment under the various aid programmes.

- (c) *Indian Institute of Technology, Madras.*—The student enrolment at the Institute was 1,225. The first batch of 92 graduates passed out in February, 1964.
- (c)—1. Under the Federal Republic of Germany programme of assistance, the Institute has received so far equipment worth 14·0 million rupees. 7 German Professors and 5 German technicians also worked at the Institute during the year under report: An analogue Computer worth about 2,00,000 rupees was received as gift from the Tools for Freedom of the U.S.A.
- (d) *Indian Institute of Technology, Kanpur.*—The student enrolment during the year under report was 682. A new degree course in Aeronautical Engineering was instituted and the major part of the activities of the Institute was shifted to the new campus at Kalyanpur.
- (d)—1. The Institute pressed on with equipping its laboratories and workshop with the assistance provided by the U.S. Government. Equipment worth 3·6 million rupees has already been received and an additional equipment of the value of 3 to 3·5 million rupees is expected. An I.B.M. Digital Computer received from US AID has been commissioned and the Computer Centre of the Institute is offering facilities of training to universities, scientific institutions and other organisations. The Computer Centre hopes to acquire another I.B.M. Computer 7,044 at a concessional price. 26 U.S. Professors and Experts are working at the Institute and 4 members of staff have been sent for training abroad.
- (e) *Indian Institute of Technology, Delhi.*—The student enrolment during the year was 891. The development plan of the Institute envisages a total student enrolment of 1,650 both in undergraduate courses and in post-graduate courses and research. Under the Colombo Plan, 8 British Professors and 2 expert technicians are working at the Institute. 9 members of staff have been sent to the U.K. for training. Under the British programme of assistance to the Institute, equipment and books worth over 3·1 million rupees have been received from the United Kingdom.
- (f) *School of Planning and Architecture, Delhi.*—In 1964-65, the School admitted 86 students to different courses in Town Planning, Housing and in Architecture. The total student enrolment during the year was 450.
- (f)—1. The question of setting up a Department of Landscape Architecture and an Urban Research Centre at the Institute is under consideration. 2 experts are working at the School under foreign aid programmes.
- (g) *Indian School of Mines, Dhanbad.*—In 1964-65, the School started five-year integrated courses in Mining Engineering, Petroleum Technology, Applied Geology and Geophysics with higher secondary or its equivalent as the minimum admission qualification and 166 students were admitted to the various courses.
- (h) *The National Institute for Training in Industrial Engineering.*—The National Institute for Training in Industrial Engineering conducted till December, 1964, 15 courses ranging from two to ten weeks in different aspects of Industrial Engineering, as for instance,

Work Study and Measurement, Production Planning and Control etc. for the benefit of supervisors and engineers working in industry. 11 more such courses are proposed to be conducted by the end of the current year.

B. TECHNICAL TEACHERS TRAINING PROGRAMME

6. The programme of training teachers for engineering colleges initiated in 1959 was continued during the year under report with additional provision made both for training places and for training centres. 9 centres functioned during the year under report viz. Indian Institute of Technology, Kharagpur; Indian Institute of Technology, Bombay; Roorkee University; M. S. University of Baroda; Jadavpur University; College of Engineering, Poona; Guindy Engineering College, Madras; Bengal Engineering College, Howrah; and School of Planning and Architecture, Delhi. 278 candidates were selected in the current year for training of which 140 candidates joined. 64 candidates completed training during the year and were assigned to different engineering colleges for regular appointments. The total number of teachers trained so far under the programme is 252.

C. INSTITUTES FOR TRAINING POLYTECHNIC TEACHERS

7. There is an acute shortage of teachers in our polytechnics that are conducting diploma courses in engineering and technology. The demand for such teachers is increasing with the expansion of technical education at this level. In order to meet this demand, the Union Government have decided to establish four Regional Institutes to train teachers for polytechnics. The Institutes will be located at Guindy (Madras), Jadavpur (Calcutta), Patiala and Bhopal.

7.1. Detailed plans for the Institutes are being formulated and it is proposed to admit the first batch of trainees in 1965.

D. ALL-INDIA INSTITUTES OF MANAGEMENT, CALCUTTA AND AHMEDABAD

8. Both the Calcutta and Ahmedabad Institutes of Management started their first post-graduate MBA course in July/August, 1964.

8.1. In addition, the Institutes conducted executive development programmes and short-term specialised courses in Management for executives in public and private sector enterprises and in government departments. Research in Management and Consultancy work for government departments and industrial and commercial enterprises were also started at the Institutes.

E. FELLOWSHIPS, SCHOLARSHIPS AND STIPENDS FOR SCIENTIFIC RESEARCH AND PRACTICAL TRAINING

9. There is a provision of fellowships, scholarships, stipends for scientific research and practical training, the details of which are available under Chapter on 'Scholarships.'

F. ALL-INDIA COUNCIL FOR TECHNICAL EDUCATION

10. The Regional Committees, Boards of Studies and other Expert Committees of the All India Council for Technical Education held various meetings during the year under report and formulated detailed plans for the improvement and development of existing technical institutions, establishment of new institutions, courses of study etc.

10.1. The 17th meeting of the All India Council was held on the 4th February, 1965.

G. GRANTS AND LOANS

11. During 1964-65, grants amounting to about Rs. 16 crore are expected to be sanctioned to State Governments and technical institutions for various schemes of technical education under the Five-Year Plan. Loans amounting to about Rs. 1.68 crore are also expected to be sanctioned for the construction of student hostels.

H. FINANCIAL PROVISIONS

12. The financial provisions made for Technical education schemes are as follows:

Scheme	Provision for 1964-65		Provision for 1965-66
	Original	Revised	
Technical Education Scheme	2093.57	1983.51	2472.92

(Figures in lakhs)

CHAPTER V

SCIENTIFIC RESEARCH AND SURVEYS

Scientific research is of major importance in national development throughout the world since advances in productivity and standards of living are closely linked up with the application of science and technology. The Union Ministry of Education continued its programme of financial and other assistance to research institutions, laboratories, scientific societies, individuals and States. The Survey of India and the three other scientific Surveys—Botanical, Zoological and Anthropological—continued and developed their respective programmes.

A. SCIENTIFIC RESEARCH

2. *Scientific Societies and Research Institutes.*—With a view to encouraging scientific research, Ministry continued to give financial assistance to a number of private scientific research institutions, associations, scientific academies and societies for the maintenance and advancement of their work. Grants-in-aid are paid to the scientific bodies for expanding and enlarging their activities for active research work, publication of scientific journals and literature, holding of conferences, symposia and seminars and for the institution of research fellowships, purchase of equipment and library books etc. Grants are also given for mountaineering expeditions.

3. *National Committees.*—The National Committees set up earlier in the following seven fields continued to function : (i) Pure and Applied Physics; (ii) Radio Sciences; (iii) Geodesy and Geophysics; (iv) International Quiet Sun Year; (v) Oceanic Research; (vi) Biochemistry; (vii) Crystallography and (viii) Type-Cultures of Micro-organisms. These committees organised and coordinated research and other connected programmes at the national level and also promoted international cooperation in the specific field of their competence in Consultation with the international Scientific unions concerned.

4. *National Research Professors.*—Prof. C. V. Raman; Prof. S. N. Bose; Dr. R. B. Pal; Dr. P. V. Kane; Dr. D. N. Wadia and Dr. V. R. Khanolkar continued to be National Research Professors. In addition, Dr. Suniti Kumar Chatterjee was recently appointed National Research Professor in humanities.

5. *Encouragement to Research Scholars and Eminent Scientists :*

(a) *Research Scholarships.*—Twenty two training research scholarships to Indian Association for the Cultivation of Science, Calcutta; 10 to The Bose Institute, Calcutta and 6 to The Birbal Sahni Institute of Palaeobotany, Lucknow, have been allotted to enable research Scholars to conduct research during the year, at the respective institutions.

(b) *Partial Financial Assistance to Eminent Scientists Going Abroad.*—Under the scheme financial assistance (varying from Rs. 1,852 to Rs. 2,500) was given to each of 18 Indian scientists to enable them to participate in International Conferences etc.

6. *Indian Scientific Liaison Office, London.*—The office was set up in 1948 at the High Commission of India, London, and its functions are : (i) to facilitate the movement of scientists within the Commonwealth and to provide adequate facilities for them and their work and to arrange contacts for them; (ii) to keep abreast of the latest improvements in techniques and scientific and technical developments, and make this information available in India; (iii) to facilitate exchange of scientific information and experimental material such as plants, animals, micro-organisms; and (iv) to help wherever required, in the placing of research workers in British and American laboratories for research or training.

6.1. With effect from the 1st March, 1964, this office has been merged with the Education Department in Indian High Commission, London, with the Scientific and Educational Adviser to the High Commission as its head.

7. *National Research Development Corporation of India.*—The objects and functions of the Corporation are to develop and exploit in the public interest for profit or otherwise : (a) all inventions of the Council of Scientific and Industrial Research whether patentable or otherwise; (b) all patents and inventions of other departments of Government of India including those of commodity research committees and other statutory research organisations including technical and engineering know-how of processes; (c) such other patents as may be voluntarily assigned, by general or special agreements by universities, research institutions or individuals; and (d) such other processes and patents, the development of which may be entrusted to the Corporation.

7.1. *Licences Negotiated.*—During the period 1st April to 31st December 1964, licence agreements for the commercial development of the following processes were negotiated :

Sl. No.	Process	Laboratory/Institute
1.	Hot Dip Aluminising of Ferrous Materials—Indian Patent Nos. 55289, 57938 and 65230 (21st Licence)	National Metallurgical Laboratory, Jamshedpur.
2.	Ceramic Rod for Carbon Resistors—Indian Patent No. 92277.	National Physical Laboratory, New Delhi.
3.	Wet Ground Mica—Indian Patent No. 55454 ..	Central Glass & Ceramics Research Institute, Jadavpur, Calcutta.
4.	Carbon Free Ferro Alloys by Alumino Thermic Reactions.	National Metallurgical Laboratory, Jamshedpur.
5.	Indian Patent No. 65231 (2nd and 3rd licences)	
6.	Flux for submerged arc welding—Indian Patent No. 68171.	
7.	Manufacture of Loughinin	Regional Research Laboratory, Hyderabad.
8.	Chemical Resistant Covering Materials	National Chemical Laboratory, Poona-8.
9.	Polystyrene Base Cation Exchange Resins (3rd Licence).	Do.
10.	Improving the Storage Life of Cashew Kernels (6th licence).	Central Food Technological Research Institute, Mysore.
11.	Bitumastic Jointing Composition (Indian Patent & No. 54074)—(2nd and 3rd licences).	Central Road Research Institute, New Delhi.
12.		

(1)	(2)	(3)
13.	Derusting Surface Treatment of Ferrous Surfaces and their temporary protection based on Tannins—Indian Patent No. 60684) —2nd licence).	Indian Railways.
14.	Resin Emulsions and Dispersion Resins from CNSL (Indian Patent Nos. 60612 and 60613 (5th licence).	Do.
15.	Antifreeze coolant	} Defence Research Laboratory Kanpur.
16.	Watch Oil	
17.	Lethal preparation for killing Cockroaches ..	
18.	Expansion Joint Fillers from Coconut Pith (Indian Pat. No. 87958).	Central Road Research Institute, New Delhi.
19.	Improvement in or relating to the Manufacture of Lime Reactive Surkhi Mixture—(Indian Patent No. 90470).	Central Road Research Institute, New Delhi.
20.	Lighting Arresters—Indian Patent No. 55282 to (Three licences).	Indian Institute of Science, Banga- lore.
22.		
23.	Indigenous manufacture of Epoxy Resins	Defence Research Laboratory (Materials) Kanpur.
24.	Processing of dry ready to wet sausage casings from cattle, goat, sheep, pig and other mammalian intestines.	Central Leather Research Insti- tute, Madras.
25.	Air Depolarised Cells—Development of porous carbon elements.	Central Electro-Chemical Research Institute, Karaikudi.
26.	Transistorised Power Supply Unit	Central Electronic Engineering Research Institute, Pilani.

7.2. NRDC Development Projects : The following projects were completed :

- (i) *Deionisation of Cane Juice*.—Pilot plant investigations have been completed at National Sugar Institute, Kanpur and an announcement on the process has been circulated to sugar mills. Negotiations for commercial utilisation are in progress.
- (ii) *Lightning Arresters*.—Pilot plant investigations were completed at Indian Institute of Science, Bangalore, and the process was licenced to three parties.
- (iii) *Hykol 'X' Activated Carbons*.—The plant at Regional Research Laboratory, Hyderabad, has since been commissioned and regular production established.

7.2.1. *Progress of Other Projects* :—The progress of various other projects instituted by the Corporation is given below :

- (i) *Phthalic Anhydride*.—Erection of pilot plant has been completed and the trials are in progress at Central Fuel Research Institute, Jealgora.
- (ii) *Integrated Processing of Oil Seeds with Special Reference to Groundnuts*.—All the items of equipment imported as well as indigenous, required for the project were received at the Sewri Factory of Tata Oil Mills Co. Ltd., Bombay, and the plant is being erected. It is expected that the processing of 500 kg. groundnut kernel per hour will commence shortly.

- (iii) *Fluidised Bed Technique in Textile Processing*.—An Expert Committee has been appointed by the Board of Directors to review the working of the Project and its future programme.
- (iv) *Production Unit for the Manufacture of Leather Auxiliaries*—(1) *Fat Liquors* (2) *Syntans*.—A Production Unit for the manufacture of Leather Auxiliaries : (1) Fat Liquors and (2) Syntans at the Central Leather Research Institute, Madras at a cost of Rs. 2,98,500 has been sanctioned.

7.2.2. *Progress of Processes Already licensed* :—During the year, commercial production of the following was started:

Sl. No.	Process	Laboratory/Institute
1.	Hot Face Insulating Refractories—(Indian Patent No. 59456).	Central Glass & Ceramics Research Institute, Jadavpur, Calcutta.
2.	Foam Glass (Indian Patent No. 49524)	Do.
3.	4-Hydroxycoumarin and its derivatives	National Chemical Laboratory, Poona-8.
4.	Catalysts for removal of inorganic sulphur from industrial gasses (Indian Patent No. 55816).	Central Fuel Research Institute, Jealgora.
5.	Salicyl Anilide (Indian Patent No. 69680) ..	Sriram Institute for Industrial Resaerch, Delhi.
6.	Rot Proofing Compounds (Shrifiricide)	
7.	Shrifirlan process for imparting antishrink properties to woollen materials.	
8.	An auger Boaring Guide—(Indian Patent No. 82303).	Central Building Research Institute, Roorkee.
9.	Resin emulsions and dispersion resins from CNSL—(Indian Patent Nos. 60612 and 60613).	Indian Railways.
10.	Composition for derusting surface treatment and temporary protection based on tannins—(Indian Patent No. 60684).	
11.	Air Cooler (Indian Patent No. 67888)	Ministry of Defence.

NOTE :—During the year production on the inventions licensed went up considerably as reflected by higher income from royalty.

8. *International Scientific Unions*.—India continued to be a member of the International Council of Scientific Unions and of the following International Unions and Associations etc. through this Ministry :

1. International Union of Pure & Applied Chemistry
2. International Union of Theoretical and Applied Mechanics
3. International Union of History of Sciences
4. International Geographical Union
5. International Union of Biological Sciences
6. International Scientific Radio Union
7. International Astronomical Union
8. International Union of Crystallography
9. International Union of Pure & Applied Physics
10. International Union of Geodesy & Geophysics

11. International Union of Biochemistry
12. International Commission of Table of Constants
13. International Bureau of Weights & Measures
14. Special Committee on Oceanic Research
15. Pan Indian Ocean Science Association
16. International Federation of Documentation (through the Indian National Documentation Centre)

8.1. Being a member of the Council, India continued to receive scientific literature which has proved very useful to scientific organisations in this country in keeping themselves posted with the latest scientific developments in other countries.

9. *Scientific Delegations.*—Twelfth International Congress of Entomology held in London from 8-16th July, 1964 was attended by an Indian delegation consisting of : (i) Dr. K. S. Pradhan, Zoological Survey of India, Calcutta; (ii) Dr. S. Pradhan, Indian Agricultural Research Institute, New Delhi; (iii) Dr. P. M. Chatterjee, Forest Research Institute, Dehra Dun; and (iv) Dr. R. P. Chowdhury, Indian Veterinary Research Institute, Izatnagar.

9.1. The Fifteenth General Assembly of the International Union of Biological Sciences was held in Czechoslovakia, from 18-22nd July, 1964 and the General Assembly of the International Biological Programme was held in Paris from 23—25th July, 1964. Dr. A. R. Gopal Ayengar, Director, Biology Group, Atomic Energy Establishment, Trombay, Bombay and Dr. K. Ganapathy, Director, Regional Research Laboratory, Jammu attended as Indian delegates.

9.2. A delegation consisting of : (i) Dr. S. P. Chatterjee, Calcutta University, Calcutta and (ii) Dr. V. L. S. Prakasa Rao, Osmania University, Hyderabad, attended the Eleventh General Assembly and the Twentieth International Geographical Congress, held in London from the 21—28th July 1964.

9.3. The invitation extended by the Government of India to the International Geographical Union for holding its 21st International Geographical Congress due in 1968 in India, was accepted by the General Assembly of the International Geographical Union.

9.4. The Seventh Congress of Anthropological and Ethnological Sciences was held in Moscow from the 3—10 August, 1964 and Dr. D. K. Sen, Director, Anthropological Survey of India, Calcutta attended the Congress.

9.5. The Tenth International Botanical Congress was held from the 3—12 August, 1964 in Edinburgh and was attended by two Indian delegates including Dr. H. Santapau, Director, Botanical Survey of India, Calcutta. Prior to his participation in the Congress, Dr. Santapau also attended the meeting in Edinburgh to discuss the problems regarding the International Code of Botanical Nomenclature.

9.6. The Twelfth General Assembly of the International Astronomical Union was held in Hamburg from 25th August to 3rd September, 1964 and Dr. M. K. Vainu Bappu, Director, Astrophysical Observatory, Kodai kanal, and Dr. S. D. Sinvhah, Director, U. P. State Observatory, Nainital attended the Assembly.

9.7. The 53rd meeting of the International Committee on Weights and Measures was held in Paris from the 8—13 October, 1964. Shri Prem Parkash, a scientist in the National Physical Laboratory, New Delhi, attended the meeting.

9.8. The Third meeting of the British Commonwealth Scientific Committee was held in New Zealand from the 15th November to 6th December, 1964. The Indian delegation led by Dr. Y. Nayudamma, Director, Central Leather Research Institute, Madras, consisted of two other members.

10. *Indian Science Congress.*—The Combined 51st and 52nd Session of the Indian Science Congress, under the Presidentship of Prof. Humayun Kabir, was held in Calcutta from the 31st December 1964 to 6th January, 1965. The Session was inaugurated by Prof. S. N. Bose, F. R. S., National Research Professor. Among the large number of scientists who attended the Congress, there were 35 eminent scientists from other countries.

11. *Scheme for Vijnan Mandirs.*—The Vijnan Mandirs have been set up with a view to stimulating interest in Science amongst the people in rural areas and also to help them to an intelligent appreciation of the scientific principles underlying problems of vital interest affecting their daily life. There are at present 50 Vijnan Mandirs. In pursuance of the recommendation of the Assessment Committee on Vijnan Mandirs set up by the Government, the administrative control of Vijnan Mandirs was transferred to the State Governments in the beginning of 1963-64. After the transfer, one new Vijnan Mandir has been added so far. At the meeting of Central Advisory Board of Education held at Bangalore in October 1964, the value and importance of the Scheme was stressed on the State Governments. The State Governments are expected to open new Vijnan Mandirs in the near future. The target recommended for the fourth Plan is to open at least one Vijnan Mandir in each District of India.

12. *Summer Schools.*—Summer schools which provide an opportunity to our scientists and scholars to get together for valuable exchange of views and experience have been a useful annual feature. The Summer Schools/Symposium held in 1964 were :

- (i) A Summer School in Zoology (Cell Biology) at Ootacamund from 1—14 June, 1964, with Prof. B. R. Seshachar, of University of Delhi, as the director and attended by 25 scientists ;
- (ii) A Summer School in Pharmaceuticals at Shillong from 10—20 June, 1964, with Dr. U.P. Basu, Head of the Bengal University Research Institute, Calcutta as the director and attended by 15 scientists;
- (iii) A Symposium on the problems of Indian Arid Zone held at Jodhpur from the 23 November to 2 December 1964, in collaboration with the Unesco, with Dr. P. C. Raheja, Head of the Central Arid Zone Research Institute, Jodhpur, as the director and attended by 58 Indian scientists and 17 eminent foreign scientists.

13. *Scheme for Popularisation of Science.*—The scheme for Popularisation of Science envisages the giving of grants-in-aid for the production of reasonably cheap and simple books, journals on popular scientific subjects in regional languages and also for bringing out translation of such literature from English and other foreign languages into regional languages. Financial assistance under this scheme was given for the publication of two journals and a book of popular scientific nature during the period under report.

B. SURVEYS

B.1 SURVEY OF INDIA

14. *Topographical and Development Project Surveys.*—During 1964-65 about 60 per cent of the field potential was engaged on topographical surveys (including defence and boundary demarcation) and the remainder on development project surveys being undertaken during the third Five-Year Plan. Topographical surveys were also undertaken in Nepal as an Indian aid programme under the Colombo Plan. Details of the work done are given below.

- (a) Topographical surveys in Andhra Pradesh, Assam, Bhutan, Bihar, Goa, Daman and Diu, Gujarat, Himachal Pradesh, Jammu and Kashmir, Madhya Pradesh, Rajasthan, Maharashtra, Orissa, Punjab, Uttar Pradesh and West Bengal.
- (b) Giving ground positions for construction of well-type pillars in the riverine areas of the International Boundary in Punjab (India)-West Pakistan Sector and joint work along the Indo-East Pakistan Boundary in Mizo Hills-Chittagong Hill tract sector. Surveys for landing and approach charts of different air fields. Geodetic triangulation in U.P. and Madhya Pradesh; Geodetic levelling in Andhra Pradesh, Gujarat, Mysore, Maharashtra, Madras and Uttar Pradesh; Magnetic observations in Assam, Bihar, Manipur, Uttar Pradesh and Tripura; Gravity observations in Andhra Pradesh, Kerala, Mysore, Assam, Manipur and Tripura; and Tidal observations in coastal areas.
- (c) Surveys in connection with Inchamapalli Reservoir (Andhra Pradesh), Umiam Umtru (Assam), Kopilli (Assam), North Koel (Bihar), Narmada (Gujarat), Cauveri valley (Mysore), Aghanishini (Mysore), Varahi (Mysore), Barapole (Mysore), Tikkarpara (Orissa), Damba (Madhya Pradesh), Dabra (U.P.), Koteshwar-Shivpur (U.P.), Kishau Dam (U.P.).
- (d) Surveys in connection with the following projects were also undertaken :
 - (i) Barak Project in Assam
 - (ii) Gandak and Kosi Projects in Bihar
 - (iii) Damanganga Project and Kotar lands in Gujarat
 - (iv) Salal project in Jammu and Kashmir
 - (v) Grahma's land Reservoir, Palar Reservoir and Iddiki project in Kerala
 - (vi) Bodhghat project in Madhya Pradesh
 - (vii) Aini Reservoir, Bhima, Kukadi, Jayakawadi, Forest Surveys and Pench projects in Maharashtra
 - (viii) Manipur valley development project
 - (ix) Ghog Dam, Mukerian H. E. Project and Suil H. E. Scheme in Punjab
 - (x) Maneri Bhalí scheme and Pancheshwar Dam project in U.P.
 - (xi) Double Tertiary levelling for Sunderban Drainage scheme in West Bengal

- (xii) Mahanadi Right Bank Resettlement area and Taldih Iron ore project in Orissa
- (xiii) Anas and Benas projects in Rajasthan
- (xiv) Proposed site for Goa Engineering college
- (xv) Sethu Samudram project in Madras

14.1. To cope with the survey tasks of the Ministry of Irrigation and Power, the raising of one additional Circle, 9 Field Parties and one Drawing Office was approved.

15. *Participation in Conferences.*—To keep abreast of developments elsewhere, the Department participated in the following important conferences abroad :

- (i) Conference on Principles and Methods of Integrating Aerial Survey studies of Natural Resources for Potential Development from 21st to 28th September, 1964 held at Toulouse (France).
- (ii) Fourth Regional United Nations Regional Cartographic Conference for Asia and the Far East held at Manila from 21 November to 5 December, 1964.
- (iii) Symposium on "The Determination of the Figure of the Earth" arranged within official Symposia of the International Association of Geodesy of the International Union of Geodesy and Geophysics held at Prague from 6—10 October, 1964.
- (iv) Second General Assembly of the International Cartographic Association held in London and the Technical Symposium held in Edinburgh from 27 July, 1964 to 4 August, 1964.

15.1. The Department also participated in the following Conferences/Seminars held in India :

- (i) Second All-India Seminar on Photogrammetry held at Roorkee in May, 1964.
- (ii) Second All-India Cadastral Surveys Conference held at Mussoorie in June, 1964.
- (iii) International Geological Congress held at Delhi in December, 1964.
- (iv) Symposium on the general problems of Indian Arid Zone held at Jodhpur in November-December, 1964.

16. *Training of Officers Abroad.*—Six officers are currently undergoing training abroad—two in Photogrammetry and one in Electronic Computer programming and computation in U.K.; one in Photogrammetry at the International Training Centre for Aerial Surveys, Delft, the Netherlands; and two in the advanced techniques of mapping and survey work in the U.S.A.

17. *Publications.*—Various topographical and geographical maps, project maps, weather charts; approach and landing charts, cantonment maps, tide tables 1965, departmental and extra-departmental books and pamphlets were published by the department.

18. *Grant-in-aid.*—Grant-in-aid of Rs. 5,000 was given to the junior high school, Hathibarkala, Dehra Dun. The school was subsequently included in the Central Schools scheme of the Ministry.

19. *Proposed Additional Activities during 1965-66.*—A project for pilot production and training centre for pre-investment surveying, mapping and training is proposed to be undertaken with assistance from the U.N. Special Fund. The project envisages provision of specialised training to about 500 Surveyors and Supervisory officers every year. In addition about 100 experienced survey officers will be given advanced specialised training every year. It also envisages the establishment of a pilot production centre which would utilise the latest available equipment at all stages in surveying, drawing and printing and bring out accurate and modern maps.

19.1. An agreement was signed on December 11, 1964 with the Government of the Netherlands for the establishment of an Indian Photo-interpretation Training Institute with assistance from the Netherlands Government. The proposed institute envisages the provision of specialised training to about 60 specialists and advanced training to about 15 senior specialists per year in the use of modern aerial photo-interpretation techniques in the disciplines of Geology, Forestry, Soil Survey etc. and base map production.

19.2. Besides this, under the project for pre-investment surveys of Forest Resources approved by the U.N. Special Fund for the Ministry of Food and Agriculture, the Survey of India will carry out detailed survey of areas of high potential for forest raw materials in the States of Andhra Pradesh, Himachal Pradesh, Kerala, Madhya Pradesh, Maharashtra, Mysore, Punjab and Uttar Pradesh.

20. *National Atlas Organisation.*—During the year under report three plates viz. India-Physiographic Regions 1 : 6M, Bombay Transport and Tourism 1 : 1M, and India—Waterways and Airways 1 : 6M were printed. Proofs of 24 plates were examined and sent to the Survey of India with print order. In addition, 129 plates were at various stages of drawing, compilation and proving.

20.1. Under the scheme of the Delineation of Planning Regions of India several maps showing economic regions, crop regions and land use regions were prepared. For inclusion in the section of Geography of the series 'India—Land and People' undertaken by the National Book Trust of India an Atlas of India is being prepared by the National Atlas Organisation.

20.2. Maps of the main (English) edition of the National Atlas were exhibited at the Exhibition of National and Regional Atlases held in London from 20th to 29th July, 1964.

B-II. ANTHROPOLOGICAL SURVEY OF INDIA

21. *Physical Anthropology.*—Under the All-India Anthropometric Survey started in 1960, about 36,800 individuals were measured in various States.

21.1. Another project 'All-India Craniometric Survey' was undertaken by this Survey to examine and investigate the metric and non-metric characteristics on the skulls of various ethnic types of India that are deposited in the museums and medical colleges throughout India. 48 measurements on each cranium were carried out and during the period under review about 45 crania were so measured.

21.2. Genetic studies were carried out among the vaidya caste of West Bengal, the Pundits and the Muslims of Kashmir, the local population of

Kalimpong district (West Bengal), the Bhutias and Lepchas of Sikkim and the Rajbanshi caste of Midnapur district in West Bengal.

21.3. Dermatoglyphic Surveys were carried out in the districts of Jalpaiguri and Nadia in West Bengal and among the Gadaba and Paroja tribes of Koraput district of Orissa and the Bhutia and the Lepchas of Sikkim. Somatological data were also collected from the Lepchas and the Bhutias of Sikkim.

21.4. Longitudinal growth studies with X-ray photographs are being made on the Bengali Children to show individual variations of growth rates of Bengali Children belonging to different Socioeconomic groups in Barisha and Sarsuna villages in 24-parganas of West Bengal.

22. *Cultural Anthropology*.—Field investigations were carried out to study the nomadic Birhors of Hazaribagh and those settled by the State Welfare Department of Bihar.

22.1. Sociological and economic data were collected from the Bhutias and the Lepchas of Sikkim. Photographic documentation of the people of Sikkim was also taken.

22.2. In connection with a scheme to study the social and cultural background of pottery techniques in India, field investigations were carried out in Orissa, Andhra and Jammu and Kashmir.

22.3. Field investigations were carried out in U.P., Punjab, Bihar, Rajasthan and also in Nepal to study the technique of indigenous industry on non-ferrous metal working practised by the Indian people.

22.4. Field studies were carried out to study the Kacharis of the United Mikir and North Cachar Hills, Assam.

22.5. In connection with the study of in-group stereo-types and inter-group relations in the Eastern zone of Indian field investigations were carried out in Orissa.

22.6. Linguistic field investigations were carried out among the Lodha tribe of Midnapur district in West Bengal. Field data were collected to study the Vokkaliga Community of Mysore State.

22.7. A project was undertaken to study the fertility and rate of growth of different sections of the population, and investigations are being carried out in West Bengal and in some hospitals in Calcutta. Investigations have also been started among the Khasi of Assam. Transcription of the South India data on fertility is in progress.

23. *Laboratory Work*.—In the Biochemical laboratory experiments are being conducted on the chemical nature of the unknown sugarlike compound detected in dark coloured hair.

23.1. In the Osteological laboratory, cleaning, preservation and restoration of human skeletons from Burzaham in Kashmir and the human skeletal remains recovered from Pandu Rajar Dhibi in West Bengal are being carried out.

24. The Reports completed were : (1) Fertility report on seven Bengal villages; (2) Preliminary report on the study of the Bhutias and the Lepchas of Sikkim; (3) Colour Blindness on the population of Maharashtra; (4) Cas'e

Panchayat of the Kurmi Mahatas of South Chotanagpur; and (5) A preliminary report on the Pengo—a Dravidian language of Koraput district (Orissa).

25. *Anthropological Gallery*.—Repairing and restoration of about 200 musical instruments were carried out and arrangements are being made to exhibit them in a new gallery in the Indian Museum, Calcutta.

26. *Visits*.—Under the Indo-Soviet Cultural Exchange Programme two Soviet Anthropologists visited India from September 15, to October 14, 1964.

26.1. Dr. D. K. Sen, Director, Anthropological Survey of India attended the Seventh International Anthropological and Ethnological Congress at Moscow in August, 1964.

27. *Proposed Activities during the year 1965-66*.—The following investigations which are already undertaken will continue during 1965-66; (1) All India Anthropometric Survey; (2) All India Craniometric Survey; (3) Survey of population and fertility; (4) Blood group Survey; (5) Linguistic Survey of Eastern India; (6) Growth and skeletal maturation study in Barisha and Sarsuna villages of West Bengal; (7) Study of the Social and cultural background of pottery technique in India; (8) Ethnographic study of a few tribes of India; (9) Study of caste and caste Panchayat in a few States of India; and (10) The effect of industrialisation on the tribal population around the steel town of Chittaranjan in West Bengal.

B-III. BOTANICAL SURVEY OF INDIA

28. *Exploration*.—The explorations carried out during the year under review are :

- (i) Expedition of Rupkund by the Bengal Himalayan Association.
- (ii) Continuation of the exploration of medicinal and other plants of the different areas of Bhutan.
- (iii) Exploration of the Andaman & Nicobar Islands.
- (iv) Exploration of the areas likely to be submerged by construction of Dams in Orissa, Mysore, Madras and Kerala.
- (v) Exploration of other areas in the country which have not yet been fully explored.

29. *Research Work*.—88 papers on various botanical researches including those relating to economic and medicinal values of Indian plants, were published. The researches are : (a) Chemical screening in the family Solanaceae for steroidal alkaloids specially Solasodine; (b) Intensive work relating to the Monocots of Assam, especially the Orchids and (c) Physiological studies especially connected with the recent deaths of the Rain-tree in Calcutta and elsewhere.

30. *Development of the Indian Botanic Gardens*.—Considerable improvements have been carried out in the Indian Botanic Gardens since it was taken over by the Government of India from the Government of West Bengal in January, 1963. A modern Herbarium Building in the Garden, at an estimated cost of Rs. 36.55 lakh, is expected to be constructed soon. Renovation of Palm Houses is likely to be taken up shortly. A small Rest

House for Indian and Foreign Research Scholars has been provided in the garden itself to enable them to stay in the premises and conduct studies and research. A small Rose Garden was raised and a Succulent Garden set up. The great Banyan tree was given leaf feeding with Urea spraying. The Garden won 30 trophies in different Flower and Plant Shows in the city.

31. *Scientific and Cultural Exchanges*.—Dr. H. Santapau, Director, and Shri R. S. Rao, Regional Botanist, attended the Tenth International Botanical Congress held at Edinburgh in August, 1964. The Director and other Senior officers of the Survey continued collaboration with universities by making their services available to universities for special lectures, guidance to research workers and advice on their committees. Exchange of seeds, plants, herbarium specimens between the Survey and other Institutions in India and abroad continued to increase.

32. *Proposed Activities during the year 1965-66* :

- (i) The building projects for the Central National Herbarium, Southern Circle, and other units of the Botanical Survey of India, are to be taken up.
- (ii) Setting up of a chain of Botanical gardens in different regions of the country, in a phased programme.
- (iii) Developing the existing experimental gardens at Poona and Yercaud, and setting up more experimental gardens in different climatic regions of the country in a phased programme.
- (iv) Development of National Orchidaria at Shillong and Shevroy Hills.
- (v) Further development of the Indian Botanic Garden at Sibpur.
- (vi) Further exploration of the areas likely to be submerged in reservoir projects.
- (vii) Continued collaboration with the Universities.
- (viii) Publication and reprinting of the "Floras of India".

B-IV. ZOOLOGICAL SURVEY OF INDIA

33. Exploration and Faunistic surveys were conducted in South Andamans, Andhra Coast, River Tawi, and its tributaries (Jammu & Kashmir), Kanha National Park (Madhya Pradesh), Poona and adjoining areas, Mahanadi Estuary (Orissa), Gurgaon (Punjab), Jaisalmer, Mount Abu, Udaipur (Rajasthan), Digha, Raniganj, Calcutta (West Bengal). The collections made are under study.

34. *Co-operation with International Bodies*.—The survey continued co-operation with a number of international scientific and other bodies interested in the development of zoological studies and researches. The following paragraphs give the Survey's participation in this field :

- (1) The Central Card Index Scheme of Unesco for indexing Zoological specimens of South Asia viz. India, Pakistan, Ceylon and Burma set up in November, 1962 continued up to 30th November, 1964 during which period speedy and satisfactory progress has been made.

- (2) Dr. M. L. Roonwal, Director, at the invitation of Unesco, attended the Unesco International Symposium on African Termites and presided over the meetings of the Unesco International Committee on Termite problems held in Leopoldville (Congo) from 6—18 May, 1964.
- (3) Shri K. S. Pradhan, Superintending Zoologist attended the Twelfth International Congress of Entomology held in London from 8—16 July, 1964.
- (4) Dr. A. P. Kapur, Deputy Director attended and participated in the symposium on "Major Insects Pests of Rice" held at Manila (Philippines) by the International Rice Research Institute from 14—19 September, 1964.
- (5) Shri V. D. Shrivastava, Assistant Zoologist was deputed for training in Soil Biology in New Delhi from December 21, 1964 to January 16, 1965, organised by the Unesco Regional Training Course in Soil Biology.
- (6) Dr. M. L. Roonwal, Director and Dr. V. C. Aggarwal, Zoologist, attended the International Symposium in "Problems of Indian Arid Zone" held in Jodhpur from November 23 to December 2, 1964 under the joint auspices of the Unesco and the Government of India.
- (7) At the invitation of the Unesco, Dr. M. L. Roonwal, Director, has been appointed as the Chairman of the Visiting Committee for Zoological Collections for South—East Asia and is likely to proceed on deputation for four weeks in the beginning of February, 1965 to the South-East Asian countries.

35. *International Indian Ocean Expedition.*—Several members of the staff of the Survey participated in the three cruises on I.N.S. 'Kistna' organised by the Indian National Committee for Oceanic Research in their programme for the International Indian Ocean Expedition from 8—20 June, 1964; 13—22 July, 1964 and August 12 to September 15, 1964.

36. *Research Training Scholarships and Fellowships and Research Schemes.*—Research Fellowships and Research Scholarships of the value of Rs. 400 p.m. and Rs. 250 p.m. respectively sanctioned in the survey were continued. Six month Taxidermy Training Course was given to two nominees one from Madhya Pradesh and the other from Kerala.

37. *National Zoological Collections.*—The Zoological Collections of the Zoological Survey of India hitherto known as "Standard Zoological Collections" have been redesignated as "National Zoological Collections of India" to attract more collections.

38. *Future Programme.*—This includes the setting up of a High Altitude Regional Station at Gulmarg (Jammu & Kashmir) and 3 divisions at the Headquarters; viz., (i) Higher Invertebrate; (ii) Identification and Advisory service and (iii) Field Survey Division.

C. FINANCIAL PROVISIONS

39. The financial provisions made on account of the schemes discussed in the Chapter are :

Sl. No.	Scheme	Provision for 1964-65		Provision for 1965-66
		Original	Revised	
1	2	3	4	5
1.	Grants-in-aid to Scientific Societies & Institutions	[61,97,000	[55,26,000	[54,83,000
2.	National Research Professors.. ..	[1,80,000	[1,88,200	[2,03,200
3.	Partial Financial Assistance to Indian Scientists going abroad	[40,000	[55,000	[40,000
4.	Indian Scientific Liaison Office, London	[1,24,000	[63,000	42,000
5.	National Research Development Corporation	[20,18,300	[13,12,500	[13,55,000
6.	International Scientific Unions ..	[1,78,000	[1,79,000	[1,21,000
7.	Expenditure on Non-official members of Scientific Delegations [.. ..	[40,000	[25,000	[40,000
8.	Vijnan Mandirs	[6,42,000	4,35,500	5,96,000
9.	Summer Schools and Seminars ..	[1,50,000	[1,20,000	1,20,000
10.	Scheme for Popularization of Science,	[50,000	[16,000	[25,000
11.	Survey of India	4,16,09,000	3,69,40,600	4,30,57,900
12.	National Atlas Organisation	[9,60,000	8,00,000	[8,45,000
13.	Anthropological Survey of India, ..	[14,65,900	[12,54,100	15,70,100
14.	Botanical Survey of India	[28,35,000	26,09,800	31,70,900
15.	Zoological Survey of India	[25,96,000	19,50,700	28,05,300

CHAPTER VI

COUNCIL OF SCIENTIFIC AND INDUSTRIAL RESEARCH

Organisation, Scope and Functions.—The Council of Scientific and Industrial Research was set up in 1942 as an autonomous Body registered under the Registration of Societies Act (Act XXI of 1860). The functions assigned to the Council are mentioned below:

- (a) The promotion, guidance and coordination of scientific and industrial research in India including the institution and the financing of specific researches.
- (b) The establishment, development and assistance to special institutions or departments of existing institutions for scientific study of problems affecting the industries and trade in India.
- (c) The establishment and award of research studentships and fellowships.
- (d) The utilisation of the results of the researches conducted under the auspices of the Council towards the development of industries in the country.
- (e) The establishment, maintenance and management of laboratories, workshops and organisations, to further scientific and industrial research and to utilise and exploit for purposes of experiment or otherwise any discovery or invention likely to be of use to Indian Industries.
- (f) The collection and dissemination of information in regard not only to research but also to industrial matters generally.
- (g) Publication of scientific papers and a journal of Industrial Research and development.
- (h) Any other activities to promote generally the objects of the resolution (Govt. of India, Dept. of Commerce Resolution No. 148 IND (157)/41 dated Sept. 26, 1942).

1.1. The Ministry of Education serves as the coordinating Ministry between the various Ministries of Government of India and the Council of Scientific and Industrial Research. The main source of the finances of the CSIR is the grant-in-aid given by the Union Government. It is administered by Governing Body of which the Prime Minister of India is the President and the Minister for Education, the Vice-President. The Director-General is the Chief Executive Officer of the CSIR. The Governing Body is composed of Scientists, Industrialists, officials, and others. On all scientific proposals schemes, the Governing Body is assisted by the Board of Scientific and Industrial Research. The BSIR is composed of scientists, industrialists and experts in the different fields of science and technology. The BSIR in its turn is advised by the Research Advisory Committees in matters pertaining to the programme of research of *ad-hoc* research schemes, fellowships, and other grant-in-aid given by the CSIR.

2. *Reviewing Committee.*—In accordance with the Rules and Regulations and Bye-laws of the CSIR periodical reviews of the activities of the Council and its National Laboratories/Institutes etc. are conducted. The Report

of the Reviewing Committee, third in series was considered by the Governing Body at its meeting held on 15th January, 1965. The proceedings of the meeting of the Governing Body are being finalised. Main observations/recommendations made by the third Reviewing Committee related to : (1) General aspects, (2) Relations with Government Departments and other Research Organisations, (3) Expenditure on Research, (4) Governing Body, Board of Scientific and Industrial Research and Executive Councils of the National Laboratories, (5) Research Programmes, (6) Recruitment of Directors and other Scientific Personnel, (7) Location of Research Institutes, (8) Specific recommendations in respect of the following individual laboratories : (i) National Chemical Laboratory, Poona, (ii) National Physical Laboratory, New Delhi, (iii) National Metallurgical Laboratory, Jamshedpur, (iv) Central Fuel Research Institute, Jealgora, (v) Central Glass & Ceramic Research Institute, Calcutta, (vi) Indian Institute for Bio-chemistry & Experimental Medicine, Calcutta, (vii) Central Electrochemical Research Institute, Karaikudi and (viii) Headquarters, (9) Technical Service Units at Headquarters:—viz. (i) Coordination Units, (ii) Defence Coordination Unit, (iii) Central Design and Engineering Unit and (iv) Servicing activities of the INSDOC, (10) Link with Universities, (11) Industrial Participation in Research and Development, (12) User Government Departments, (13) National Research Development Corporation of India, (14) Operational Research, (15) Population Control and (16) Periodic Review.

3. *National Laboratories, Institutes and Organisations.*— The number of National Laboratories/Institutes and other organisations under the CSIR which was 30 at the beginning of the year 1964-65, stands at 33 in January, 1965, the additional ones being : (1) Mafatlal Scientific and Technological Museum, Bombay, (2) Regional Research Laboratory, Orissa, Bhubaneswar and (3) National Biological Laboratory, Palampur (Kangra).

3.1. A Statement giving the names of the National Laboratories/Institutes and Organisations under the CSIR along with their functions is at Annexure III.

4. *Collaboration Between the National Laboratories/Institutes and Universities.*—Steps that have been taken for effecting close collaboration between the National Laboratories/Institutes of the CSIR and the Universities are:

- (i) The Chairman of the University Grants Commission and some senior scientists from the universities are members of the Governing Body and the BSIR.
- (ii) All the laboratories of the CSIR have scientists from the Universities on their Executive Councils and scientific sub-committees which enable them to keep abreast with research programmes of the Laboratories/Institutes.
- (iii) Scientists from the universities are invariably associated with the Selection Committees as members for selection of candidates for scientific posts in the Laboratories/Institutes.
- (iv) CSIR is supporting centres of specialised research in some of the universities whereby finances are given to strengthen centres for research which will be of ultimate benefit to the CSIR also. During the year 1964-65, CSIR supported the (1) School of Dyestuff Technology at the University of Bombay; and (2) School of Earthquake Engineering at the Roorkee University.

- (v) Council has financed research scientists from the universities for deputation to foreign countries for attending seminars/symposia along with the scientists from the CSIR laboratories.
- (vi) A large number of *ad-hoc* research schemes and fellowships are awarded in the universities for propagation of scientific research in the universities.
- [(vii) Sixteen Laboratories of the Council have been recognised by 19 Universities as Institutions for higher studies for award of post-graduate study and research.

5. *Grants-in-aid for ad-hoc Research Schemes at Universities and other Scientific Research Institutes etc.*—Besides fostering research in its own National Laboratories/Institutes etc., the CSIR provides grants-in-aid for *ad-hoc* research schemes in Universities, technical institutions and industrial laboratories. During the year 1964-65 grants-in-aid for 665 *ad-hoc* research schemes were given.

6. *Fellowships.*—With a view to help in maintaining an adequate supply of talented young people with post-graduate training in science and technology, the CSIR instituted in 1958 a scheme of grant of Senior and Junior Fellowships tenable both at the National Laboratories of the Council and Universities and other academic institutions throughout the country. At present 388 Senior and 1261 Junior Research Fellowships are tenable both at the Universities and National Laboratories and other research organisations. In addition to these there are 3 Senior and 4 Junior Research Fellows working in the Hindi Unit of the CSIR.

7. *Cooperative Research Associations.*—The Council has been rendering financial and technical assistance to Industry with a view to encouraging scientific research by Industry on problems of particular interest to them. The Council provides financial assistance towards both capital and recurring expenditure to the 'cooperative research associations' formed by Industry. At present there are 10 such Co-operative Research Associations.

8. *Hindi Unit.*—The Council has set up a Hindi Unit during the year 1964 with the idea of developing Hindi as a vehicle for dissemination of scientific knowledge and for communicating such activities of the CSIR as are directly related to the economic development of the country. The programme of the Hindi Unit includes the translation of the 10 volumes of the Wealth of India—Raw Materials, bringing out of monographs on important industries based on the Industrial Products Series of the Wealth of India and low-cost publications on popular science subjects besides the monthly periodical, VIGYAN PRAGATI. So far the Hindi Unit has brought out glossaries containing provisional lists of Hindi equivalents of 4000 titles, a monograph on brick-making and 5 low-cost publications.

9. *Technical Service Organisations.*—At the Headquarters of the CSIR the technical service Units that have been set up are : (1) Research coordination, industrial liaison and extension services unit; (2) Survey and Planning of Scientific Research Unit; (3) Design and Engineering Unit; (4) Defence Coordination Unit and (5) National Register Unit. The progress of each of these Units is given in the paragraphs that follow:

9.1. *Research Coordination, Industrial Liaison and Extension Unit.*—This Unit maintains suitably documented information on the progress of research

in the National Laboratories and assists internal coordination between the National Laboratories/Institutes of the CSIR. The Unit maintains external coordination with other research organisations such as the Railways, Indian Council of Agricultural Research, the Indian Council of Medical Research etc. and the Technical Development Department of the Ministry of Industry and Supply and other Government departments/organisations responsible for planning the industrial development of the country. The Unit also functions as a channel for contact with the N.R.D.C. for research utilisation. The Unit issues a quarterly 'Information Newsletter' containing a brief account of researches conducted at the National Laboratories of use to Industry.

9.2. *Survey and Planning of Scientific Research Unit.*—The Survey and Planning of Scientific Research Unit was set up in March, 1963 for the purpose of collecting data and information on proper planning of research. The Unit has conducted studies on expenditure on scientific research in India including national laboratories and other governmental and non-governmental research institutions. The Unit has also conducted a survey of learned societies in the country. A study on the scientific policy and trends of research in India has been taken up by the Unit at the instance of Unesco.

9.3. *Designing and Engineering Unit.*—The functions of the Design and Engineering Unit include providing assistance to the national laboratories in the translation of laboratory result into industrial practice, evaluation of the processes developed in the laboratories from commercial point of view, designing of pilot and industrial plants based on these processes. The Unit acts as 'consulting engineers' to the D.G.S.I.R. and the National Laboratories/Institutes etc.

9.4. *Defence Coordination Unit.*—The Unit was set up in 1962 for coordinating the activities of the CSIR Laboratories/Institutes pertaining to defence problems, studying the defence requirements of imported strategic items, identifying the problems on which research and development work could be started on top priority basis in the national laboratories and pilot plants set up for production of such items which are needed by the defence services in small quantities.

9.5. *National Register Unit.*—The National Register Unit is the clearing house of information pertaining to the scientific and technical manpower in the country. It maintains special section 'Indians Abroad' Section which keeps information on Indian scientists and technologists who are studying/serving abroad. The Unit renders employment assistance to Indian scientists returning from abroad.

10. *Scientists' Pool.*—The Pool of Scientists and Technologists was set up in 1958 for providing temporary placements of Indian scientists and technologists returning from abroad after higher training and also Indian scientists with high Indian qualifications. Selection to the Pool is more or less continuous. There is no ceiling to the strength of Pool Officers. The Government of India has decided that "all approved scientific institutions should be authorised to create a certain number of supernumerary posts to which temporary appointment of Pool Officers could be made quickly from the scientists working and studying abroad". The Public Undertakings have also been directed to have supernumerary posts specially in research units which should if necessary be established in such undertakings to utilise the services of Pool Officers.

10.1. The Government of India have also decided to expand the scope of the Pool to include social scientists also. Details of this scheme are being worked out. 1034 persons were selected to the Pool during 1964 up to 1-12-1964 and the total so far selected up to 1-12-1964 is 3148; excluding 5 Pool Officers who have died. The details of the placements and selections of candidates may be seen in Annexure VII.

11. *Participation in International Programmes.*—During the year 1964-65, an agreement was signed between the Government of India (CSIR) and the United Arab Republic for close collaboration between the two countries in the fields of science and technology. The agreement provides for exchange of scientists and technologists, their replacement for training and research and financial obligations of the two Governments on a mutual and reciprocal basis. Indian National Scientific Documentation Centre represents India on the International Federation for Documentation.

12. *Financial Provisions.*—The financial provisions made for the Council are :

Sl. No.	Name of the Scheme	(Rupees in lakhs)		
		Provision for 1964-65		Provision for 1965-66
		Original	Revised	
	Grants-in-aid to C.S.I.R.			
(1)	Recurring Grant	725·000	754·000	844·560
(2)	Capital Grant	450·000	449·500	494·550
(3)	*Cost of aid under			
	(a) T.C.A. Programme	0·358	0·106	—
	(b) Colombo Plan	1·012	3·000	1·785
	TOTAL (3) ..	1·370	3·106	1·785

*The cost of aid under T.C.A. Programme and Colombo Plan is adjusted in accounts by way of book adjustments both on the Expenditure side as well as Receipts side and is exhibited on the Revenue as well as Capital sides, in accordance with the prescribed accounting arrangement.

CHAPTER VII

SOCIAL EDUCATION AND LIBRARIES

A. SOCIAL EDUCATION

The programme of social education is a comprehensive one and aims at providing education for the betterment of the life of the adult population and bringing about a desirable social change by acquainting people with the everchanging currents in social, economic and political life and instilling in them a faith in themselves and the future of their country. The field programme of Social (Adult) Education with Adult Literacy as the core activity and its implementation is the responsibility of the State Governments and Union Territories. The role of the Ministry of Education is to coordinate programmes and to provide supporting services and conduct pilot projects which are of importance to the programme of social education in the country as a whole.

1.1. The question of liquidating illiteracy and the magnitude of the problem continued to engage the attention of the Ministry of Education in the year under report. The State Governments and Union Territories have been requested to increase the tempo of literacy work. The main difficulty of the State Governments has been the lack of funds; if Central assistance of hundred per cent could be given, it would be possible to achieve the target, but it has not been possible for the Union Government to provide cent per cent funds to State Governments for the purpose. During the third Plan, an amount of Rs. 5·80 crore was allotted to social education both for Central and State sectors. If adequate funds are available in the fourth Plan, it is hoped that the number of illiterate persons will be reduced by about 50 million at the end of the Plan period. The details about the important activities during the year are given in the following paragraphs :

2. *Workers' Social Education Institute, Indore.*—The Institute expanded its activities of providing social education for industrial workers at Indore which mainly consisted of holding music, drawing, English and Hindi classes, Mahila Kendra Literacy classes and Mahila Kendra Handicraft classes etc.

2.1. Series of lectures on the importance of literacy in National Building were organised and 5 Adult Literacy Centres opened in different labour localities. Lectures by eminent social workers were also arranged. It has been further decided to open the second Workers' Institute in Maharashtra.

3. *Vidyapeeth Programme.*—Under the project it was envisaged to set up 8 Vidyapeethas in the Mysore State, but only six have been set up by the Mysore State Adult Education Council so far. Due to shortage of funds the number is not likely to increase. The objective of the Vidyapeeth is to train village youths for rural leaderships.

4. *Prize Competition for Books for Neo-literates.*—During the year, authors of 40 prize-winning books/manuscripts under the tenth Competition were paid the prize money of Rs. 500 each; one author of the prize-winning book of the Ninth Competition was paid Rs. 500. Fifteen hundred

copies each of the 10 prize-winning books of Ninth Competition and 2 prize-winning books of the Eighth Competition and 9 translations of additional prize-winning books of the previous competitions were purchased for free distribution to community development and N.E.S. Blocks, social education centres and school libraries through the State Governments and Union Territories/Area Administrations. Eleven translation of additional prize-winning books of the previous competitions were also approved for the purchase of 1500 copies each during the year. 244 entries have been received for the Eleventh Competition, the results of which will be announced shortly.

5. *Unesco Prize Competition for Books for New Reading Public.*—During the year, authors of 7 prize-winning books under the Third Unesco Competition for books for the new reading public were paid the prize money of Rs. 1,900 each. Orders have been issued to the concerned publishers for the purchase of 1500 copies each of the 6 out of 7 prize winning books for free distribution to the social education centres, Community development and N.E.S. Blocks and libraries etc. through the State Governments and Union Territories/Area Administrations.

5.1. During the year, the Fourth Unesco Competition for books for new reading public has been announced under the auspices of the Unesco. Under this Competition, 17 prizes of value of Rs. 1,100 each will be awarded to Indian authors of best books—four in Hindi and one each in the languages, Assamese, Bengali, Gujarati, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sindhi, Tamil, Telugu and Urdu.

6. *Direct Production of New Books.*—The tenth and the last volume of a Hindi Encyclopaedia was published by M/s Hindi Vishwa Bharati, Lucknow, during the year. This ten volume encyclopaedia has been brought out with financial assistance from the Union Government.

7. *Popular Literature Committee.*—This Committee advises the Union Government on all matters pertaining to the production of literature for neo-literates and new reading public. The Committee held one meeting to finalise the results of the tenth Competition for books for neo-literates.

8. *National Book Trust.*—During the year till December 31, 1964, the Trust was sanctioned a sum of Rs. 3,20,000 as Government grant to carry on its activities. The Trust had published 9 books (including three reprints) bringing the total number of books published up to 31st December, 1964, to 103 books (including four reprints). The list of publications published by the Trust is at Annexure V.

8.1. The Trust organised the first National Book Exhibition from November 26 to December 4, 1964, at New Delhi. Seminar and Convention of Booksellers and Publishers were also organised in connection with the Book Exhibition. It is proposed to take the Exhibition to Bombay, Ahmedabad, Poona, Calcutta and Madras.

9. *Sahitya Shivirs.*—Sahitya Shivirs are literary workshops for training authors in the techniques of writing books for neo-literates. These are organised with the help of State Governments. Each Shivir is of 6-8 weeks duration. It has been proposed to hold four Shivirs during 1964-65 in Uttar Pradesh, Madhya Pradesh, Rajasthan and Gujarat.

10. *Standing Committee of the Central Advisory Board of Education on Social Education.*—After holding its sixth meeting in March, 1964, the work of the Standing Committee has been wound up.

11. *Assistance to Voluntary Educational Organisations in the Field of Social Education.*—During the year 1964-65, 27 voluntary educational organisations were assisted to the extent of Rs. 1,91,040 for the development of various activities relating to social education and libraries. Of these, 15 organisations received their first grant.

11.1. Grants amounting to Rs. 2,44,000 were sanctioned to 23 institutions for a similar purpose during 1963-64. Fourteen institutions have furnished audited accounts to the Union Ministry about the proper utilisation of funds. The cases of others are being pursued and their accounts are also expected to be received early.

B. LIBRARIES AND THEIR DEVELOPMENT

12. The Union Government maintain, develop and help the development of a few libraries of all-India importance like the National Library and the Central Reference Library, Calcutta on the one hand and on the other carry out other programmes of relevance to social education like developing library services and fostering literacy. In addition the Central Secretariat Library that functions as a part of the Ministry of Education, caters to the needs of all the Ministries and Departments of the Union Government while carrying on some useful documentation programmes on educational and other literature. An account of the activities of the various libraries and programmes for the development of Library Services is given, in this Section.

13. *National Library, Calcutta.*—The following is the progress registered during the year in its different sectors.

13.1. *Acquisition.*—The total number of volumes (a) accessioned was 31,780; (b) received under the provisions of the Delivery of Books (Public Libraries) Act, was 18,642 and (c) acquired through “gift and exchange” was more than 7,000. Reprint sets of research journals not available in the Library were acquisitioned by purchase.

13.2. *Processing.*—The number of volumes fully processed was 22,318. Of these, 10,433 were general publications in European languages, 9,090 in Indian languages and the rest were official documents, both Indian and foreign.

13.3. *Library Service, Bibliographical and Reference Work.*—Readers totalling 2,63,734 visited and 3,532 new members were enrolled to the Library. Over 92,700 volumes were issued to readers. 1,745 volumes were either lent to or borrowed from libraries and institutions in India and abroad. In response to requests from readers, 140 short bibliographies containing 8,983 entries were compiled.

13.4. *Preservation of Books.*—The total number of volumes (a) bound was 8,664, (b) mended was 1,359 and (c) fumigated was 1,269.

13.5. *Exhibitions and Other Activities.*—An exhibition of books and illustrations was arranged on the occasion of the 400th Birth Anniversary of William Shakespeare. An illustrated brochure containing bibliographies

and articles was published to mark the celebrations. The Library despatched 75,820 publications to the Jawans on the front.

13.6. *The Publications of the Library.*—The National Library, Calcutta brought out the following publications including catalogues:

- (i) A Bibliography of Bengali Language and Literature Part I (Early Period).
- (ii) A Bibliography of Dictionaries and Encyclopaedias in Indian Languages.
- (iii) Shakespeare in India.
- (iv) Author Catalogue of Printed Books in European Languages, Vol. 10(W—Z).
- (v) Author Catalogue of Printed Books in European Languages, Vol. 1(A)—Supplement (1951—61).

13.7. *The Annexe.*—The second phase of the construction of the Annexe covering five floors has been completed.

14. *Central Reference Library, Calcutta.*—The Library carried on its liaison work in the world of library on a national basis.

14.1. *Compilation of Indian National Bibliography.*—The following publications have been brought out by the Indian National Bibliography Unit of the Central Reference Library.

Indian National Bibliography

Sl. No.	Name of the publication	Month of Publication
1.	Vol. 6, No. 4 (Oct.-Dec. '63)	October, '64
2.	Vol. 7, No. 1 (January '64)	April, '64
3.	Vol. 7, No. 2 (February '64)	May, '64
4.	Vol. 7, No. 3 (March '64)	July, '64
5.	Vol. 7, No. 4 (April '64)	November, '64
6.	Vol. 7, No. 5 (May '64)	December, '64
7.	Vol. 7, No. 6 (June '64)	December, '64
8.	Vol. 7, No. 7 (July '64)	December, '64
9.	Vol. 7, No. 8 (August '64)	December, '64

14.2. The language fascicules of the Bibliography, which were compiled and edited by the staff of the Indian National Bibliography Unit, were published by the various State Governments as detailed below.

Sl. No.	Language Fascicule	State Governments	Month of Publication
1.	Tamil, 1963	Government of Madras	July, '64
2.	Malayalam, 1963	Government of Kerala	September, '64
3.	Gujarati, Jan.-March, 1964	Government of Gujarat	July, '64
4.	April-June, 1964	Do.	August, '64.

15. *Khuda Bux Oriental Public Library, Patna.*—The Library is being administered by a Board of Management set up by the State Government of Bihar in consultation with the Government of India.

15.1. In view of the importance, antiquity and value of manuscripts and books in the Khuda Bux Oriental Public Library, it is necessary to reorganise and develop the Library on modern scientific lines by declaring it institution of national importance under an Act of Parliament. It is proposed to introduce a Bill of Legislation in this behalf in the Parliament shortly. For the maintenance of the Library, a grant of Rs. 20,000 has been released to the Board of Management up to 31st December, 1964. Further grants will be released according to the actual requirements.

16. *Central Library, Town Hall, Bombay.*—There is acute shortage of accommodation in the library for housing the books etc. It has been decided to pay to the Government of Maharashtra two-thirds of the estimated expenditure of Rs. 10 lakh for the construction of additional accommodation for the library. The Government of Maharashtra have been asked to go ahead with the work.

17. *Connemara Public Library, Madras.*—The Connemara Public Library is under the control of the Madras State but as a recipient under the Delivery of Books and Newspaper (Public Libraries) Act, 1954, this library has been faced with the question of finding space for the books etc. received by it every year. The State Government have made a request for Central contribution for the construction of additional accommodation on this account. The question of payment of the grant to the Government of Madras in this behalf is under consideration.

18. *Central Secretariat Library.*—The library continued to render its useful and effective services during the year. The following statistics broadly indicate the volume of work handled during the year:

<i>Accessions.</i> — Books	4,200
Documents including Pamphlets	18,745
Periodicals titles	850
Reference queries (nearly) ..	11,000
Loans	1,32,483

18.1. Nearly 50 bibliographies on several topics relating to education and also other subjects were compiled. The following publications are regularly brought out by the Library:

1. Indian Education Abstracts
2. Current Education Literature
3. Current Administration Literature
4. Central Secretariat Library
5. India and Her Neighbours

19. *Delhi Public Library.*—The membership of the Library increased from 23,754 to 94,000 and the stock of books from 74,189 to 2,58,322. The average daily turnover of books also increased from 3,238 to 12,800.

19.1. Under the programme of Development of Library Service in Delhi, Jawahar Lal Nehru Library, Shahadara, has been taken over as third branch of the Delhi Public Library and the fourth branch of the Library has been opened in Karol Bagh. Two more community libraries (sub-branches of Delhi Public Library) have been opened in Motinagar and Ramesh Nagar. Deposit Station at Azadpur and Tilak Nagar have been converted into part-time community libraries and two mobile vans have been added to its fleet of mobile libraries raising the total number to four. The activities of the Library would be continued during 1965-66.

20. *The Institute of Library Science, Delhi.*—On reconsideration, and at the request of the Delhi University, the Institute was allowed to function in conjunction with the Delhi University till the close of the last academic year. Revised scheme for the Institute is under consideration.

C. FINANCIAL PROVISIONS

21. The financial provisions for the various schemes described in this Chapter are given below:

Sl. No.	Name of the Scheme	Provision for 1964-65		Provision for 1965-66
		Original	Revised	
(1)	(2)	(3)	(4)	(5)
1.	Worker's Social Education Institute, Indore			
	(Plan)	35,000	35,000	35,000
	(Non-Plan)	33,500	33,500	32,500
2.	Mysore State Vidyapeeth Programme—Ford Foundation Project. (Plan)	56,000	—	—
3.	Assistance to Voluntary Educational Organisations in the field of Social Education. (Plan)	5,00,000	5,00,000	5,00,000
4.	Assistance to Voluntary Organisations for the Production of literature for neo-literates. (Plan)	20,000	—	25,000
5.	Production of literature for neo-literates			
	(Plan)	60,000	1,000	60,000
	(Non-Plan)	90,000	90,000	90,000
6.	Sahitya Shivirs for training of authors in the technique of writing for neo-literates. (Plan)	52,000	52,000	51,000
7.	National Book Trust			
	(Plan)	2,82,000	3,66,000	3,80,000
	(Non-Plan)	2,50,000	2,40,000	2,20,000
8.	Institute of Library Science, University of Delhi. (Plan)	1,00,000	2,200	10,000
9.	Delhi Public Library (Non-Plan) ..	4,70,000	4,70,000	5,71,000
10.	Development of Library Service in Delhi—Delhi Public Library (Plan)	4,00,000	4,00,000	4,80,000
11.	National Library, Calcutta	23,87,000	22,41,800	21,34,800
12.	Central Reference Library	2,89,000	2,32,300	2,94,800

(1)	(2)	(3)	(4)	(5)
13.	Khuda Bux Oriental Public Library, Patna	1,00,000	38,000	91,000
14.	Central Library, Town Hall, Bombay	3,13,000	1,00,000	3,00,000
15.	Connemara Public Library, Madras ..	3,70,000	—	3,00,000
*16.	Financial assistance to displaced stu- dents from East Pakistan (Non- Plan)	2,07,500	5,53,600	4,06,000
*17.	Financial assistance to displaced stu- dents from West Pakistan (Non- Plan)	72,200	72,900	43,600
*18.	Remission/Write off of educational loans to displaced students (Non- Plan)	12,000	3,500	7,500

*Details of the scheme are in Chapter XVI.

CHAPTER VIII

EDUCATION IN THE UNION TERRITORIES

The Ministry of Education has been handling at the Union Government level Education in the Union Territories of Delhi, Himachal Pradesh, Manipur, Tripura, Andaman and Nicobar Islands and Laccadive, Minicoy and Amindivi Islands. In the case of the Territories of Himachal Pradesh, Manipur and Tripura which have their own legislatures, some of the powers, to the extent specified in the Government of Union Territories Act, 1963, are enjoyed by the respective Governments. With effect from 1-9-64 the administration of the territories of Goa, Daman and Diu, Pondicherry and Dadra and Nagar Haveli has been transferred from Ministry of External Affairs to the Ministry of Home Affairs. From that date education in these three territories has become the responsibility of the Ministry of Education as it is in respect of other territories.

2. To give impetus to education, particularly in the backward territories, there is a liberal provision of scholarships. The Union Territories enjoy specifically the benefits of two schemes : Union Territories Overseas Scholarships and Scholarships to Cadets for studying in Rashtriya Indian Military College, Dehra Dun—the details of which are given under the chapter on 'Scholarships'.

3. Brief reports on the progress of Education during 1964-65 in the 9 Union Territories are given in the following paragraphs :

A. ANDAMAN AND NICOBAR ISLANDS

A.1. *Expansion and Improvement.*—During the year under report, there were 111 primary schools, 7 senior Basic/middle schools, 1 higher secondary multipurpose school, 2 higher secondary schools and 1 junior Basic Teacher's Training School. One more primary school has been started during the year under review. There has been a marked increase in the number of students enrolled, mainly in the primary schools.

A.2. *Education of Girls.*—The girls coming from rural areas and residing in the hostels are being provided with stipends at the rate of Rs. 10 p.m. per student up to middle stage and at the rate of Rs. 20 p.m. per student up to higher secondary stage. Two prizes at the rate of Rs. 10 and Rs. 15 in every primary school are being awarded to girl students for regular attendance in the primary stage. The above incentives have helped a lot in the enhancement of the enrolment of girls at the primary and secondary stages.

A.3. *Development of Science Teaching.*—Adequate provision has been made for providing scientific appliances to middle and higher secondary schools with a view to expand facilities for science education and to standardise the general teaching in science. One science club has also been established at the Higher Secondary Multipurpose School, Port Blair with the aid of a grant of Rs. 1,200 from the National Council of Educational Research and Training.

A.4. Scholarships and Other Educational Concessions.—Thirty-one scholarships for various courses of post-higher secondary studies have so far been awarded during the year. Stipends at the rate of Rs. 10 p.m. were awarded to 6 girls and 44 boys who came from rural areas and are residing in the school hostels for studying in middle classes. In addition 18 boys and 7 girls were also awarded stipends at the rate of Rs. 20 p.m. per student who came from rural areas and are residing in school hostels for studying in higher secondary classes. Education is free to all the children up to higher secondary stage in the Territory. Besides, textbooks, worth Rs. 16,500 have been purchased and distributed free to the children reading in classes I to XI whose parent's income is Rs. 1,500 or below per annum. Books and stationery articles worth about Rs. 6,000 have also been purchased and distributed free to all tribal students.

A.5. Teachers Training Programme.—There is only one junior Basic Teachers Training School in this Territory, where 24 untrained primary school teachers are at present receiving training. The programme also envisages training of another batch of 24 untrained primary school teachers during the ensuing year.

A.6. N.C.C. Units and Auxiliary Services.—There are, at present, four junior divisions (boys) and one junior division (Girls) in the N.C.C. Under the programme for spreading Audio-Visual Education, documentary films are being shown to school children both in the Headquarters area as well as in the rural areas periodically. Under the programme of social education, 22 social education centres and 8 Adult Literacy centres are being run at present. Social education programmes comprising adult literacy, cultural programmes, instructions for better living, agricultural methods, citizenship, every day science and general knowledge are being conducted in these centres. Library service is provided in all the centres with books in Hindi and regional languages.

A.7. Budget.—The expenditure on education for the year, 1964-65 is estimated at Rs. 7,12,600 for Plan schemes and Rs. 10,18,400 for non-Plan items. For the next year the expenditure is expected to be Rs. 10,61,200 for Plan schemes and Rs. 10,66,000 for non-Plan items.

B. DADRA AND NAGAR HAVELI

B.1. Expansion and Improvement.—At the close of the year 1963-64 there were 72 primary schools and 2 high schools. During the year 1964-65 six more primary schools were opened, with an additional enrolment of 184 students. The present enrolment in primary schools is 5681 students including 1452 girls and 309 students in high schools including 75 girls.

B.2. Education of Girls.—There are no educational institutions exclusively for girls. All the primary and secondary schools provide co-education, but it may be necessary to open institutions exclusively for girls in the near future, as there are over 1500 girls receiving education.

B.3. Development of Science Teaching.—The science laboratories of the two high schools have some equipment, but with a view to improving the standard of science teaching, it is proposed to augment equipment and apparatus.

B.4. Scholarships and Other Educational Concessions.—Nine scholarships have been given to deserving students receiving higher education outside the territory. In order to promote education among the Adivasi population of the territory, several concessions are being given to the students. Education up to XI standard is free. They, as also the poor non-Adivasi pupils, are given textbooks and other writing materials free of cost. Free clothing is also supplied to deserving students. Free mid-day meals are distributed to all the pupils in the 18 primary schools in villages situated in the interior. There is an Adivasi hostel for boys at Silvassa run by the Administration for the poor Adivasi pupils. The entire expenditure is met by the Administration.

B.5. Teachers Training Programme.—All the teachers of secondary classes are trained. Some of the teachers of primary classes are untrained, but there is already a scheme for deputing untrained teachers for training course at the college of the neighbouring States of Gujarat and Maharashtra. At present 24 primary teachers are undergoing training with financial assistance from the Administration.

B.6. N.C.C. and Auxiliary Services.—At present there are no N.C.C. Units in the territory, but it is planned to start N.C.C. programme in both the high schools. Adult literacy classes are held in co-operation with the Block Development Office, Silvassa. Teaching aids are supplied free of cost to the adults. Various crafts are taught in the basic schools. All the pupils of the primary and secondary schools are annually medically examined by the Chief Medical Officer and the needy pupils are given treatment free of cost.

B.7. Budget.—A budget provision of Rs. 3,06,000 has been made for the Education Department for the year 1965-66 as against the current year's budget of Rs. 2,91,000.

C. DELHI

C.1. Expansion and Improvement.—To meet the ever growing demand for educational facilities in the capital, a number of new schools were opened/upgraded at all stages during the year under report. The total number of higher secondary schools now is 367 and that of middle schools is 376 and primary schools 912.

C.2. Education of Girls.—To encourage education among girls the Delhi Administration opened/upgraded 6 girls higher secondary schools. In rural areas where separate higher secondary schools cannot be opened, free transport is provided to girls from the surrounding rural areas to a Central School. Additional courses in fine arts have been provided and special scholarships for those studying at the teachers training institute and willing to serve in rural areas have been proposed.

C.2.1. The Delhi Municipal Corporation (D.M.C.) distributed textbooks and uniform to encourage girl students to join primary schools. They also opened 20 primary schools and 17 middle schools for girls. The New Delhi Municipal Committee (N.D.M.C.) introduced special prizes for girl students to encourage them to attend their classes regularly. Free books and uniforms have also been supplied to poor girl students in the N.D.M.C. Schools.

C.3. Development of Science Teaching.—Since 1st July, 1964, Science Centre-cum-Central Workshop has been established with an aim to promote the multifarious activities in the field of science teaching. A junior science talent search contest was held for the first time as a pilot project, under the Directorate of Education. 356 students of 82 higher secondary schools participated out of which 8 students have been awarded scholarships and 17 students have qualified for merit certificates. Seminars in physics, chemistry, biology and mathematics, were organised to acquaint the teachers with the various places of scientific interest and to reorientate them in subject content, latest trends in methodology of teaching etc. In order to give impetus to co-curricular activities in the field of science, a workshop for science sponsors was organised in the month of September, 1964, in which 40 teachers participated. Science fairs have also been held to enable the students to show their experimental skill and interest in specific fields. Science laboratories of 129 government schools are expected to be further strengthened during the year under report.

C.4. Scholarships & Other Educational Concessions.—The important scholarships given by the Delhi Administration are : (1) Scholarships to the children of political sufferers, (2) Stipends to the children of Scheduled Caste/Scheduled Tribe and economically backward classes, (3) Scholarships to the children of primary and secondary school teachers, (4) National Scholarships, (5) National Loan Scholarships, (6) Scholarships for Sanskrit Studies, (7) Merit Scholarships, (8) Scholarships in teaching and professional colleges, and (9) Open scholarships.

C.4.1. Free textbooks were supplied by D.M.C. to all children of Class I and to needy children of classes II-V. Mid-day milk is being provided to 1,80,000 primary school children by D.M.C. and Delhi Administration. In higher secondary school, heads of schools allow 10% full and 10% half freeships to poor children. 100% grant-in-aid is paid to colleges for payment of tuition fee of scheduled caste students.

C.5. Teachers Training Programme.—An additional Teachers' Training Institute was opened at Alipur for imparting two-year Junior Basic Teachers' Training. There is already one T.T.I. at Daryaganj. 114 men and 125 women candidates were admitted in these institutions this year. Most of the teachers in the territory are trained.

C.6. N.C.C. and Auxiliary Services.—The figures for 1964-65 are given below in respect of N.C.C. Junior Division and A.C.C. :

	1964-65			
	Officers	Cadets	Boys Units	Girls Units
Senior Division N.C.C.	167	21,000	26	3
Junior Division N.C.C.	160	8,000	—	—
A.C.C.	1,450	87,800	—	—

During the year, 1964-65, while the number of officers and Cadets of Junior N.C.C. and A.C.C. have remained the same, 16 N.C.C. Senior Divisions have been added to the existing 13 N.C.C. Units making a total of 29 N.C.C. Units.

C.6.1. An intensive adult literacy programme has been introduced in the rural areas to cover the entire illiterate population as expeditiously as possible. The Department of audio-visual education has been imparting information to the schools regarding proper use, selection and purchase of audio-visual aid. During the period under report, it organised seven workshops to train teachers. The higher secondary schools have been getting advantages of the television and radio broadcast arranged by the All India Radio. In addition, a number of seminars and workshops were organised for various training courses. An evening school is being run by the Delhi Administration for the benefit of working adults.

C.7. *Budget.*—The education expenses of the Delhi Administration for the current year are expected to amount to Rs. 4,23,84,100 for non-Plan items and Rs. 1,92,42,000 for Plan Schemes. For 1965-66 the provision proposed is Rs. 4,35,17,500 for non-Plan items and Rs. 2,25,67,000 for Plan items.

D. GOA, DAMAN AND DIU

D.1. *Expansion and Improvement.*—At the close of the year, 1963-64 there were 735 primary schools, 53 middle schools, 87 high schools, one higher secondary school, 3 arts and science colleges, one training school and one training college. There has been no change during the year under report.

D.2. *Education of Girls.*—There are 36,114 girls studying in primary schools and 8,067 in the secondary schools. In order however, to encourage the girls belonging to backward localities to join schools, the Government propose to open three more girls schools during 1965-66.

D.3. *Development of Science Teaching.*—Adequate laboratory facilities are provided in the secondary schools for teaching of science. Special initial increments are given to qualified science graduate teachers to attract them towards teaching in the schools, so that the standard of science education may be improved. It is proposed to give special laboratory Grants to some of the schools, under "Crash Programme for the Development of Science Education."

D.4. *Scholarships And Other Educational Concessions.*—340 scholarships at Rs. 50/- per annum have been awarded at the primary level, 250 scholarships at Rs. 15 p.m. at the secondary level and 100 scholarships at Rs. 50 p.m. at the collegiate level, 10 scholarships each of Rs. 150/- p.m. were awarded for the students in engineering colleges. In addition 3 scholarships of Rs. 416/- p.m. have been awarded for foreign studies.

D.4.1. The scheme of giving free education to the students belonging to scheduled castes and scheduled tribes was also introduced during 1963-64. It is proposed to continue the scheme during 1965-66. In addition to this it is also contemplated to give facilities for free education upto the secondary stage for the low income groups. The Mid-day meal scheme has also been started in the backward areas of the territory during the current year. The scheme envisages payment of Re. 0.20 p. per pupil per meal for 140 days.

D.5. *Teachers Training Programme.*—In order to have trained teachers, the Government had converted the existing normal school into a Teachers Training College and 100 in-service teachers were deputed for training

during the year, 1964-65. A plot of land for construction of the building for the training college has been acquired and it is expected that the building will be constructed soon.

D.6. *N.C.C. and Auxiliary Services.*—There are at present 15 companies comprising: 4 companies of Junior Division Army Wing, 7 Companies of Junior Division Naval Wing, 1 Senior Division Army Wing, 1 Goa Girls Company, 1 Senior Division Naval Wing and 1 Goa Naval Head Unit.

D.6.1. The Administration has provided necessary funds during the current year for strengthening of National Library at Panjim and for giving grants to other libraries. The scheme of adult education was introduced during 1964-65 in order to eradicate illiteracy. This scheme is proposed to be continued during 1965-66. The Government is also paying maintenance grant to various institutions for the purchase of projectors. It is also proposed to give special grants during 1965-66 to about 10 schools to buy projectors. It is also proposed to establish a film library during 1965-66.

D.7. *Budget.*—The educational expenses for the current year are expected to amount to Rs. 83,50,000 and a provision of Rs. 90,00,000 has been proposed for 1965-66.

E. HIMACHAL PRADESH

E.1. *Expansion and Improvement.*—During the year under review 166 primary/junior Basic schools were opened and 34 primary/junior Basic schools were upgraded. One middle school was upgraded to high school. There was an additional enrolment of 12,000 in the age group 6-11 and about 4,000 in the age group 11-14, and about 1,300 in the age group 14-17.

E.2. *Education of Girls.*—The number of institutions exclusively for girls is 35 and these include 15 primary schools, 15 middle schools, 2 high schools and 8 higher secondary schools.

E.2.1. There is co-education in the primary schools as also in the primary classes of middle, high and higher secondary schools. Various incentives such as attendance scholarships, free-ships, appointment of school mothers, free clothing for school dress for a large number of girl students, grant of free textbooks, appointment of women teachers, rural allowances for lady teachers etc., have been introduced for promoting girls education. There is a State Advisory Council of Women Education to advise the Department on matters connected with girls education.

E.3. *Development of Science Teaching.*—General Science is already a compulsory subject of study in primary and middle classes. Steps are also being taken to augment laboratory equipment and apparatus for the improvement of science teaching in secondary schools.

E.4. *Scholarships and Other Educational Concessions.*—Scholarships have been awarded to students for the various courses of studies for technical education, post-graduate studies, and special scholarship for girls. Financial assistance is provided to a large number of students in the form of stipends, attendance scholarships, free text-books and free school uniforms.

E.5. *Teachers Training Programme.*—The education Department maintains one training college and five training schools and five training units for

training teachers. For the training of Art and Craft Teachers, necessary facilities have been provided in the College of Arts, Nahan. The Training College also provides facilities for training of teachers in Hindi and Sanskrit. It is also proposed to start a Training class for Home Science Teachers for middle classes in the Training College.

E.6. *N.C.C. & Auxiliary Services.*—During the first 3 years of the third Five-Year Plan 1 Indep. Coy. N.C.C., 6 N.C.C.R. Coys under the control of one NCCR Bn, 1 Senior Dn. Platoon NCC (for girls), 1 Senior Division Naval Wing Unit NCC, 106 Junior Division NCC Troops (9 for girls) and 4 ACC Sections were raised. The scheme of N.C.C. in Himachal Pradesh has however, been re-organised during 1964-65, and a Group Headquarters to control the above mentioned NCC Units has also been established at Solan.

E.6.1. The Audio-visual Education Unit established in 1956 organises Workshop-cum-Seminar for the heads of schools besides short training course for teachers. The programme relating to social education included organisation of library services in the territory. The Department has opened a Central State Library at Solan and six District libraries. For the benefit of neo-literates the Department is running 5 Community Centres.

E.7. *Budget.*—The educational expenses for the current year are likely to be Rs. 62.49 lakh for Plan Schemes and Rs. 149.59 lakh for non-Plan items. The corresponding provision for the next year is estimated at Rs. 92.13 lakh and Rs. 154.95 lakh respectively.

F. LACCADIVE, MINICOY AND AMINDIVE ISLANDS

F.1. *Expansion and Improvement.*—At the close of the year 1963-64 there were 15 primary junior Basic schools, 11 middle/senior Basic schools and 2 high schools. During the year 1964-65 one more high school was started. A nursery school has also been started during the year. There was an additional enrolment of 227 pupils in middle/senior Basic schools and 65 in high schools. The present enrolment is 3785 in primary/junior Basic schools, 1099 in middle/senior Basic schools and 373 in high schools.

F.2. *Education of Girls.*—There has been a very encouraging progress in the sphere of girls education during the last few years, the additional enrolment during 1964-65 being 94. The various incentives and concessions given to girl students have considerably contributed towards this. All girl students are given two sets of uniform free of cost. There being no girls high school in the islands at present, scholarships are given to girl students to enable them to prosecute their high school studies on the mainland and the number of girls is 12. All text-books and writing materials are provided free of cost and adequate number of women teachers have been employed for teaching girls. The enrolment of girl students upto 1964-65 is 1878. One girl is studying for medicine and two girls are undergoing teachers training. There are 4 senior Basic schools exclusively for girls.

F.3. *Development of Science Teaching.*—All the high schools are provided with well equipped laboratories. The equipment is proposed to be further augmented and improved during the next year.

F.4. *Scholarships and Other Educational Concessions.*—As facilities for higher education do not exist in the islands, liberal scholarships are given to

students who prosecute their studies on the mainland. 47 students are at present studying on the mainland under the scholarship scheme. The break-up of these students according to the courses of studies is : M.B.B.S.—13, B.Sc. (Eng.)—2, B.Sc. (Agr.)—2, Three-year Degree Course—7, Other Diploma and Post-Matric courses—23.

F.4.1. Hostels have been provided for all the high schools in the islands and boarding and lodging are provided free of cost to all the students. Education is free at all stages. All text-books and writing materials are given to all students free of cost. All boy students in high school classes are given two sets of uniform free of cost.

F.5. *Teachers Training Programme.*—There is no Teachers Training institution in the territory, but the staffing position of trained teachers is satisfactory and all the teachers in high schools are trained. In the middle and primary schools also more than 90% of the teachers are trained.

F.6. *N.C.C. and Auxiliary Services.*—All the three high schools have Junior Division Naval N.C.C. troops, each troop consisting of 50 cadets. The cadets are keenly interested in the programme.

F.6.1. Reading room-cum-libraries are running in all the islands and books and periodicals are supplied to them free of cost. Adult literacy classes are also being conducted. This Union Territory is a group of islands being isolated from each other and the rest of India. In these peculiar conditions the role of audio-visual aids in the educational sphere is very important. There are three publicity units in these islands and they are having a good collection of films on scientific and other subjects of interest to the students, which are exhibited in the schools at frequent intervals. In addition to this film slide projectors and film slides have been supplied to some schools. It is proposed to supply separate 16 m.m. film projectors to all the high schools.

F.7. *Budget.*—The educational expenses of the L.M. and A.—Administration for the current year are expected to amount to Rs. 4,73,700 for non-Plan items and Rs. 7,29,800 for Plan Schemes. For 1965-66, the provision proposed is Rs. 4,45,300 for non-Plan items and Rs. 8,54,000 for Plan items.

G. MANIPUR

G.1. *Expansion and Improvement.*—During the year under review 28 primary/junior Basic schools and 43 junior high/middle schools were added. At present there are 2206 primary/junior Basic schools, 351 middle/junior high schools and 85 high/higher secondary schools.

G.2. *Education of Girls.*—For the education of girls there are 258 lower primary schools, 22 junior Basic schools, 13 middle schools, 7 junior high schools, 9 high schools and 1 higher secondary school. In order to encourage education of girls, attendance scholarships, financial assistance to poor and needy girls, award of merit scholarship etc. have been introduced. One women's college will be opened shortly.

G.3. *Development of Science Teaching.*—Grants have been given to high and higher secondary schools for purchase of science equipment. Elective science has been introduced in the existing 4 higher secondary

schools. Teaching of science has also been introduced in high schools. Next year it is proposed to introduce elective science in the high schools to be converted into higher secondary schools. Steps are also taken to improve the teaching of science in high schools and to improve the science laboratories.

G.4. *Scholarships and Other Educational Concessions.*—The scholarships awarded during the period include merit scholarships in Public schools and other scholarships in Sainik Schools and for B.E. course, printing and technology and post-graduate courses. Besides these scholarships, Central Government Scholarships were also given.

G.4.1. Education is free for all up to class VIII. For Scheduled Caste and Scheduled Tribe students it is free at all stages of education. In addition, financial assistance is also given to poor and needy girls.

G.5. *Teachers Training Programme.*—380 primary school teachers have been given Junior Basic teachers' training, 45 middle school teachers have been given Senior Basic teachers' training, 40 graduate teachers are being selected for B.T. training. 3 teachers from Basic training institutes have been deputed for B.Ed. (Basic) training.

G.6. *NCC And Auxiliary Services.*—The NCC Organisation of Manipur has completely been re-organised with the introduction of compulsory N.C.C. training for College students. The following is the latest set-up of N.C.C. organisation of Manipur:

- 1st Bn. Manipur N.C.C. (Boys) Senior Division
- 2nd Bn. Manipur N.C.C. (Boys) Senior Division
- 1st Manipur Signal Coy. N.C.C. (Boys) Senior Division
- 1st Manipur Signal Coy. N.C.C. (Girls) Senior Division
- 11 troops N.C.C. (boys) Junior Division and 6 troops (girls) Junior Division

During the year under review fifteen more Junior troops including 3 girls troops, one Naval troop and one Air Wing troop have been raised at different educational institutions of Manipur.

G.6.1. Audio-visual educational activities during the year include exhibition of films, distribution of view masters and supply of educational charts. Social education programmes include opening of adult literacy centres, community-cum-information centre, village libraries, rural youth clubs, Mahila mandals etc. N.C.C. training has been made compulsory in all the colleges of Manipur. Sufficient number of teachers were therefore, deputed to receive orientation training in National Discipline Scheme. Some teachers were also deputed for training in Civil Defence.

G 7. *Budget.*—The expenditure on education for the year 1964-65 is estimated at Rs. 31,02,700 for Plan Scheme and Rs. 1,20,00,000 for non-Plan items. For the next year the expenditure is expected to be Rs. 35,81,000 for Plan Schemes and Rs. 1,34,80,000 for non-Plan items.

| | H. PONDICHERRY

H.1. *Expansion and Improvement.*—At the close of the year 1963-64 there were 237 primary schools, 65 middle schools and 37 high schools. There were also four colleges in the territory. During the year 1964-65

three more middle schools have been started and one high school has been upgraded to a higher secondary school. During the year 1964-65 there was an additional enrolment of 3900 pupils in the various classes, the present enrolment being about 43,590 in primary classes, 10130 pupils in middle classes and 5,480 in classes IX to XII.

H.2. *Education of Girls.*—For promotion of education among girls, merit prizes, free books and clothing and attendance scholarships are given to girl students studying in high schools. Merit prizes and attendance scholarships are given to primary and middle classes girl students also. Adequate number of women teachers has been appointed in schools located in rural areas and they are given a special monthly allowance of Rs. 5.

H.3. *Development of Science Teaching.*—Adequate laboratory facilities have been provided in the secondary schools. Necessary laboratory equipment and apparatus have also been supplied to the colleges for the teaching of science subjects.

H.4. *Scholarships and Other Educational Concessions.*—Under the Pondicherry Merit Scholarships Scheme, 83 scholarships were renewed and 73 fresh scholarships were awarded for non-technical courses. For technical courses the scholarships were renewed for 105 candidates and 28 candidates were given fresh scholarships during the year 1964-65. The benefit of merit scholarships schemes of the Government of India is also availed of.

H.4.1. Free education has been sanctioned for the children of the services personnel and to the children of Jawans who have been disabled or killed in action. Free books and stationery articles are given to poor students studying in the classes I-III.

H.5. *Teachers Training Programme.*—There are two teachers training institutions in the territory whose total intake capacity is 120. At present 116 students have been admitted in these institutions.

H.6. *N.C.C. and Auxiliary Services.*—There is at present 1 boys' company and 1 girls' company, and six A.C.C. junior divisions. There are also 1 Sig. Coy. and 1 Engg. Coy. in the territory.

H.6.1. Social education activities are implemented mainly by the Community Development Department. One Adult Literacy Centre is functioning. A scheme for the eradication of illiteracy among the masses has been drawn up. There is an Audio-Visual Education Centre which arranges film shows for the benefit of teacher-trainees and students.

H.7. *Budget.*—The provision for 1964-65 is Rs. 83,16,500 against which the provision for 1965-66 will be Rs. 80,32,500. The decrease for the next year is on account of less provision for Capital Expenditure during 1965-66.

I. TRIPURA

I.1. *Expansion and Improvement.*—To meet the demand of educational facilities, adequate number of schools at various stages were either opened or upgraded and at the close of the year 1963-64 there were 1,333 primary junior Basic schools, 136 junior high/senior Basic schools, 49 high/higher

secondary schools, 5 teachers training colleges/institutes and two arts and science colleges. Expansion of educational facilities is a continuous process and by the end of the year, 1964-65 it is expected that 138 new sections will be added in the existing junior Basic schools, 80 primary schools will be converted into junior Basic schools, one middle school, into high school and one high school into higher secondary school. One new senior Basic school will be set up.

I.2. *Education of Girls.*—Intensive efforts are being made to promote education of girls. Liberal scholarships are awarded to girl students at various stages. A self-contained unit Degree College for girl students has been started. There is a State Council for Women's Education which organises seminars for girl students.

I.3. *Development of Science Teaching.*—There are 49 high-higher secondary schools in the territory. Most of these have well equipped science laboratories and steps have been taken to augment the laboratory facilities so that all the schools may have adequately equipped laboratories.

I.4. *Scholarships and Other Educational Concessions.*—In order to give incentive to deserving students a scheme of awarding scholarships is in force in the territory. The number of awards of post-matric scholarships in various subjects (including those for girls) for the year 1964-65 is (1) Engineering Degree Course—80, (2) Post-graduate Courses—28, (3) Post-matric Courses—852, (4) Engineering Diploma Courses—62 and (5) Music and Fine Arts Courses—8. Scholarships are also awarded to students studying Sanskrit. Children of political sufferers are given scholarships ranging from Rs. 5 to Rs. 10 and during this year 340 such children have been awarded scholarships.

I.4.1. Education is free for all students up to class VIII in all recognised schools. Students belonging to scheduled castes/tribes are allowed special concessions including free education up to degree courses. Children of Defence Services personnel belonging to the territory are also given free education in all educational institutions. Book grants are given to meritorious students in indigent circumstances.

I.5. *Teachers Training Programme.*—There is a shortage of trained teachers. The territory needs about 6,700 teachers of various categories of whom only about 2,000 are trained. Concerted efforts are being made to train them by deputing them to the various training institutions. At present about 500 teachers are undergoing training.

I.6. *N.C.C. and Auxiliary Services.*—Two Junior Divisions Army Troops (Boys) consisting of 50 Cadets each have been raised. There are at present 4 Senior Divisions, 42 Junior Divisions including 10 girls troops, 58 A.C.C. platoons including 10 girls platoons. One more Boys Junior Division is planned to be raised during the current year. 704 Boys Cadets and 133 Girl Cadets participated in the Annual Training Camp of Senior Boys and Girls during the year.

I.6.1. 458 Social education centres are functioning in the territory. 12,458 children of pre-primary stage are being educated through *balwadis*, 100 centres are conducting adult literacy programme. The social education centres are conducting craft classes for adults. These centres are also arranging kitchen gardening education and providing literature for neo-

literate. A separate college is running for training social education workers. The college has so far trained 306 workers.

I.7. Budget.—The expenditure on education for the year 1964-65 is estimated at Rs. 55,14,200 for Plan items and Rs. 1,60,91,000 for non-Plan items. For the next year the expenditure is expected to be Rs. 74,88,125 for Plan items and Rs. 1,62,91,500 for non-Plan items.

CHAPTER IX

DEVELOPMENT OF HINDI, SANSKRIT AND MODERN INDIAN LANGUAGES

The Ministry of Education is responsible for the promotion, development and enrichment of Hindi, the official language of the Union and has, therefore launched several programmes for these purposes. The programme for the propagation of Hindi includes grant of financial assistance to Voluntary Hindi organisations, appointment of Hindi teachers in primary, middle and higher secondary schools in non-Hindi speaking States, establishment of Hindi teachers' training colleges in non-Hindi speaking States, maintenance of an Institute of Research and Training of Hindi teachers, supply of free Hindi books to school and college libraries particularly in non-Hindi speaking areas and award of scholarships for post-matric studies in non-Hindi speaking States. The programme of enrichment and development of Hindi includes schemes of preparation, translation and publication of standard books of University level in Hindi through official and voluntary agencies as well as universities and learned societies, preparation and translation of books in Hindi with the assistance of private publishing concerns and preparation and publication of encyclopaedia, dictionaries, and translation of official literature and evolution of scientific and technical terminology in Hindi.

2. Various schemes for propagation and development of Sanskrit are being continued. They include financial assistance to voluntary Sanskrit organisations, Gurukulas and Sanskrit Pandits in indigent circumstances; maintenance of Kendriya Sanskrit Vidyapeetha, reprinting of important out of print Sanskrit books, scholarships to the products of Sanskrit Pathasala and Sanskrit students in high/higher secondary schools. This is in addition to what is being done by the State Governments in this regard.

3. A separate programme is implemented for the development Modern Indian Languages (other than Hindi) under which grants are given to various State Governments, voluntary organisations/institutions for bringing out suitable publication e.g. encyclopaedias, bilingual dictionaries, books of knowledge and books bringing out similarities among different languages.

A. PROPAGATION OF HINDI

4. *Assistance to Voluntary Organisations.*—The work of propagation of Hindi through voluntary organisations particularly in non-Hindi speaking States has gained momentum during the year under review. Grants totalling Rs. 11,40,000/- have been given to voluntary organisations during 1964-65 (so far) as against Rs. 4,71,000/- during 1963-64. The schemes for which financial assistance was given include running of Hindi Teaching classes in non-Hindi speaking States, training and appointment of Hindi Pracharaks, setting up of Hindi Libraries and Reading rooms, preparation of bilingual dictionaries, running of Hindi typewriting and short-hand classes, running Hindi medium schools and colleges in non-Hindi States etc. The quantum of grant admissible under the scheme has been raised from 60% to 75% of the expenditure on approved activities from the next financial year.

5. *Establishment of Hindi Medium Colleges and Schools in non-Hindi Speaking States.*—During the third Plan period, it was decided to establish Hindi medium schools and colleges in non-Hindi speaking States. A token provision for this purpose was made in the Ministry's budget for the current year but the scheme has not made much headway. The question of setting up of such schools and colleges is under consideration in consultation with the various State Governments.

6. *Hindi Teachers' Training Colleges in Non-Hindi Speaking States.*—The expansion of facilities for the teachers of Hindi in non-Hindi speaking States required adequate increased supply of trained Hindi teachers. Accordingly several Hindi Teachers' Training Colleges have been opened in the various non-Hindi speaking States. The entire expenditure on the establishment and maintenance of such colleges is met by the Union Government. Under this scheme one training college each in Kerala, Gujarat, Madras and two colleges in Mysore were established during the years 1961-62 to 1963-64. Financial assistance was also given to the State Governments of Andhra Pradesh and Maharashtra to expand the existing facilities. This year one additional college in Mysore and Andhra Pradesh has been set up to meet their growing demand of trained Hindi teachers. A new training college has also been set up in West Bengal this year. An expenditure of Rs. 9-lakh is likely to be incurred on the opening of new colleges and maintenance of existing ones during 1964-65. A committee has been set up by the Ministry to look into the working of these colleges, suggest improvements if any, and also to review their syllabii. The report of the committee is expected shortly.

7. *Appointment of Hindi Teachers.*—Under the programme of direct propagation of Hindi through primary, middle and high and higher secondary schools under the control of the State Governments, the Government of India have been placing funds at the disposal of the Governments of the non-Hindi speaking States for appointment of Hindi teachers at various levels

7.1. Prior to 1962-63 the Ministry had been providing funds for the appointment of at least one Hindi teacher in a high or higher secondary school. From 1962-63 this provision had been extended to cover primary and middle schools as well. Also from 1962-63 Government of India have agreed to meet hundred per cent expenditure on the appointment of Hindi teachers. The State Governments have been advised to go ahead with their programme of appointment of Hindi teachers in the schools.

8. *Kendriya Hindi Shikshana Mandal, Agra.*—In order to supply up-to-date expert knowledge and professional guidance in respect of teaching method and allied pedagogical problems the Union Government had set up an autonomous body entitled Kendriya Hindi Shikshana Mandal which is running a Hindi Teachers' Training and Research Institute at Agra. The Institute is catering for three different courses equivalent to T. T. C., B. Ed. and M. Ed. and is also conducting research on vocabulary, content of various courses and techniques of teaching Hindi with special reference to the requirements of non-Hindi regions. 132 teachers are undergoing training during this year.

8.1. Teachers from different parts of the country as well as Teachers Training Colleges in the non-Hindi speaking States have been benefited by the research work done at the Institute and the expert guidance provided by it. During the current year 150 students and teachers in the various training colleges set up in the States visited the Institute. The institute has also taken

up the programme of conducting short term training courses. During the current financial year a grant of Rs. 4.25 lakh has so far been given to the Mandal for the training of Hindi teachers and various other projects launched by it. Programme for the next year includes admission of 200 trainees, conducting of refresher courses, and special courses for the students of Training colleges in the States and taking up of more research projects. For all this a provision of Rs. 6.50 lakh has been made in the budget.

9. *Free Supply of Hindi Books.*—For the propagation of Hindi in non-Hindi speaking States the scheme for the supply of Hindi books as free gifts to schools, colleges and public libraries was continued. Certain selected books have also been supplied to Hindi speaking States, universities and voluntary Hindi organisations. During the year under review Hindi books were also distributed free to the Armed Forces posted at the borders of the country with a view to raising their morale and to inculcate in them interest in Hindi.

10. *Preparation of Bilingual Primers (Self-Taught Series).*—To facilitate learning of various South Indian languages through the medium of Hindi, Hindi-Malayalam, Hindi-Kannada and Hindi-Telugu primers are under preparation by the Dakshin Bharat Hindi Prachar Sabha, Madras on behalf of this Ministry. Hindi-Tamil self-taught is ready for publication. A provision of Rs. 8 lakh has been made for this project during 1965-66. Primers and Readers for foreigners learning Hindi are also being prepared in collaboration with the K. M. Institute of Linguistic Studies, Agra.

11. *Scholarships for Study of Hindi.*—Details of this scheme are mentioned under the Chapter on 'Scholarships.'

12. *Hindi Shiksha Samiti.*—Hindi Shiksha Samiti which advises the Government on matters relating to the propagation and development of Hindi in the country met in August, 1964 and made several recommendations, which are being implemented.

13. *Central Hindi Directorate and Its Regional Offices.*—The Central Hindi Directorate, a subordinate office under the Ministry, continued to work as a central agency for implementing the programmes for the propagation and development of Hindi. The Directorate also continued to provide secretarial assistance to the Standing Commission for Scientific and Technical Terminology which was set up in 1961.

13.1. The two Regional Offices at Calcutta and Madras under the administrative control of the Central Hindi Directorate continued to coordinate the programmes to serve as a liaison between the Ministry, voluntary Hindi organisations and the State Governments. Setting up of two more regional offices is still under consideration.

14. *Encouragement of Hindi Abroad*

14.1. *Establishment of Chairs of Indian Studies (Particularly Hindi) Abroad.*—The cultural lecturers appointed by the Indian Council for Cultural Relations continued to teach Hindi in Trinidad, British Guiana and Surinam. In addition, the salary of the Hindi teacher at the University of Rome was also continued to be subsidised by the Council.

14.2. *Teaching of Hindi to Foreign Students Studying in India.*—The Indian Council for Cultural Relations organised Hindi classes for the benefit of overseas students studying in various universities and Institutions of higher learning.

14.3. *Award of Prizes to Students of Indian Languages (Particularly Hindi) in Foreign Countries.*—Prizes in the form of free round-trip to India for foreign students learning Hindi and other Indian languages are proposed to be continued. It is expected that Hindi, Sanskrit and Tamil students from some foreign countries will visit India during the course of the financial year, as in the past.

14.4. *I.C.C.R. Professors and Lecturers.*—The three cultural lecturers of the Council stationed in Trinidad, British Guiana and Surinam have continued their useful work of teaching Hindi and giving lectures on different aspects of Indian culture. The Council continued its subsidy to the Hindi lecturer at the University of Rome, Italy.

B. DEVELOPMENT AND ENRICHMENT OF HINDI

15. *Production of Literature.*—The Ministry of Education is primarily engaged in the production of such literature as would enrich Hindi and make it a powerful medium of instruction and vehicle of administration. The activities in this behalf include the evolution of terminology in scientific and technical subjects, publication of lists of such terminology, pamphlets, booklets, dictionaries and glossaries of technical terms in English and with Hindi equivalents and their Hindi-English version.

16. *Periodicals.*—Three regular issues of the 'Bhasha' quarterly have so far been brought out. A special issue of the magazine was brought out in the memory of late Pandit Mahabir Prasad Dwivedi a doyen of Hindi literature. The question of bringing out one more quarterly journal on scientific and technical terminology is still under consideration.

17. *Preparation and Translation of Standard Works of University Level.*—With hundred per cent assistance by the Union Government, the programme of preparation, translation and publication of standard works in Hindi was continued through the universities, academic bodies of the State governments and literary societies of all-India status engaged in a similar job. In addition to whole-time cells for translation/original writing already established at Delhi, Bhopal and Banaras, two more cells have been set up at Ranchi and Jaipur. The small translation bureau set up in the Central Hindi Directorate was also continued in the year under report. Gujarat State and Punjabi University are also taking advantage of the scheme for translation of standard works into Gujarati and Punjabi. In all there are 41 agencies as against 33 last year, which are engaged in production of books.

17.1. So far 527 titles have been approved for translation and publication in Hindi under this scheme. Ten books were brought out in the current year, raising the total number of books so far to 14. The contribution of the Central Hindi Directorate has been 9 books. Nineteen books are under print. Manuscripts of 100 books are ready for publication with the various Translating Agencies. Translation of 347 books and original writing of 39 books are in hand.

18. *Preparation, Translation and Publication of Books in Collaboration with Publishers.*—This scheme aims at bringing out scientific and worthwhile knowledge within the easy reach of the common reader in Hindi. The scheme includes translation of standard works and books for children, and under which 1/3rd of the copies ordered to be printed are purchased by Government. In this way, the cost of production of the publishers is almost met. Out of 220 books approved to be brought out under the scheme, 14 have been published so far.

18.1. Some publishers on their own initiative have been bringing out standard works in Hindi. They are being encouraged by purchasing some copies of the books, provided terminology evolved by the Ministry of Education is used in the production of books, and the latter are certified to be of appropriate standard.

19. *Production of Books on the basis of 50 per cent Assistance.*—Under the scheme only Agra and Gujarat Universities have so far undertaken the translation of books in Hindi and Gujarati. The scheme is being given wide publicity so that other universities may also take advantage of it.

20. *Hindi Encyclopaedia.*—The work of preparing a ten-volume Hindi Encyclopaedia in Hindi at a total cost of Rs. 11-67 lakh was entrusted to the Nagari Pracharini Sabha, Varanasi in 1956. The Sabha has brought out four volumes of the Encyclopaedia. The fifth volume is nearing completion.

21. *Standard Key-Boards for Hindi Typewriters and Teleprinters.*—A standard key-board for Devanagari (Hindi-Marathi) Typewriters has since been finalised and typewriters with this key-board are expected to be manufactured soon. Standard key-board for Hindi teleprinters is also being prepared.

B. I. TERMINOLOGY WORK

22. *Commission for Scientific and Technical Terminology.*—The Commission had completed the work of review and evolution of terminology upto First Degree standard in seven Science subjects. The Science Glossary, Volume I, containing Hindi equivalents of technical terms in these subjects has been published. The Expert Advisory Committee of the Commission on Medicine and Agriculture have finalised the coining of Hindi equivalents of 14, 000 terms on Medical Sciences, and about 4,000 terms in Agriculture.

22.1. The Evolution of terminology in Engineering subjects by the Commission's Cell at the Roorkee University has made considerable headway. The terms will be finalised by the Commission by holding a seminar shortly.

22.2. The Commission has finalised Hindi equivalents of Designational Terms used in General Administration on all-India basis, in collaboration with the representatives of Government of India and the State governments. The Glossaries of Designational Terms and Administrative Terms have been published. The Commission is proposing to set up Cells under its own auspices for evolution of terminology in specialised Sciences in the institutes/universities capable of handling this work.

23. *Preparation of Terminological Indices.*—Preparation of terminological Indices pertaining to works of Keshava, Jayasi, Surdas, Prem Chand (Godan),

Ayodhya Singh Upadhyaya (Priya Pravas), Shridhar Pathak, Shri Maithili Sharan Gupta (Saket), Shri Jai Shankar Prasad (Kamayani), Bisal Deva Raso, Kabir, Tulsidas (except Ram Charitmanas) and Bharatendu Harish Chandra was entrusted to various Indian universities. The manuscripts are under final stages of preparation. It is proposed to take up printing of a few selected Indices during 1965-66.

24. *Publication of Omnibus Volumes of the Works of Eminent Hindi Writers.*—Complete works of a particular writer or a poet or of a literary period are being compiled in a single compact volume. Three of such Omnibus volumes i.e. one each on the complete works of Rahim, Gang and Nagaridas have been prepared so far with the full financial assistance from this Ministry. Publication of more such volumes is under consideration.

25. *Dictionaries and Encyclopaedias.*—To enrich Hindi lexicographical literature, dictionaries and encyclopaedias are being compiled by the Central Hindi Directorate as also by a few Hindi organisations and academic bodies. The following glossaries and dictionaries have so far been compiled :

- (i) A Glossary of technical terms in use in the Modern Indian Languages (based on A. I. R. news-bulletins and daily newspapers);
- (ii) A Hindi-English Dictionary of common words containing about 7,000 words with Roman transliteration;
- (iii) Shabdarth Mimansa, a dictionary of Hindi synonyms containing over 350 word-groups;
- (iv) 'Prachin Charit Kosh' published by Charit Kosh Mandal, Poona with the financial assistance from this Ministry and technical guidance of the Central Hindi Directorate.

25.1. Hindi version of Apte's "Sanskrit-English Dictionary" and Hindi edition of "Bhartiya Sanskriti Kosh" are being published through private publishers with the financial assistance from this Ministry and technical guidance of the Central Hindi Directorate.

25.2. Proposals for compilation of bilingual dictionaries with Hindi as one of the languages, preparation of encyclopaedias and dictionaries are under consideration. Preparation of definitional elementary dictionaries of technical Hindi terms in Physics, Botany, Mathematics, Chemistry is in hand.

26. *Subject-wise Manuals.*—Writing of standard manuals was initiated to popularise terminology evolved by the Government of India. Five manuals have been published so far. One is under print.

27. *Hindi Shorthand.*—In order to evolve a standard system of Shorthand suited to the genius of Hindi and regional languages, it was decided in 1957 to take up Morpho-Phonemic analysis of Hindi and ten regional languages. The analysis in respect of Hindi, Marathi, Gujarati and Kannada has been completed. Steps are being taken to evolve a standard system of shorthand for Hindi on the basis of the results of this analysis and taking into account the existing systems of Hindi Shorthand.

28. *Basic Hindi Grammar.*—Revised edition of a Basic Hindi Grammar in English was published by this Ministry in 1960; its Hindi version is under preparation.

29. *Exhibitions of Hindi Books.*—Two exhibitions of scientific books in Hindi and a few regional languages were organised at Gauhati and Bangalore during the year 1964.

30. *Translation of Manuals, Rules and Forms into Hindi.*—In pursuance of the Presidential Order dated 27th April, 1960, the Central Hindi Directorate undertook translation of forms, manuals, rules and other procedural literature of non-statutory nature in Hindi. 69 manuals comprising 1,903 pages and 1,695 forms were translated during the year under report. 25 manuals and 648 forms translated by the various Ministries and Departments were vetted.

31. *Hindi Examinations.*—Akhil Bharatiya Hindi Sanstha Sangh, a federation of Voluntary Hindi Organisations whose examinations have been recognised by the Government of India has been set up at the instance of this Ministry to bring about uniformity in the names, syllabii etc. of the various examinations conducted by the different organisations.

32. *Award of Prizes to Hindi Writers and Poets Belonging to Non-Hindi Speaking Areas.*—In order to encourage Hindi writers and poets of non-Hindi speaking areas a scheme to award prizes has been introduced this year. 27 books have so far been received for consideration under this scheme.

33. *Fixation of Symbols in Devanagari Script for Sounds Peculiar to other Regional Languages.*—A Committee of Linguists was set up in 1960 to consider and finalise suitable symbols and signs to be added to the present Devanagari script in order to express the special sounds peculiar to regional languages. The Committee has finalised its report which is being examined.

C. DEVELOPMENT OF SANSKRIT

34. *Assistance to Voluntary Sanskrit Organisations.*—Under the scheme of financial assistance to voluntary Sanskrit organisations/institutions for the promotion of Sanskrit, grants amounting to Rs. 2,06,100/- have been sanctioned so far.

35. *Financial Assistance to Gurukulas.*—Under the scheme of grant of financial assistance to Gurukulas, grants amounting to Rs. 1,32,250/- have been sanctioned so far to various Gurukulas for award of scholarships to the students studying therein.

36. *Kendriya Sanskrit Vidyapeetha, Tirupati.*—The Kendriya Sanskrit Vidyapeetha started its Research and Publication Wing in August 1963 in addition to the Pedagogy and Training Wing. The second Convocation of the Vidyapeetha was held in October, 1964.

37. *Central Sanskrit Board.*—The various programmes relating to the promotion and development of Sanskrit education are being continued on the advice of the Central Sanskrit Board. The Board held two meetings during the year. The Grants Committee of the Central Sanskrit Board also held one meeting in November, 1964.

38. *Production of Sanskrit Literature.*—On the recommendation of the Central Sanskrit Board an appreciable number of copies of books relating to Sanskrit literature has been purchased during the year for free distribution to various educational institutions. Reprints of complete works of Shankaracharya have already come out. Reprints of Mahabashya are

about to come out. The second reprint of Apte's Students Sanskrit-English and English-Sanskrit dictionaries was brought out by sanctioning subsidy to the same publishers so that the set of these two books continues to be available at Rs. 10/- to the students as against the original price of Rs. 32/-.

39. *Preparation of Sanskrit Dictionaries based on Historical Principles.*—A further grant of Rs. 1,50,000/- was paid to the Deccan College Post-Graduate and Research Institute, Poona, during the year to cover the expenditure on the project of Compiling a Sanskrit-English Dictionary based on Historical Principles.

40. *Award of Research Scholarships to the products of Traditional Sanskrit Pathashalas.*—Details of this scheme are given under the chapter on 'Scholarships.'

41. *Financial Assistance to Eminent Sanskrit Pandits Who are in Indigent Circumstances.*—Financial assistance under the scheme has been sanctioned to about 100 scholars. Besides, 36 more scholars have been selected for financial assistance subject to the verification of their age and income.

42. *Award of Scholarships to the Students of High/Higher Secondary Schools Studying Sanskrit.*—Details of this scheme are given under the Chapter on 'Scholarships'.

43. *Meeting with the Representatives of Various State Governments.*—A meeting with the representatives of the State Governments was held in September 1964 with a view to discussing various problems facing Sanskrit education. Useful decisions on some of the fundamental issues, viz., improvement of pay-scales of Sanskrit teachers, modernisation of Sanskrit Pathashalas and teaching of Sanskrit in secondary schools were taken at the meeting. State governments have been approached for their implementation.

44. *Publication of Critical Edition of Rare Manuscripts and Compilation and Publication of Catalogues of Ancient Manuscripts.*—Grants amounting to about Rs. 46,900/- have been paid so far under these schemes. Further grants of Rs. 56,000/- are likely to be paid during the current year.

45. *All India Sanskrit Elocution Contest.*—Sanskrit students participated in the Third Contest which was held at Varanasi in January, 1965. In addition to eight gold and eight silver medals, cash prizes of Rs. 150/- and Rs. 75/- were awarded to the first and second winners of the contest. Besides, a cash prize of Rs. 50/- was awarded to each of the third winners of the contest. This year the running Silver Shield went to the team from Uttar Pradesh, whose overall performance was adjudged the best.

D. DEVELOPMENT OF MODERN INDIA LANGUAGES

46. The scheme envisages development of all the Modern Indian Languages mentioned in the Constitution excluding Hindi and including Sindhi. It was included in the second Five-Year Plan, with a plan provision of Rs. 20 lakh. Out of this, nearly Rs. 14 lakh was utilised during the second Five-Year Plan. The scope of the scheme has been expanded and has been included in the third Plan with a programme limit of Rs. 99 lakh.

46.1. This year grants amounting to Rs. 2,55,840/- have so far been paid under the scheme for bringing out encyclopaedias, bilingual dictionaries, M29Edu/64

bibliographies and books of general knowledge etc. Notable among the items of publications assisted are works of Swami Vivekananda, Telugu Encyclopaedia, Ramcharitmanas in Bengali and Urdu translation of Shri Nehru's works by the Jamia Millia Islamia.

47. *Establishment of Chairs of Indian Studies (Excluding Hindi) Abroad.*—The Indian Council for Cultural Relations continued to maintain and support the Chairs of Indian Studies established in the University of Melbourne, Australia, University of Iran, Teheran and University of Zagreb, Yugoslavia.

48. *Award of Prizes to Students of Indian Languages in Foreign Countries.*—As in para 14.3.

E. FINANCIAL PROVISIONS

49. The following gives the financial provisions for the schemes described in this Chapter.

Sl. No.	Scheme	Provision for 1964-65		Provision for 1965-66
		Original	Revised	
1	2	3	4	5
		Rs.	Rs.	Rs.
<i>Development of Hindi</i>				
1.	Financial Assistance to Voluntary Hindi Organisations	6,00,000	13,00,000	15,00,000
2.	Appointment of Hindi Teachers ..	15,00,000	15,00,000	100,00,000
3.	Hindi Teachers Training Colleges ..	9,15,000	9,00,000	20,00,000
4.	Kendriya Hindi Shikshana Mandal, Agra	5,00,000	5,00,000	6,50,000
5.	Scholarships for study of Hindi for students from non-Hindi speaking States			
	Plan	2,80,000	2,80,000	6,47,000
	Non-Plan	2,82,000	5,82,000	4,85,000
6.	Free supply of Hindi books	3,80,000	2,50,000	4,30,000
7.	Preparation of Bilingual Primers and Readers	8,000	—	10,000
8.	Setting up of Regional Offices ..	43,800	44,200	46,100
*9.	Encouragement of Hindi Abroad ..			
10.	Periodicals—Publication of Magazines	8,000	8,000	12,000
11.	Preparation and Translation of Standard works of University level ..	8,09,000	12,50,000	21,88,000
12.	Publication of books in Collaboration with Publishers	1,40,000	1,40,000	2,00,000
13.	Hindi Encyclopaedia	3,00,000	3,00,000	3,00,000
14.	Encyclopaedia and Dictionaries ..	20,000	20,000	1,00,000
15.	Commission for Scientific and Technical Terminology	6,00,000	2,70,000	6,00,000
<i>Miscellaneous Schemes</i>				
	(i) Preparation of Terminological Indices	5,000	5,000	5,000

*The Scheme is financed out of the Provisions of the Indian Council for Cultural Relations.

1	2	3	4	5
(ii)	Holding of Lecture Tours, Debating teams and seminars ..	10,000	15,000	15,000
(iii)	Publication of Omnibus Volumes	5,000	5,000	9,000
(iv)	Primers for Foreigners	8,000	—	10,000
(v)	Examination of Devanagari Script	8,000	—	10,000
(vi)	Publication of Ashtang Sangrah and Bharatiya Vastu Shastra ..	5,000	—	8,000
(vii)	Preparation of Manuals ..	14,000	14,000	8,000
(viii)	Collection and Indexing of Special Vocabularies etc.	5,000	5,000	5,000
(ix)	Indian Journal of Scientific and Technical Terminology ..	5,000	5,000	20,000
(x)	Basic Hindi Grammar	2,000	4,000	2,000
(xi)	Hindi Shorthand	20,000	20,000	20,000
(xii)	Exhibitions	20,000	20,000	20,000
(xiii)	Terminology on Engineering subjects, Roorkee University ..	1,50,000	1,19,000	1,18,000
(xiv)	Hindi Library	60,000	60,000	70,000
<i>Development of Sanskrit</i>				
1.	Financial Assistance to Sanskrit Voluntary organisations	6,00,000	6,00,000	7,50,000
2.	Financial Assistance to Gurukulas ..			
3.	Production of Sanskrit Literature ..	2,20,000	2,20,000	3,40,000
4.	Kendriya Sanskrit Vidyapeetha, Tirupati	3,53,000	2,40,000	3,00,000
5.	Preparation of Sanskrit Dictionaries based on Historical Principles (non-Plan)	1,50,000	1,50,000	1,50,000
6.	All-India Sanskrit Elocution Contest	8,000	8,000	10,000
7.	Award of Research scholarships to the products of traditional Sanskrit Pathashalas	81,000	81,000	1,25,000
8.	Financial Assistance to eminent Sanskrit Pandits in indigent circumstances	1,42,000	1,42,000	1,00,000
9.	Award of Merit Scholarships to the Students of High/Higher Secondary schools studying Sanskrit	2,00,000	1,90,000	2,00,000
10.	Modernisation of Sanskrit Pathashalas	50,000	10,000	20,000
11.	Providing facilities for teaching of Sanskrit in Secondary Schools ..	75,000	10,000	1,00,000
12.	Grants to State Governments for promotion of Sanskrit	1,25,000	53,000	1,00,000
13.	Grants to State Governments for increase in pay-scales of Sanskrit teachers	1,00,000	—	1,00,000
14.	Publication of Rare Manuscripts ..	2,00,000	1,00,000	1,50,000
<i>Modern Indian Languages</i>				
1.	Development of Modern Indian Languages	16,00,000	9,00,000	12,00,000

CHAPTER X

SCHOLARSHIPS

The Union Government during the last few years, particularly since the commencement of the third Five-Year Plan have evolved a large programme of scholarships for study in India and abroad. The schemes of scholarships in the fields of education and science are designed for two main purposes: to ensure that able students get a full measure of educational facilities unhampered by financial handicaps, and secondly, to equalise educational opportunities by providing special assistance to students belonging to socially and economically weaker sections of the population. The scholarships schemes in scientific research and technical education are meant to promote these fields and help to improve the standard of teaching and research and to meet the shortage of trained personnel. Scholarships in the cultural field are made available for encouraging young persons of outstanding promise in the various activities. To promote cultural relations with other foreign countries and to accelerate progress in education, science, technology and culture, the Government of India also accept from time to time offers of scholarships from foreign Governments/Organisations for Indian nationals on the one hand, and on the other, it gives similar scholarships to nationals of foreign countries.

2. The various scholarship schemes have been classified into five sections:

- I. Scholarships for Indian Nationals for Study in India,
- II. Scholarships for Indian Nationals for Study Abroad,
- III. Scholarships for Students belonging to Scheduled Castes, Scheduled Tribes and other Backward Classes,
- IV. Programmes of Exchange of Scholars, and
- V. Scholarships for Foreign Nationals for Study in India.

SECTION I

Scholarships for Indian Nationals for Study in India

A. GOVERNMENT OF INDIA SCHOLARSHIPS FOR MERITORIOUS STUDENTS FOR HIGHER STUDIES/RESEARCH

3. *National Scholarships Scheme for Post-Matric Education.*—Instituted in 1961—62, the scheme provides for the award of 2,400 scholarships in each year of the third Plan, which comprise—1,800 at the school-leaving stage, 400 at the post-Intermediate stage and 200 at the post-graduate stage. With the amalgamation of the Schemes of post-graduate Scholarships for Humanities (80 awards) and Sciences (150 awards) from 1963-64 and the sanction of 20 extra awards for Nagaland, the total number of awards under the scheme has been raised to 2,650 every year. The total awards now comprise—1,820 at school-leaving stage, 400 at post-Intermediate

stage and 430 at post-graduate stage. Selections for 2,630 scholarships for 1964-65 excepting 20 awards earmarked for Nagaland, have been finalised and the selected candidates are prosecuting their studies. Candidates for the remaining 20 awards will be selected as soon as the merit lists have been received from the Nagaland Administration.

4. *Scholarships for the Children of Primary and Secondary School Teachers for Post-Matric Studies.*—Also instituted in 1961-62, this scheme provides for the award of 500 scholarships each year during the third Plan to meritorious awards of primary and secondary school teachers. All the 500 scholarships for 1964-65 have been sanctioned and the selected candidates are prosecuting their studies.

5. *Post-Matric Scholarships Scheme.*—230 students continued their studies during 1964-65. This scheme has been replaced by the National Scholarships Scheme which has been instituted with effect from 1961-62.

6. *Post-Graduate Scholarships in Humanities.*—This scheme has been amalgamated with the National Scholarships Scheme with effect from 1963-64 and 80 scholarships per year available under it are being given under the National Scholarships Scheme since that year. Arrears of claims of 23 scholars of 1961-62 and 1962-63 batches have been paid out of the provision made for this scheme during 1964-65.

7. *Post-Graduate Scholarships in Science.*—This scheme also has been amalgamated with the National Scholarships Scheme from 1963-64 and 150 awards per year available under it are being awarded under the National Scholarships Scheme from that year. Arrears of claims of 60 scholars of 1961-62 and 1962-63 batches have been paid out of the provision made for this scheme during 1964-65.

8. *National Loan Scholarship Scheme.*—This scheme has been instituted since 1963-64 and provides for the award of interest-free loan scholarships to meritorious and needy students, tenable for the completion of the course. Maximum limits of loan vary with the stage of education at which it is given and the course offered. The loan is recoverable in monthly instalments commencing one year after the loanee secures employment. The scheme extends a special privilege to such of the loanees as join the teaching profession after completing their studies. In their case, one-tenth of the loan would be written off for every year of service put in. Based on the experience gained in the working of the scheme in the first year (1963-64), certain relaxations in the conditions of eligibility have been made for 1964-65 awards. It was felt that the poor response for awards in 1963-64 was due to the ignorance of the eligible candidates about their eligibility for applying for these scholarships. To overcome this, the State Governments were requested to send personal intimations to eligible candidates upto one and a half times the quota allotted to a State. As a result, the response has considerably improved and over 15,000 applications of eligible candidates have been received upto the end of November, 1964 against 22,500 awards which are available for 1964-65. It is expected that upto 20,000 scholarships will be awarded.

9. *Scholarships in Residential Schools.*—Designed to provide opportunities of good school education to those who would not otherwise be in a position to afford it, the scheme has provision for two hundred fresh scholarships each year—70 under the normal budget and 130 under the third Plan.

The all-India test for 1964-65 awards was held in December, 1964 and the selections are being finalised. In all 650 students are studying under the scheme at present.

B. SCHOLARSHIPS TO YOUNG WORKERS IN DIFFERENT CULTURAL FIELDS

10. Awards under this scheme are made in cultural subjects to talented young persons of outstanding promise for advanced training in Hindustani Music (Vocal & Instrumental), Karnatak Music (Vocal and Instrumental), Classical Western Music, Rabindra Sangeet, Folk Song, Bharat-Natyam, Kuchipudi, Kathakali, Kathak, Manipuri, Odissi, Folk Dance, Drama and Fine Arts (Painting and Sculpture). 50 scholarships are awarded every year. The normal duration of the scholarship is two years with a provision for extension by one or more years in exceptional cases. The value of each scholarship is Rs. 250 per month. At present, 68 scholars including 29 selected under 1963-64 scheme, are receiving training under this Scheme.

10.1 Selections for 1964-65 are likely to be finalised in March, 1965 and thereafter scholarships for 1965-66 will be advertised.

C. SCHOLARSHIPS AND OTHER EDUCATIONAL FACILITIES TO THE CHILDREN OF POLITICAL SUFFERERS

11. Administered by the State Governments and Union Administrations with Central assistance, facilities under the scheme, *inter alia*, provide the following concessions: (a) special consideration in the matter of admission and award of freships and half-freships in all recognised primary, basic, middle and high and higher secondary 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 primary to post-graduate level. For the administration of the scheme, the Union Government give grants to State Governments on a 50:50 basis, while in the case of Union Administrations, the entire expenditure is met by the Centre.

D. SCHOLARSHIPS FOR STUDENTS OF SOCIALLY AND ECONOMICALLY BACKWARD CLASSES FOR POST-MATRICULATION STUDIES

12. Details of this scheme are given under Section III.

E. SCHOLARSHIPS FOR CADETS FROM UNION TERRITORIES STUDYING IN THE R.I.M.C., DEHRA DUN

13. Under this scheme two scholarships are awarded annually to Cadets belonging to Union Territories studying in the Rashtriya Indian Military College, Dehra Dun. It has now been decided to raise the maximum value of scholarships from Rs. 1000/- to Rs. 1900/- p.a. and the actual amount of the scholarships will be determined according to a graded scale of income of the parents.

F. THE SCHEME OF SCHOLARSHIPS TO STUDENTS FROM NON-HINDI SPEAKING STATES FOR POST-MATRIC STUDIES IN HINDI

14. This Scheme was instituted in 1955-56 on the recommendation of Hindi Shiksha Samiti with a view to expand the study of Hindi in non-Hindi speaking States and to make available to these States trained personnel for

the teaching of Hindi and for other posts where knowledge of Hindi is required. The number of awards, which was 10 in 1955-56, has been increasing every year. During 1964-65, 1,000 scholarships have been awarded.

G. AWARD OF RESEARCH SCHOLARSHIPS TO THE PRODUCTS OF TRADITIONAL SANSKRIT PATHSALAS

15. Thirty-five scholars of previous years continued studies under the scheme. 18 fresh scholars have been awarded scholarships during the year. About 30 more have been selected for the award.

H. AWARD OF MERIT SCHOLARSHIPS TO STUDENTS STUDYING SANSKRIT IN HIGH/HIGHER SECONDARY SCHOOLS

16. A sum of about Rs. 2.00 lakh has been paid to different State Governments and Union Territory Governments/Administrations for payment of scholarships at the rate of Rs. 10/- p.m. per student to the pupils of classes IX and X of high/higher secondary schools studying Sanskrit.

I. FELLOWSHIPS/SCHOLARSHIPS AND STIPENDS FOR SCIENTIFIC RESEARCH AND PRACTICAL TRAINING

17. To encourage brilliant, young scholars to do research in science at the highest level, Research Fellowship of Rs. 400 p.m. for a period of 3—5 years are awarded to post-doctoral degree holders. 15 Post-Doctoral Research Fellows are also working at present and 20 candidates have been selected for similar awards in the current year.

18. Under the Research Training Scholarships Scheme, which aims to promote scientific and industrial research in the Universities and other institutions and to train research workers, 800 scholars are working at different universities, institutions and other research organisations. It is proposed to award 115 more scholarships during the current year. Scholarships of Rs. 250 p.m. and tenable for 3-4 years are available under the Scheme.

19. Under the Scheme of Merit-cum-Means Scholarships, 3,070 scholarships were awarded to fresh entrants to degree and diploma courses in different institutions in the country. Scholarships at the rate of Rs. 75/- p.m. for degree courses and Rs. 50 p.m. for Diploma courses are awarded to meritorious students whose family income *per capita* does not exceed Rs. 125 p.m.

20. Under the Practical Training Stipends Scheme, Senior stipend of Rs. 150 p.m. for graduate and junior stipends of Rs. 100 p.m. for Diploma holders are available for 1-2 years for organised practical training. Arrangements were completed for the training of 1,570 graduates and diploma-holders in industry in the current year.

J. FELLOWSHIPS/SCHOLARSHIPS OFFERED BY C.S.I.R. AND SURVEYS—

These are described under relevant chapters.

SECTION II

Scholarship for Indian Nationals for Study Abroad

A. GOVERNMENT OF INDIA SCHEME

21. *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 languages. During 1964-65, nine scholars proceeded to foreign countries for specialised study of the languages as given below: Chinese—2, Japanese—3, Indonesian—2, and Pushto—2 (one against the scholarships allotted for 1962-63 and the remaining against 1963-64 scholarships). The question of continuance of the scheme beyond 1964-65 is under consideration.

22. *Overseas Scholarships for Scheduled Castes and Scheduled Tribes and Economically Backward Classes*.—The details about this scheme are given in Section III.

23. *Passage Grants for Scheduled Castes and Scheduled Tribes and Other Economically Backward Classes*.—Details are given in Section III.

24. *Union Territories Overseas Scholarships*.—Five scholarships under the Scheme are offered annually to persons who by birth and/or domicile are residents of the Union Territories. These scholarships are for a duration of upto 3 years and are tenable in a country where excellent facilities in the subject of study/training/research exist. Of the 5 scholarships, 4 are for study/training/research in any branch of Science/Engineering/Technology/Medicine/Fine Arts for which suitable facilities are not available in India, and one scholarship is for Humanities. During 1964-65, one scholar of 1962-63 batch and two scholars of 1963-64 batch left for the United States of America for studies in Civil Engineering, Structural Engineering and Petroleum Engineering. In the field of Humanities during the same year, two scholars one each of 1961-62 and 1962-63 batches continued their studies abroad. Applications for 5 scholarships tenable for 1965-66 academic session have been invited by 15th February, 1965.

25. *Partial Financial Assistance (Loan Scheme)*.—This scheme provides for the grant of loans towards passage and other incidental expenses to such academically distinguished students as have obtained admission in foreign universities, organisations, etc. for subject fields for which adequate facilities are not available in India, but are still in need of some financial assistance. During 1964-65, regular loans have been sanctioned to 30 students. Specific sums out of the total provision for the 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 urgent need of funds. 45 students received benefit through emergency loans given by the Indian missions.

B. COMMONWEALTH SCHOLARSHIPS AND FELLOWSHIP PLAN AND
COMMONWEALTH EDUCATION COOPERATION SCHEME

26. The Commonwealth Education Conference held in July 1959 recommended a number of measures to enrich countries of the Commonwealth by enabling and increasing number of its able citizens to share the wide range of educational resources available throughout the Commonwealth

and thus promote equality of educational opportunities at the higher level. The Plan which aims at achieving this objective has been in operation for the last 5 years and during the year under report scholarships have been offered to India by the following countries:

26.1. *Australia*.—Three candidates have been selected for the 1965 awards. Five nominations have been asked for the 1966 awards.

26.2. *Canada*.—Out of 32 candidates nominated for the 1964 awards, 20 candidates have been finally selected and are in Canada at present. Twelve candidates have been nominated for the scholarship offered for 1965.

26.3. *Ceylon*.—Two candidates have been selected for the 1964 awards. Against an offer of 3 nominations, 2 candidates have been nominated for the scholarships offered for 1965.

26.4. *East Africa*.—The Government of East Africa have not so far intimated their final decision about the nominations made for 1964.

26.5. *Ghana*.—The Government of Ghana have asked for 2 nominations for 1965. The offer has been advertised and the selections made.

26.6. *Hong kong*.—The Government of Hong Kong did not select any of the 2 candidates nominated for the 1964 award. Against a request for 3 nominations, 1 candidate has been nominated for 1965.

26.7. *Jamaica*.—The Government of Jamaica have not so far intimated their final decision about the nominations made for 1964. A request for 2 nominations for 1965 has been advertised, and the selections made.

26.8. *Malta*.—Offer of one scholarship by the Government of Malta could not be accepted.

26.9. *New Zealand*.—The Government of New Zealand has selected one candidate for the 1965 awards. 5 nominations have been asked for the 1966 awards.

26.10. *Nigeria*.—The Government of Nigeria did not select any of the two candidates nominated for the 1964 awards. For 1965, 2 nominations have been asked for. The offer has been advertised, and the selections made.

26.11. *United Kingdom*.—All the 45 scholarships offered by the Government of the United Kingdom for 1964 have been utilised. Sixty-seven nominations for 40 scholarships for 1965 have been made.

26.11.1. *Teacher Training Bursaries*.—Out of the 15 candidates nominated for the Teacher Training Bursaries in Science and Technology offered by the Government of the U.K. for 1964, 6 have been finally selected.

26.11.2. In the field of Humanities, against the 15 candidates who were recommended to the U.K. Government for 1964-65 Bursaries, 13 were approved by them. All of them availed of the award. Thirty one candidates have been nominated for the Teacher Training Bursaries for 1965.

C. SCHOLARSHIPS OFFERED BY FOREIGN GOVERNMENT/INSTITUTIONS/ORGANISATIONS

27. In the field of Humanities, during 1964-65, offers of fellowships and scholarships were received from the Governments of Austria, France, Iraq,

Nepal, Norway and Denmark, and from the British Council, the German Academic Exchange Service (West Germany), the Imperial Relations Trust, London, the Academy of Physical Culture and Sports (GDR), Leipzig, the Phillipines Board of Scholarships for South-East Asia (Phillipines University), the Institute of Social Studies, The Hague, the People's Friendship University (Patrice Lumumba), Moscow, the Institute for the Study of Economic Development, Naples and the University of Azhar, U.A.R. Offers were also received from three foreign organisations for 1965-66 and the same were processed.

28. Besides, the above mentioned offers, *ad-hoc* awards of scholarships have also been made. These vary from country to country and from year to year depending upon the study/training facilities, the donor country may be able to provide. These scholarships cover generally passage, maintenance allowance, tuition fee, clothing grants etc. These awards are generally for practical training and/or post-graduate studies or research in Engineering, Technology, Science, Medicine, Architecture, Fine Arts and Humanities.

A country-wise list of these scholarships is given below:

28.1. *Belgium*.—The Government of Belgium offered five fellowships for 1964-65. The offer was accepted and two selected scholars left in 1964 for Belgium and one went in January, 1965. Two scholars have declined the offer.

28.2. *Bulgaria*.—The two scholars selected for the Bulgarian Government Scholarships 1963-64, left for Bulgaria.

28.3. *Czechoslovakia*.—The Government of Czechoslovakia offered five scholarships for 1964-65. One selected scholar has already left for Czechoslovakia in January, 1965 and 2 are yet to go. Two scholars have declined the offer.

28.4. *France*.—The Government of France have offered eleven scholarships for Specialised Training. Selections have been made and selected candidates are expected to leave by the 1st April, 1965.

28.4.1. The Government of France have offered two scholarships for Specialised Training in Theatre, Art and Music during 1964-65. One of the two candidates has already left for France. Approval in respect of the other candidate is awaited.

28.4.2. The Government of France offered 16 Scholarships for Higher Studies in France during 1964-65 in Humanities, Science, Technology, Fine Arts, Agriculture, Medicine, Architecture and Town Planning, and Veterinary Science. 14 candidates have already left.

28.5. *German Democratic Republic Scholarships for Post-Graduate Studies*, 1964-65.—Of the 15 scholars finally selected, 12 have left for the German Democratic Republic.

28.5.1. *G.D.R. Scholarships for Practical Training*, 1964-65.—30 candidates have been finally selected under this Scheme. Out of 30 candidates 25 have already left for G.D.R., one has declined the offer and four are yet to go.

28.5.2. *G.D.R. Scholarships for Specialised Training of Physicians*.—An offer of 5 scholarships for specialised training of Physicians has been received from the Government of German Democratic Republic. The selections have been made.

28.6. *Federal Republic of Germany.*—For 1964-65, the Government of the Federal Republic of Germany offered 30 scholarships for training of Polytechnic teachers in the fields of Civil, Electrical and Mechanical Engineering for a period of two years four months inclusive of 4 months German Language course. 14 scholars left for West Germany on 15-10-64 and 2 are yet to go. The remaining 14 scholarships could not be utilised. Against 1962-63 offer under this scheme while 5 scholars left for West Germany for practical training, three left against the 1963-64 offer.

28.6.1. *German Academic Exchange Service of the Federal Republic of Germany.*—Against the offer of 30 scholarships for the year 1964, 18 scholars have already left for West Germany for advanced work and research/studies and 2 more are expected to leave shortly. The remaining 10 scholarships, could not be utilised as the German Academic Exchange Service did not finally select 5 of our nominees on account of non-availability of placements for them and 5 of our nominees declined the awards. Under the same scheme, an offer of 24 scholarships for the year 1965 was received. Selections have been finalised and the nominations sent to the German Academic Exchange Service for final acceptance.

28.6.2. The German Academic Exchange Service of the Federal Republic of Germany have also offered for a period of 2 months, 6 fellowships for award to the Indian nationals who have previously been sent to West Germany for studies under the old scholarships schemes. Three scholars have already gone to West Germany, one is likely to go during the year 1965, one has already left for the U.S.A. at his own, and the remaining one has not been finally selected by the German Academic Exchange Service of the Federal Republic of Germany.

28.6.3. *Scholarships offered by the Minna James Heinemann Foundation, Hannover, for Studies.*—An offer of one scholarship from the Minna James Heinemann Foundation, Hannover, for studies has been received. Selection has been finalised and nomination sent to the Minna James Heinemann Foundation, Hannover, through the Embassy of India, Bonn.

28.7. *Hungary.*—The Government of Hungary (Technical Assistance Board) have offered for 1965-66, ten scholarships for training of Indian nationals in Hungary. The offer is under consideration.

28.8. *Japan.*—The Government of Japan offered six scholarships during 1964-65. The scholars are studying in Japan.

28.8.1. *Research Institute of Electrical Communications, Tohoku University, Japan.*—Against the offer made by the Institute, two Indian scholars have been nominated and the candidates will leave for Japan as soon as confirmation about their acceptance is received.

28.9. *The Netherlands.*—The Government of the Netherlands offered eight fellowships for 1964-65. Four of the scholars selected for these fellowships are at present studying in the Netherlands. The remaining four will go early next year.

28.10. *Rumania.*—Two scholars selected for the 1963-64 offer, left for Rumania. An offer of six scholarships was received from the Government of Rumania for 1964-65. Selected scholars will leave for Rumania early next year.

28.11. *Sweden*.—An offer of scholarships has been received from the Swedish Agency for International Assistance for 1965-66, and is under consideration. The number of scholarships has not, however, been mentioned. These details have been called for. The Swedish Agency has also sponsored an international seminar for Research and Education in Physics in collaboration with Unesco. Ten fellowships of one year's duration have been offered to India for 1965-66. The offer has been accepted and is being processed.

28.12. *Switzerland*.—The Government offered 5 scholarships for advanced studies in any branch of Science, Engineering and Technology. Three candidates have already left for Switzerland.

28.13. *Turkey*.—One scholar selected in 1963-64 under the offer made by the Government of Turkey is undergoing higher studies in Fine Arts in Turkey.

28.14. *Unesco-Thailand Scholarships/Fellowships Programme*.—An offer of scholarships/Fellowships has been received from the Government of Thailand for 1965. The offer is being processed for the subject fields of dance, drama, music, painting, sculpture and archaeology.

28.14.1. Against the last year's offer, three candidates were nominated by the Government of India. Out of these one was accepted by the Government of Thailand. The selected candidate is undergoing training in that country.

28.15. *United Kingdom*.—Under M/s Rolls Royce Apprenticeship Scheme, out of seven apprenticeships (3 Graduate and 4 Engineering) offered, 6 have been utilised during 1964-65. The offer of 7 apprenticeships has been received for 1965-66. Selection is in progress.

28.15.1. *Royal Commission Science Research London Exhibition of 1851 Scholarships*.—Under this Scheme the selected scholar left for the United Kingdom in October, 1964. The offer has been repeated for 1965-66, and selection is in progress.

28.15.2. *Federation of British Industries Overseas Scholarship for Practical Training*.—Under this Scheme six scholarships are offered every year for training of Indian nationals in British Industries. Of the six scholars selected under the 1964 offer, two are already taking training in the United Kingdom. The remaining four are expected to leave shortly. An offer of six scholarships has been received for 1965, and the selections; are in progress

28.16. *U.S.S.R.*—The Government of the U.S.S.R. offered fifty scholarships for post-graduate studies in Agriculture, Medicine, Physical Education, Russian Language and Literature and some selected branches of Humanities, Science, Engineering and Technology. Of the 40 candidates selected, 23 have proceeded to the U.S.S.R. and 11 have declined the offer. The remaining candidates are yet to go.

28.16.1. For Technical Teacher's Training under the bilateral agreement between India and the U.S.S.R., one Technical teacher has left for the U.S.S.R. in January 1965, bringing the total to 50 teachers for practical training in Chemical Engineering.

SECTION III

Scholarships for Students Belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes**A. SCHOLARSHIPS SCHEME FOR POST-MATRICULATION STUDIES IN INDIA**

29. The adoption of the Constitution in 1950 made the Government of India especially responsible for the education and welfare of the Scheduled Castes, Scheduled Tribes and other Backward Classes. The scheme was, therefore, expanded and it has grown in popularity from year to year. The scheme provides for the award of scholarships to students belonging to Scheduled Castes and Scheduled Tribes, denotified nomadic and semi-nomadic tribes and other economically backward classes for Post-Matriculation studies. The administration of the scheme has recently been decentralised and it is now administered by the State Governments and Union Administrations on the principle laid down by the Union Government with the funds placed at their disposal by the Ministry. For the implementation of the scheme in 1964-65, funds amounting to Rs. 222 lakh were placed at the disposal of the State Governments and Union Administrations.

B. OVERSEAS SCHOLARSHIPS FOR SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER ECONOMICALLY BACKWARD CLASSES

30. Under this Scheme, 14 scholarships per year for study abroad are available to students belonging to scheduled castes, scheduled tribes, denotified nomadic and semi-nomadic tribes and other economically backward classes. During 1964-65, 47 scholars of the earlier batches continued their studies abroad. The work relating to selection has been taken over by the Ministry from the Union Public Service Commission from 1964-65 and candidates for 12 awards, against the total of 14 available for 1964-65, have been selected; selection for the remaining two awards will be made shortly.

C. PASSAGE GRANTS FOR SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER ECONOMICALLY BACKWARD CLASSES

31. Twelve passage grants (4 each for Scheduled Castes, and Scheduled Tribes, 1 for denotified, nomadic and semi-nomadic tribes and 3 for other economically backward classes) are available every year for such candidates who are in receipt of merit scholarships which do not provide passage costs. For 1964-65, three passage grants have been sanctioned to three other economically backward class students. The case of one more other backward class student for award of passage grant is under consideration.

SECTION IV

Programme of Exchange of Scholars

32. With a view to promote cultural relations with foreign countries, the Government of India have entered into agreements on exchange of scholars with certain countries. Brief details of the programmes now in force are given in the following paragraphs.

33. *International Association for the Exchange of Students for Technical Experience.*—Offers of ten places for practical training of Indian students were received under the I.A.E.S.T.E. Scheme in 1964—eight from West Germany, one from Switzerland and one from the U.A.R. Eight candidates were duly selected by the Indian Committee of the I.A.E.S.T.E.—six for Germany and one each for Switzerland and the U.A.R. No suitable candidates were available for the other two German offers. The candidate for Switzerland is undergoing training there. Out of six candidates selected for Germany, placement could not be arranged for one. Two have already left for Germany and commenced their training there. One is expected to leave early in January, 1965. Two have declined to avail themselves of the award. Two candidates in the reserve list have since been nominated in their places. Their acceptance is awaited.

33.1 Against our offer of 25 places for practical training of foreign students from the member countries abroad under this Scheme in 1964, thirteen were accepted, nine by West Germany, two by Austria, and one each by France and Spain. Out of these, eight have received training in India. Three German and the two Austrian candidates have later cancelled their candidatures for financial and personal reasons.

34. *Bulgaria.*—It has recently been decided to offer two or three scholarships to the Government of Bulgaria for study/research of their nationals in India, in exchange for the five scholarships offered by them for Indian nationals for post-graduate studies in Veterinary Medicine, Electrical Engineering and Agriculture in Bulgaria. Necessary action to select and nominate Indian scholars and invite nominations from the Government of Bulgaria is being taken.

35. *Ceylon.*—Out of the two Ceylonese students who were awarded scholarships for 1963-64, one has returned due to ill health, while the other is prosecuting his studies in India. Against four Indian students who have been awarded scholarships for 1963-64, two have declined the offer, placements for the remaining two are awaited from the Ceylonese Government.

36. *Greece.*—Out of the two Greek nationals who have been awarded scholarships for 1964-65, one has arrived and is studying in India; the other is expected to come shortly. Two Indian scholars were sent to Greece under this programme.

37. *Poland.*—It has recently been decided to offer ten scholarships (five each in 1964-65 and 1965-66) to young research scholars from Poland for carrying out scientific research in India, in exchange for 35 scholarships offered by the Government of Poland for Indian Nationals for post-graduate study/research/training of Indian nationals in Poland. Necessary action to select and nominate Indian scholars, and invite nominations from the Government of Poland is being initiated.

37.1. One Polish national of 1963-64 is prosecuting his studies in India. Two nominations have been received for 1964-65 and placements are being arranged. Three Indian students of 1964-65 are prosecuting their studies in Poland.

38. *Rumania.*—Two Rumanian students who were awarded scholarships for 1960-61, completed their studies during the year and have returned. No Indian student is at present studying in Rumania.

39. *U.A.R.*—Under the Exchange Programme with the U.A.R., 10 scholarships are offered every year by the U.A.R. Government for Indian nationals in exchange for a similar number offered by the Government of India to the U.A.R. Government for study/research of their nationals in India.

39.1. The U.A.R. national, who came under 1962-63 programme, returned after completing his studies during the year. The candidate who was given the award for 1963-64 could not come due to personal reasons. Applications of two U.A.R. nationals for 1964-65 have been received and their placements are being arranged. Six Indian students of 1963-64 are continuing their studies in the U.A.R.

39.2. Under the 1964-65 Programme, ten scholars have been nominated. Of these, two are already studying in the U.A.R. One has declined the offer and admission of another for higher studies in his subject, could not be secured by the U.A.R. authorities. The remaining scholars are likely to leave for the U.A.R. shortly. Twelve U.A.R. scholars have so far come to India under this programme.

40. *U.S.S.R.*—Out of 27 Soviet nationals who came under the 1963-64 programme, 26 have returned after completing their studies, and one is still prosecuting his studies here. Fifteen scholars of 1964-65 have arrived and are studying in India. Nineteen Indian scholars of 1961-62, 1962-63 and 1963-64 are continuing their studies in the U.S.S.R.

40.1. Against the offer of 50 scholarships made by the Government of the U.S.S.R. for post-graduate studies/research during 1964-65, 40 candidates were selected by the Ministry. Of these, 24 have since proceeded to the U.S.S.R. The scholarships of the remaining 16 have been cancelled as they have declined the offer. Efforts are, however, being made for conversion of the un-utilised post-graduate scholarships into short term and other training. Negotiations in this respect are in progress.

41. *Yugoslavia.*—Out of the two Yugoslavian nationals of 1963-64, one has returned after completing his studies during the year, and the other is still continuing his studies. Five Indian scholars of 1963-64 are continuing their studies in Yugoslavia.

41.1. Under the Exchange Programme, the Government of Yugoslavia offered 5 scholarships a year for Indian nationals in exchange for a similar number offered by the Government of India for study/research of the Yugoslav nationals in India. Of the five scholars nominated under the 1964-65 Programme, two have already gone to Yugoslavia. One has declined the offer of scholarship. The remaining two are likely to go to Yugoslavia shortly. Admissions in Indian Institution of the five Yugoslav nationals nominated under the 1964-65 Programme are being arranged.

SECTION V

Scholarships for Foreign National for Study in India

42. *General Scholarships Scheme.*—Under this scheme, scholarships are awarded to students of certain Asian, African and other foreign countries

and to students of Indian origin domiciled in those countries for post-Matriculation studies in India. Against 140 scholarships which were offered for 1964-65, 132 awards have been availed of and all the students are studying in India. In all, 450 foreign students are prosecuting their studies in India under the scheme. The number of annual awards has been raised from 140 to 220 with effect from 1965-66 and applications are being received from the foreign countries through the Indian missions.

43. *Commonwealth Scholarships and Fellowships.*—Against the 50 scholarships and fellowships which were offered to nationals of other Commonwealth countries for 1964-65, twentyeight candidates have been selected. Of these, 23 are prosecuting their studies here, and five will come next year. In all, 53 scholars are at present studying in India under the scheme. Nominations for 50 awards for 1965-66 are being received from the Commonwealth countries through the Indian missions.

44. *Scheme for Training of Craft Instructors from Certain Commonwealth Countries.*—Instituted in 1963-64, the scheme provides for the award of 10 bursaries every year for the nationals of certain Commonwealth countries for training as craft instructors. Eleven candidates who were awarded bursaries for 1963-64 continued their training during the year. Against the 10 bursaries for 1964-65, 8 candidates have been selected and award letters have been sent to them through their respective Governments. The cases of two candidates for the remaining 2 bursaries are under consideration.

45. *Teacher Training Bursaries to National of Other Commonwealth Countries.*—One Ceylonese student is prosecuting her studies in India. No nomination has been received against the 50 bursaries for teacher training which have been offered for 1964-65.

46. *Scheme of Short-Term Visits of Senior Educationists From Commonwealth Countries.*—Instituted in 1963-64, the scheme provides for three visiting awards of 3-6 months' duration to educationists and administrators from other Commonwealth countries every year. Against the three awards for 1963-64, which were offered to the nationals of Canada, Malaysia and Tanganyika, two have been utilised. The educationist from Tanganyika has not availed himself of the award. Three educationists—one each from Ceylon, Nigeria and Australia have been awarded the Visitor's awards for 1964-65 and their acceptances are awaited.

47. *Fellowships to West German Nationals.*—Fellowships are awarded to German nationals on a reciprocal basis. Twenty fellowships are available every alternate year. Against the awards which were offered for 1962-63, 9 German nationals, 4 for study in Humanities and 5 for study of Science and Technology, arrived in India. Of the four in Humanities, one has already returned after completing his studies, another has completed his studies and is expected to go shortly; of the remaining two, one is prosecuting her studies here, while the award of the other will commence from 1st April, 1965. Of the 5 fellows in science and technical field, one has already completed his research work and returned and 4 are studying. It has now been decided to drop this scheme in the present form and to give scholarships to German nationals in future under the Reciprocal Scholarships Scheme.

48. *French Fellowships Scheme.*—This scheme provides for the award of six fellowships to French nationals for study in India every alternate

year. Three French nationals of 1962-64 batch are continuing their studies, while 3 have returned. Against the fellowships offered for 1964-66, one French national has arrived for study in humanities. Of the remaining 5, 3 for humanities and 2 for scientific studies, placement for one has already been arranged and the other cases are being processed.

49. *Reciprocal Scholarships Scheme.*—Against 30 scholarships, which were offered for 1963-64 to nationals of foreign countries, fifteen scholars (one each from Argentine and Belgium, two each from the Netherlands and Chile, and three each from Italy, Denmark, and the German Democratic Republic) arrived in India during the year. Of these, one Danish national returned after completing his studies, while the remaining 14 scholars are continuing their studies here. Admissions for six nationals (one each from Italy, G.D.R., Switzerland and Brazil and two from Sweden) are being arranged and they are expected to come in the near future. Seven scholars of earlier batches returned after completing their studies during 1964-65. In all, 31 foreign scholars are continuing their studies in India under the scheme.

Under the very scheme, 10 foreign scholars/fellows are also studying/taking training in India in Science, Music, Dance and Fine Arts.

50. *Aneurin Bevan Fellowships for British Nationals.*—In memory of late Mr. Aneurin Bevan, the Government of India have instituted two fellowships for British nationals for study in India. The fellowships can be availed of in the humanities, science, medicine and nursing and are earmarked for one male and one female. Nominations for the fellowships for 1964-65 have been invited through the Aneurin Bevan Memorial Trust, London.

51. *Grants and Scholarships by Indian Council-For Cultural Relations.*—The Council awarded scholarships to one American student for learning Veena; two French students for learning Indian philosophy and Indian dances and one to a South African student for studies in Medicine. A scholarship was also awarded to a student from Japan for learning Hindi in India. The Council gave travel grants and loans to a large number of overseas students.

SECTION VI

D. FINANCIAL PROVISIONS

52. The financial provisions made on account of the schemes discussed in the Chapter are :

Sl. No.	Schemes	Provision for 1964-65		Provision for 1965-66
		Original	Revised	
-1	2	3	4	5
		Rs.	Rs.	Rs.
1.	Post-Matric Scholarships Scheme ..	3,44,000	3,44,000	3,00,000
2.	Post-Graduate Scholarships in Humanities	1,74,000	19,000	—
3.	Post-Graduate Scholarships in Science	3,24,000	39,000	—
4.	National Scholarships Scheme for Post-Matric Education	66,91,600	60,00,000	75,00,000

1	2	3	4	5
		Rs.	Rs.	Rs.
5.	Scholarships for the Children of Primary and Secondary School Teachers for Post-Matric Studies ...	12,74,500	12,04,800	15,05,000
6.	National Loan Scholarships Scheme	2,95,20,000	4,18,62,000	2,22,52,000
7.	Scholarships in Residential Schools	3,96,000	4,16,000	5,95,000
8.	Scheduled Castes, Scheduled Tribes and other Backward Classes Scholarships Scheme for Post-Matriculation Studies ...	2,22,63,000	2,18,29,000	2,21,63,000
9.	Scholarships and other Educational Facilities to the Children of Political Sufferers ...	10,00,000	10,00,000	10,00,000
10.	Foreign Languages Scholarships Scheme ...	2,00,000	1,80,900	1,25,300
11.	Overseas Scholarships for Scheduled Castes, Scheduled Tribes and Other Economically Backward Classes	2,06,300	2,00,000	2,00,000
12.	Passage Grants for Scheduled Castes, Scheduled Tribes and Other Economically Backward Classes			
13.	Union Territories Overseas Scholarships ...	1,26,000	97,900	1,42,600
14.	U.N. Social Welfare Scholarships and Fellowships Programme ...	23,300	100	—
15.	Scholarships offered by Foreign Government (the provision is intended to cover passage cost where not provided) ...	93,000	69,500	86,000
16.	Partial Financial Assistance (Loan) Scheme ...	1,55,000	1,10,000	1,10,000
17.	General Scholarships Scheme	19,61,000	18,61,000	19,77,300
18.	Commonwealth Scholarships and Fellowships Scheme			
19.	Scheme for Training of Craft Instructors from certain Commonwealth countries			
20.	Teacher Training Bursaries to Nationals of other Commonwealth countries	4,99,700	4,45,800	3,99,300
21.	Scheme of short Terms visits of Educationists from Commonwealth countries			
22.	Scholarships to West German Nationals ...	1,45,600	50,800	1,34,600
23.	French Fellowship Scheme ...	64,000	64,000	48,000
24.	Reciprocal Scholarships Scheme ...	1,29,000	1,30,000	1,60,000
25.	Aneurin Bevan Fellowships ...	—	—	33,200
26.	Scholarship to Young Workers in Different Cultural Fields :			
	(i) Non-Plan ...	2,00,000	2,00,000	2,00,000
	(ii) Plan ...	1,30,000	25,000	97,000
27.	Scholarships offered by West German Govt./Organisations and East German Govt. ...	40,000	73,800	50,400
28.	Commonwealth Scholarship and Fellowship Plan ...	25,000	22,500	25,000
29.	Exchange of Scholars between India and other foreign countries			
	(a) Non-Plan ...	2,37,500	1,77,500	1,95,000
	(b) Plan ...	51,000	29,000	29,200

CHAPTER XI

PHYSICAL EDUCATION, GAMES, SPORTS AND YOUTH WELFARE

A. PHYSICAL EDUCATION

The Government of India under the Chairmanship of Dr. Hirday Nath Kunzru set up a Committee to make recommendations on the coordination and integration of schemes operating in the field of Physical Education, Recreation and Youth Welfare. The Committee submitted its report in December, 1963. One of the important recommendations made by this Committee is that at the school stage there should be an Integrated Programme woven into the fabric of educational system and consisting broadly of a basic curriculum compulsory for all and an optional curriculum. The basic curriculum should include a minimum programme of physical and cultural activities and the optional part should consist of activities like scouting, mountaineering, sports, dance, drama, music, hobbies, social service, workshop activities. This recommendation has been fully accepted by the Government of India and an integrated programme has been worked out in consultation with the experts and it is proposed to launch this integrated programme in all middle, high and higher secondary schools in the country from the next academic year. The new programme will be known as the 'National Fitness Corps.'

2. *National Fitness Corps Programme.*—This programme is proposed to be launched from the next academic year and will replace the existing programmes under the Physical Education, A.C.C. and National Discipline Scheme. This programme, broadbased as it is, emphasises activities like sports and games, and fuses together all the good features of other programmes which it seeks to replace. Full details about the working of the National Fitness Corps programme are being worked out in consultation with the State Governments etc.

2.1. By the end of the financial year 1964-65 about 6500 NDS Instructors will be in position. Besides, about 5000 of the existing In-service Physical Education teachers will receive reorientation training by that period. It is proposed to transfer all NDS Instructors to the States as soon as possible after the launching of the National Fitness Corps programme. Thus, while instructional staff will be under the States, the Central Directorate will confine its role to guidance, coordination, training and other activities which will ensure uniform implementation of the programme. Necessary financial assistance is proposed to be rendered to the States for the introduction of the new programme in all schools. The funds provided for the National Discipline Schemes in 1965-66 budget will be utilised for the impementation of the National Fitness Corps.

3. *Lakshmbai College of Physical Education, Gwalior.*—The College is progressively expanding its activities. The admissions to the 3-year degree course as well as to the 2-year post-graduate and master's degree course during the year have been the highest so far. 74 students were admitted to

the first year degree course and 14 to master's degree course. 7 students passed the M.P.E. (Part I) examination and 45 the B.P.E. (Final) examination during 1964.

3.1. General K. M. Cariappa has been renominated Chairman of the Board of Governors of the College for another term of 3 years.

3.2. By the end of the year 1965-66, it is hoped that the construction of the swimming pool and two gymnasia—one for men and the other for women students at the College will be completed.

3.3. The Union Ministry of Education set up an Evaluation Committee to assess the working of the College with a view to finding if the expenditure incurred on the College was justified and also to make recommendations for its future development. This Committee has confirmed that the institution had been fulfilling the purpose for which it was established. Besides, the Committee has made a number of useful recommendations for the development of the College.

4. *National Physical Efficiency Drive.*—The Drive was organised all over the country in November, 1964. About 4,800 testing centres were set up and as the information so far available indicates, about 10 lakh persons as against 6 lakh in the previous year, participated in the drive. Financial assistance has been given to States to set up about 150 permanent testing centres where facilities and guidance will be available throughout the year to the prospective competitors to improve upon their performance in the various test items.

4.1. The Fourth All-India Competition for the National Awards in Physical Efficiency is being organised in February, 1965, at Bangalore.

5. *Grants-in-Aid to Private Physical Education Training Institutions.*—6 projects of hostels or/and administrative blocks of 5 institutions have been approved during the year involving Union Government's contribution of about Rs. 4.5 lakh as against the total estimated construction cost of about Rs. 8 lakh. In addition, further assistance has also been extended for the projects of gymnasia approved in the previous years but not yet completed. A total expenditure of about Rs. 4 lakh is expected to be incurred under the scheme during 1964-65. Assistance on the same pattern is expected to be continued during 1965-66 and quite a good number of projects in progress at present are expected to be completed next year.

6. *Promotion of Research in Special Branches of Physical Education Including Yoga.*—The Scheme consists of the four main items as given in the paragraphs that follow. While the Lakshmbai College of Physical Education at Gwalior is considering the setting up of a Department of Yoga in the College, the grant-in-aid to the Vishwayatam Yoga Ashram has been stopped on complaints.

6.1. The Kaivalayadham Shreeman Madhava Yoga Mandir Samiti, Lonavala received grants amounting to Rs. 46,767 from the Ministry during 1964-65 for their scientific research and philosophico-literary research department.

6.2. The project of the Yoga Institute, Santa Cruz, Bombay, to undertake a survey of the Yogic Institutions in the country with the Union Government's assistance has been approved.

6.3. *Preparation of Popular Literature.*—9 manuscripts of the introductory pamphlets on selected games were received. 2 of these were found sub-standard and were rejected. Others are being scrutinised in consultation with the experts and are likely to be published in due course.

6.4. *Promotion of Research.*—Besides 9 research projects already approved for assistance during the year 1963-64 and which are progressing, some fresh proposals have been received. These will be examined in consultation with the Research Sub-Committee of the Central Advisory Board of Physical Education and Recreation.

7. *Duke of Edinburgh Award Scheme.*—Initiated in the U.K. and later put into operation in a number of other Commonwealth countries, the scheme aims at promoting active and creative use of leisure among boys between 14 and 19 years and girls between 14 and 20 years of age. The activities include rescue and public service, expedition, pursuits and interests and fitness etc. The winners get three graded standards of awards in the form of certificates and also medals. It has been decided to extend the scope of the scheme to cover such institutions in India as are desirous of participating in the competitions.

8. *Central Advisory Board of Physical Education & Recreation.*—The Central Advisory Board of Physical Education & Recreation at its meeting held in May 1964 approved the Integrated Programme of Physical Education and National Discipline which is the basis for the new National Fitness Corps programme. The three-year term of the Board expired in December, 1964 and its reconstitution is under examination. It is proposed to make certain changes in the constitution of the Board, keeping in view the changes that have recently taken place in the field of Physical Education.

B. SPORTS AND GAMES

The Union Government is advised by the All-India Council of Sports in matters relating to the promotion of Sports and Games in the country.

9. *Participation in the Olympic Games at Tokyo.*—On the recommendation of the All-India Council of Sports, an Indian contingent was sent to Tokyo to participate in the Olympic Games held from October 10-24, 1964. While the performance of our teams in diving, gymnastics, cycling and shooting was not satisfactory, the following events deserve mention.

9.1. *Hockey.*—India sent a team of 18 players, met Pakistan in the Finals and won the Gold Medal.

9.2. *Wrestling.*—One of the eight wrestlers sent, was 6th in the World in Bantam Weight and won a diploma.

9.3. *Athletics.*—One of the 13 athletes sent, was 5th in the World in the Men's 110 Metres Hurdles. The 400 Metres Relay team qualified for the Semi-Finals. In the Marathon, the Indian runners were 33rd and 43rd amongst the 68 starters. The only woman athlete Stephanie D' Souza, broke the National Record in 400 Metres.

India retained for the second time the World Billiard Championship.

10. *Arjuna Awards*.—7 outstanding sportsmen of the year named below were given Arjuna Awards in 1963 by the President at a special function arranged at Rashtrapati Bhawan on the 2nd April, 1964 :

- | | | |
|---|---------|---------------|
| 1. Stephie D'Souza | | Athletics |
| 2. Subimal Goswamy <i>alias</i> Chuni Goswamy | | Football |
| 3. Ashok Singh Malik | | Golf |
| 4. Charanjit Singh | | Hockey |
| 5. Thakur Kishan Singh | | Polo |
| 6. Kamineni Eswara Rao | | Weightlifting |
| 7. G. Andalkar | | Wrestling |

11. *National Institute of Sports and National Coaching Scheme*.—The Institute which was established in the year 1961 has made steady progress. Besides Indian coaches, 10 foreign coaches are employed by the Institute at present. The policy is to attach under-study Indian coaches with the foreign coaches to facilitate gradual replacement of the foreign coaches by the Indians. 548 trainees have so far been qualified as coaches from the Institute in various games and sports.

11.1. *Courses*.—3-year regular course in athletics, gymnastics and swimming is being run by the Institute. The Institute also conducts a 1-year course for basket-ball, badminton, cricket, football, hockey, tennis, table tennis, volleyball and wrestling. 208 persons including 16 women are at present undergoing training in the Institute.

11.2. *Regional Coaching Centres*.—Under the National Coaching Scheme of the Institute a number of Regional Coaching Centres are being established in various States. 24 such centres have already come into existence. The National Institute of Sports allots a number of trained coaches to the States free of charge to man their Regional Coaching Centres provided the State Governments also provide a matching number of National Institute of Sports trained coaches from out of its own resources.

11.3. *Government Grants*.—During the year 1964-65 funds amounting to Rs. 11 lakh for the working of the National Institute of Sports and Rs. 5 lakh for its Coaching Scheme are expected to be released.

12. *Second All-India Sports Congress*.—The Second All-India Sports Congress was held at Vigyan Bhavan from April 2-4, 1964. The Congress which was inaugurated by the Union Education Minister and presided over by the President, All-India Council of Sports, was attended by a large number of delegates from the National Sports Federations, Sports Institutions, Sports Goods Manufacturers, Sports Writers etc. The Congress made very useful suggestions for the promotion of Sports and games in the country and in particular for the formulation of proposals under the fourth Five-Year Plan.

13. *Construction of Stadia*.—Under the scheme financial assistance was given for the construction of Stadia at Roorkee (Uttar Pradesh), Belgharia (West Bengal), Kolhapur (Maharashtra), Ajmer (Rajasthan), Mercara (Mysore) and Palayamkottai (Madras). The total expenditure incurred by Government in the current financial year is expected to be about Rs. 2.5 lakh.

14. *Financial Assistance for Promotion of Sports and Games.*—The Union Government incurred an expenditure of Rs. 2,69,838 for the return passage cost for the Indian contingent and officials etc. deputed to the Olympic Games.

14.1. In consultation with the All-India Council of Sports financial assistance or permission of the Government was accorded to the National Sports Federations for inviting foreign teams to India and for sending Indian teams abroad for participation in the international events. Grants were also given to National Federations, etc. for holding National Championships, organising coaching camps, purchase of equipment and for meeting expenditure on salaries of paid Assistant Secretaries.

C. YOUTH WELFARE

15. *Inter-University Youth Festival.*—The 9th Inter-University Youth Festival was inaugurated by the Prime Minister, Shri Lal Bahadur Shastri at New Delhi on the 14th November, 1964. Forty-seven universities with 610 participants (including 210 women) participated in this Festival. The strength of the contingent from each university was reduced from 24 to 14 students to cut down the expenditure on the Festival. The programme of the Festival included a symposium on the different facets of Jawaharlal Nehru, Shakespearian, recitation, discussions and debates, dance, drama and music and play-day activities. An exhibition hockey match between the Olympic XI and the Universities XI was also held. The Olympic XI won by a narrow margin of 1 goal.

15.1. The various universities also organised Inter-Collegiate Youth Festivals to select their contingent for participation in the Inter-University Youth Festival. Grants were provided by the Ministry for this purpose, to meet 50 per cent of the expenditure subject to a ceiling of Rs. 5,000 for the affiliating university and Rs. 1,000 for residential university.

16. *Students Tours.*—Under this scheme, students of the age-group 15—24 are given assistance to meet rail/bus fare at students' concession rates subject to a maximum of Rs. 60 per student to enable them to undertake educational tours to places of cultural, historical or educational interest.

16.1. The scheme is being implemented in Union Territories. While two educational institutions of Delhi have been given grant of Rs. 3,061,7 other institutions in the Union Territory of Delhi have been accorded administrative approval for undertaking the tours. The implementation of the scheme in different States is held up as the amounts could not be allocated to the State Governments for want of certain basic statistical information. The likely expenditure on the scheme for the year 1964-65 is Rs. 0.80 lakh.

17. *Youth Hostels.*—The revised Youth Hostels scheme is under consideration of the Ministry of Finance. An amount of Rs. 20,000 has been released for the Youth Hostel at Alwaye under the old scheme. The likely expenditure for the year 1964-65 is Rs. 0.40 lakh.

18. *Youth Welfare Boards & Committees.*—16 universities receiving grants under the scheme have set up youth welfare committees to look after the welfare activities of university youths. A sum of Rs. 42,188 has so far been sanctioned to different universities during the year. Two more universities have submitted their proposals for setting up such committees. The likely expenditure for the year 1964-65 is Rs. 0.50 lakh.

19. *Youth Leadership and Dramatic Training Camps.*—These camps are designed to impart short term training to college/university teachers in the organisation of youth welfare programmes in their respective colleges/universities. Financial assistance is also given to individual universities to conduct similar camps and the grants cover 75 per cent of the expenditure on admissible items subject to a maximum of Rs. 3,000 for each camp. Requests for such grants have been received from 6 universities. The likely expenditure on the entire scheme during the year 1964-65 is Rs. 0.60 lakh (Rs. 0.30 lakh each for the camps to be conducted by the Ministry and by the Universities respectively).

20. *N.C.C./A.C.C.*—Compulsory N.C.C. training for all able bodied students is in progress. N.C.C. Directorate is the controlling authority for the implementation of the N.C.C. scheme and the Ministry of Defence shares the expenditure with the State Governments.

21. *Circus.*—There is no budget provision available for this scheme. The Education Ministry only recommends the applications received from the Circus Companies, affiliated to the Circus Federation of India, to the Railway authorities for travel concessions and the State Governments for the grant of camping facilities.

22. *Deputation of Youth Delegations to Various Conferences Abroad.*—This Ministry does not have any budget provision to finance delegations of youth going abroad for participation in various international conferences/seminars. Two delegations, however, have permitted to participate in the following programmes : (i) a students delegation of 8 members sponsored by the National Council of University Students of India for giving cultural performances in Western European countries for about 2 months. (ii) a delegation of 6 persons (4 from the Y.M.C.A., and 2 from Young Farmers Association of India) for the World Youth Camp held at Tokyo during October, 1964.

D. BHARAT SCOUTS & GUIDES

23. The Government continued to extend financial assistance to the Bharat Scouts & Guides for their various activities. An amount of Rs. 2.20 lakh has already been given to the Bharat Scouts & Guides so far. The likely expenditure for the year 1964-65 is Rs. 2.88 lakh.

23.1. Besides its usual activities, the Bharat Scouts & Guides participated in the following international conferences/seminars/jamborees : (i) East-West Conference at New Delhi. (ii) International Children's Camp at Artec in Crimea (U.S.S.R.) in August, 1964, (iii) Seventh Australian Jamboree (iv) Golden Jubilee Jamboree at Lagos. The Bharat Scouts & Guides also conducted/organised: (a) Fourth all-India Jamboree at Allahabad in December, 1964. (b) A mountaineering expedition to Mrigthuni by the Girl Guides who successfully climbed the peak.

E. LABOUR AND SOCIAL SERVICE SCHEME

24. This Scheme has been in operation from the fourth year of the first Five-Year Plan. It is divided into two parts : (a) Labour and Social Service camps and (b) Campus Work Projects.

24.1 (a) *Labour and Social Service Camps.*— The scheme is operated through the agencies of universities, State Governments, the 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. The object of such camps is to inculcate a sense of dignity in manual labour among students and other youths and to give them an opportunity of coming into contact with village life and participating in works of Community Development Blocks. Each camper is expected to put in about four hours of *Shramdan* daily in a camp lasting 10 to 30 days on certain selected minor projects.

24.2. Out of the budget provision of Rs. 8 lakh which has been reduced to Rs. 6 lakh after imposition of an economy cut of Rs. 2 lakh, a sum of Rs. 3,71,569.31 paise was sanctioned to various agencies for holding 191 Labour and Social Service Camps during the period 1st April, 1964 to 15th February, 1965. More proposals for camps are being received. It is anticipated that the entire budget provision will be utilised.

24.3. A Committee for Coordination of various schemes in the field of physical education, youth welfare etc. was constituted under the chairmanship of Pandit H.N. Kunzru on the 26th May, 1959 which *inter alia* examined the scheme of Labour and Social Service Camps. In the light of the recommendations made by the Committee in its Report in December, 1963 it has been decided that the educational institutions will be fully responsible for organising and running Labour and Social Service Camps.

24.4.(b) *Campus Work Projects.*—The purpose of this scheme is to provide much needed amenities like recreation hall-*cum*-auditoria, swimming pools, gymnasia, open-air-theatres, pavilions, small stadia and cinder tracks in educational institutions. One of the conditions of grants for the purpose is that the staff and students of the beneficiary educational institutions should offer skilled and unskilled labour on the projects in addition to contributing 25 per cent or more of the actual expenditure on the project.

24.5. The grants are paid in three or four instalments depending upon the progress of construction work. An economy cut of Rs. 5 lakh has been imposed on the budget provision of Rs. 15 lakh. Out of the reduced budget provision of Rs. 10 lakh, a sum of Rs. 4.74 lakh was sanctioned for 65 continuing projects during the period 1st April, 1964 to 15th February, 1965. It is anticipated that the entire amount of Rs. 10 lakh will be utilised during the year. Owing to the economy cut, no grant has been sanctioned for new projects under the scheme. It is, however, proposed to revive the scheme during the next financial year and cover the applications invited during this year.

24.6. The scheme has been slightly modified so as to cover the setting up of Rifle Shooting Ranges in the educational institutions where Junior N.C.C. is already functioning. Financial assistance up to a maximum amount of Rs. 1,800 per range will be sanctioned for about 400 such ranges during the years 1964-65 and 1965-66. 50 per cent of the provision for the purpose will be forthcoming from the National Defence Fund.

F. FINANCIAL PROVISIONS

25. The following financial provisions have been made for the schemes of physical education, games, sports, and youth welfare mentioned in this Chapter.

Sl. No.	Scheme	Provision for 1964-65		Provision for 1965-66
		Original	Revised	
1	2	3	4	
1.	Lakshmbai College for Physical Education, Gwalior	13,50,000	13,50,000	16,50,000
2.	National Physical Efficiency Drive ..	3,50,000	3,55,000	5,00,000
3.	Grants-in-aid to Private Physical Education Training Institutions	5,00,000	4,00,000	6,00,000
4.	Promotion of Research in Special Branches of Physical Education including Yoga	2,32,000	1,60,000	2,40,000
5.	Seminars on Physical Education ..	10,000	5,000	10,000
6.	Central Advisory Board of Physical Education & Recreation and other Committees	10,000	10,000	10,000
7.	National Fitness Corps (Integrated Programme of Physical Education) ..	1,67,06,000	1,57,40,000	1,83,40,000
8.	Bharat Scouts & Guides	2,90,000	2,90,000	2,90,000
9.	Students Tours	3,00,000	3,00,000	3,00,000
10.	Youth Hostels	1,50,000	1,50,000	40,000
11.	Youth Welfare Boards and Committees	40,000	40,000	50,000
12.	Youth Leadership and Dramatic Training Camps	30,000	30,000	30,000
13.	*Moral and Religious Instructions ..	30,000	30,000	30,000
14.	N.C.C./A.C.C.	—	—	—
15.	Circus	—	—	—
16.	Deputation of Youth Delegations to various Conferences Abroad ..	—	—	—
17.	Holiday Camps	—	—	50,000
18.	Camp Sites	—	—	—
19.	National Youth Centre	—	—	—
20.	Labour & Social Service Camps ..	8,00,000	6,00,000	7,50,000
21.	Campus Work Projects	15,00,000	9,50,000	20,00,000
22.	Grants to Sports Federations ..	6,50,000	7,00,000	6,50,000
23.	Construction of Stadia	3,00,000	1,00,000	2,25,000
24.	Construction of 'Sports Village' ..	1,00,000	—	—
25.	The National Institute of Sports and National Coaching Scheme	18,00,000	16,00,000	18,00,000
26.	Miscellaneous Expenditure	30,000	30,000	30,000
27.	Youth Festival/Inter-Collegiate youth Festival	2,50,000	2,70,000	8,80,000
28.	Promotion of Recreation	—	—	10,000

*The Scheme has been dealt with in Chapter XVI—"Other Educational and Cultural Activities".

CHAPTER XII

CULTURAL ACTIVITIES

In the field of cultural activities, the Union Government since independence not only maintained and developed the institutions of national importance that were already in existence, but also set up a few new institutions to help maintain and develop the country's valuable cultural heritage as well as to promote cultural unity and emotional integration of the country. Housed in a building known as Rabindra Bhavan in New Delhi, the three Akademis which were set up through Government Resolution and have since become autonomous bodies carry on extensive programme in arts, letters, dance, drama and music. A Committee under the Chairmanship of Dr. H. J. Bhaba, Chairman, Atomic Energy Commission, was set up in March, 1964 to review the working of the three National Akademis and the Indian Council for Cultural Relations. The Committee has since submitted its report which is under consideration of the Union Government.

2. In addition, the Union Ministry also implements a few programmes to assist the State Governments and private organisations in the fields. While museums, the Archaeological Survey of India, and libraries of cultural significance have been described in some other chapters, this chapter describes the activities of the Akademis and the scheme followed by the Ministry in the field.

A. NATIONAL AKADEMIS

3. *Lalit Kala Akademi.*—The Lalit Kala Akademi was set up to foster and coordinate activities in the sphere of visual and plastic arts and to promote thereby the cultural unity of the country. Inaugurated in August, 1954, the Akademi is now registered as a Society under the Societies Registration Act, 1860, and functions as an autonomous organisation, entirely financed by the Union Government. Centring round the promotion of visual and plastic arts, the main programme of the Akademi consists of organising exhibitions, bringing out publications, granting recognition and financial assistance to art organisations, copying frescoes, and giving awards to artists. The activities of the Akademi during the year are outlined in the paragraphs that follow:

3.1. *Exhibitions.*—In collaboration with the Max Mueller Bhavan, New Delhi, the Akademi organised at its gallery, the Bahauss Exhibition, depicting through photographs, prints, etc., the story of a movement in Germany which aimed at an integrated development of fine and applied arts and of architecture. The Akademi presented another exhibition of the fresco copies made so far by different artists. Maps, charts and notes were also placed along with the copies, to give a clear idea to the visitors about the location and historical background of the places from which the copies were made—Badami, Sittanvasal, Kulu, Amber, Bairath and Bagh. The National Exhibition of Art will be held some time in February, 1965.

3.2. *Awards and Fellowships.*—The Akademi gave ten awards and three Fellowships, one each for sculptor, painter and art historian, during the year 1964.

3.3. *Publications.*—Printing of Lalit Kala Contemporary Journal No. 2 has been completed. The Akademi also planned new portfolios which are expected to be ready soon along with the monograph on Dhanraj Bhagat.

3.4. *Conference.*—Artists from all over India met at Hyderabad for a three-day conference, to discuss various problems of mutual interest in January, 1965. Besides the given theme of “New Visions in Contemporary Art”, the artists also had deliberations on the Indian National Committee of the International Association of Plastic Arts and its activities, as also on the possibility of co-operation between artists and architects.

3.5. *Camp.*—The second Sculptors’ Camp started at Mahabalipuram on January 18, 1965 will continue till the end of February. Besides about eight sculptors invited directly by the Akademi, a few more are expected to attend as observers, sponsored by different State Akademis. Like the earlier such programme at Makrana (Jaipur) in 1962, the Camp with participants drawn from all over India is sure to create a new stimulus and interests in the contemporary Indian sculpture.

3.6. *Copying of Frescoes.*—Tira-Sujanpur (Kangra); where copies are to be made next, has already been inspected and preliminary investigations completed. Work, at least in part, will begin soon and is expected to be over by next March.

3.7. *Visitor from Abroad.*—Mr. Parsamyan, an artist, critic and Secretary of the Board of Painters (U.S.S.R.), on arrival in the country, pursued a three-week programme implemented by the Akademi under the Indo-Soviet Cultural Exchange proposals.

3.8. *Grants-in-aid to Recognised Art Societies and State Akademis.*—Grants totalling Rs. 1,21,500 have been sanctioned to institutions and State Akademis.

3.9. *Programmes for 1965-66.*—Programmes for 1965-66 will be on lines more or less similar to those followed in previous years. However, mention may be made of the following in particular :

- (a) The Akademi is expecting a collection of contemporary British sculpture to be shown at four or five centres in India.
- (b) India will be participating, through the Akademi, at 1965 Biennales in Paris and Sao Paulo.
- (c) The de-protected monument, Bistidari Malcha, on the Ridge, Delhi, is likely to be put to regular use by artists, as working studios during the next working year.

4. *Sahitya Akademi.*—The Sahitya Akademi, financed wholly by the Union Government was set up to work actively for the development of Indian letters and to set high literacy standards, to foster and co-ordinate literary activities in all the Indian languages and to promote through them all, the cultural unity of the country. Formally inaugurated on 12th March, 1954, the Akademi was subsequently registered as a Society under the Societies Registration Act, 1860. The programme of the Akademi is mainly directed to meet the challenge posed by an anomaly of the multi-lingual Indian society that while Indian literature is one, writers and readers in one

language hardly know anything of what is being written in other languages in the country. The Akademi, therefore, endeavours to devise ways and means whereby Indian writers may come to know one another across the barriers of language and script and whereby the readers may gain access to the variety and complexity of the country's literary heritage. The programme adopted by the Akademi to meet his need comprises several significant activities, an outline of which is given in the paragraphs that follow.

4.1. *Publication of Information Material on Literary Activities in all the Languages.*—The Akademi has already published or has undertaken publications such as (1) Who's Who of Indian Writers, (2) National Bibliography of Indian Literature (1900-1953)—4 Volumes; (3) Histories of Literatures in the various Indian languages—9 volumes inclusive of translations; (4) Anthologies of poetry, short stories, one-act plays, essays, and folk-songs in each of the major Indian Languages—34 volumes inclusive of translations; (5) Selections of distinguished poets and authors in Indian languages; (6) Short informative biographies of eminent Indian writers and (7) Bilingual and multilingual dictionaries.

4.2. *Publication of Translation of Literary Classics both Old and Modern from One Indian Language into the other Languages.*—The Akademi has published 211 volumes of such translations.

4.3. *Publication and Translation of Important Foreign Classics into all Indian Languages.*—The classics selected for translation include world famous writings by Shakespeare, Milton, Walt Whitman, Thoreau, Moliere, Voltaire, Victor Hugo, Goethe, Ibsen, Tolstoy and several others. The Akademi has already published 84 volumes of such translations.

4.4. *Publication of Selected Works.*—Publication of critical editions of Kalidasa's works, collected works in Urdu by the late Maulana Azad, representative short stories and poems from various Indian languages, and a comprehensive Anthology of Sanskrit Literature in seven volumes. A list of publications published by the Akademi is given at Annexure V.

4.5. *Awards.*—Annual Awards of Rs. 5,000 are given each to the most outstanding book of literary quality in each of the major Indian languages and English. During 1963, the Sahitya Akademi gave eleven awards in Bengali, English, Gujarati, Hindi, Malayalam, Marathi, Oriya, Sanskrit, Tamil, Telugu, and Urdu. Thirteen awards for the year 1964 were announced on 17th January, 1965. These awards have been given for one book each in Assamese, Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Oriya, Punjabi, Telugu, Urdu, Sanskrit, (Research) and Sindhi.

4.6. *Publication of Journals.*—The Akademi published the following journals viz. (1) Indian Literature (in English); (2) Samskrita Pratibha (in Sanskrit); (3) The Akademi also issues for free distribution a monthly *News Bulletin*, since January, 1964 to acquaint the general public with the activities of the Akademi.

4.7. *Ten Years of the Sahitya Akademi Exhibition.*—To mark the completion of ten years of its activity, the Sahitya Akademi organised an exhibition of books published by it during the decade at Rabindra Bhawan, New Delhi. This Exhibition was later taken to the Parliament House.

4.8. *Shakespeare Seminar*.—To participate in the world wide celebrations of the 400th birth anniversary of the great English poet and dramatist, William Shakespeare, the Sahitya Akademi, in collaboration with the Sangeet Natak Akademi, held a special Seminar on Shakespeare which was inaugurated by the President Dr. S. Radhakrishnan on December 4, 1964. Four different aspects of Shakespeare's impact on India were taken up for discussion : *What Shakespeare means to me*; *Teaching of Shakespeare* *Production of Shakespeare Plays and Shakespeare in Indian Languages*.—A large number of distinguished writers, scholars and theatre specialists from different parts of India including Mr. Douglas Blackett of the British Council and Mr. David Williams, Director, New Shakespeare Company of England read papers and participated in the discussion. The report containing all the papers read at the Seminar is under preparation and will be published in due course. The Akademi also published a Special Shakespeare Number of its six-monthly journal '*Indian Literature*'.

4.9. *Plan for 1965-66*.—The Akademi proposes to bring out a series on 'Indian Men of Letters' in small volumes in English. The Series will include old and modern writers. The volumes will depict the work and life of an outstanding Indian writer who has made significant contribution to the development of literature in any Indian language. Some of the series likely to be published during 1965 are on : (1) Raja Rammohan Roy (Bengali) by Soumyendranath Tagore, (2) Tiruvalluvar (Tamil) by Mi Pa Soma-sundaram; (3) Vidyapati (Marathi) by Ramanath Jha; (4) Premchand (Hindi) by Amrit Rai; (5) Hari Narayan Apte (Marathi) by M. V. Rajadhyaksha; (6) Ilango Adigal (Tamil) by M. Varadarajan; and (7) Ghalib (Urdu) by M. Mujeeb. The Akademi also proposes to convert the six-monthly journal '*Indian Literature*' into a quarterly in the coming year.

5. *Sangeet Natak Akademi*.—Like the other two Akademis, the Sangeet Natak Akademi was also set up to foster and develop Indian dance, drama and music and to promote through them the cultural unity of the country. Formally inaugurated in January, 1953, it is now registered as a Society under the Societies Registration Act, 1860. It is wholly financed by the Union Government. The main programme of the Akademi consists of co-ordinating the activities of State Akademis, promoting research in the fields of dance, drama and music, granting recognition and financial assistance to the institutions working in the fields, bringing out publications and giving awards to artists. The main activities of the Akademi during 1964-65 are described in the paragraphs that follow :

5.1. *Awards and Fellowships*.—The Akademi at a ceremony presided over by the President, conferred Fellowships on six artists including one woman and presented awards—3 in music for Karnatak Vocal, Karnatak Instrumental and Hindustani Vocal; 4 in Dance for Bharatanatyam, Kathak, Chakiar Koothu and Yakshagana and 2 in Drama for Drama Direction and Acting in Marathi. Besides, three plays in Gujarati, Marathi and Telugu were awarded prizes.

5.2. *Cultural Programmes* :

(i) *Lectures and Talks*—Foreign dignitaries like Dr. M. M. Barkechli, Director, National Conservatoire of Music, Teheran, delivered a lecture on the Music of Iran on the 11th August, 1964. A series of three lectures, illustrated by tape and disc recording were delivered by Mr. Roger Ashton on the Music of Uzbekistan, Tadzhikistan and Iran, Music of Turkey and

Egypt and Music of Tunisia and Morocco. An illustrated talk on Mexican Folk Music was given by Mrs. Margit Alatorre at Rabindra Bhawan on the 25th November, 1964.

(ii) The Akademi jointly with the Siddhendra Kalakshetram, Kuchipudi celebrated the 301st Jayanti of Kshetragna, at Movva and the 550th Jayanti of Siddhendra at Kuchipudi.

(iii) The Akademi also arranged various cultural items including playback of recorded music of Jean Philippe Rameau, recital of the Compositions of Ramnad Srinivasa Iyengar and Bharatanatyam dance by Smt. M. K. Saroja during the year.

(iv) The Sangeet Natak Akademi in collaboration with Sahitya Akademi sponsored a Seminar on Shakespeare on the occasion of Quater-Centenary. The seminar was inaugurated by the President at New Delhi. The programme included staging of famous Shakespearean dramas in English, Urdu and Bengali by the New Shakespeare Company, London and other dramatic organisations.

(v) On the 5th January, 1965 the Sangeet Natak Akademi jointly with the Royal Netherlands Embassy in India presented a dramatic rendering by Nel Oosthout, the famous Dutch actress, of 'Chandalika' by Tagore and 'Rebel in Chains' by Theun De Vries.

(vi) A recital of Kuchipudi dance by Vedantam Satyanarain Sarma and his group and an exhibition of musical instruments belonging to the family of Ustad Vilayat Khan, will be organised in Delhi before the end the year.

(vii) The National School of Drama and Asian Theatre Institute staged Strindberg's 'The Father' and 'Oedipus Rex' in September, 1964.

5.3. *Special Meeting.*—A meeting of the Chairman of the State Sangeet Natak Akademis was held under the chairmanship of H. H. Maharaja Shri Jaya Chamaraja Wadiyar Bahadur at Ootacamund on 25th September, 1964 to discuss, among others, measures to be taken for co-ordination of the activities of the State Akademis with the Central Sangeet Natak Akademi.

5.4. *Participation in International Conferences.*—The Secretary of the Akademi represented India at a conference on Arab Music organised by the Government of Iraq held at Baghdad in November, 1964.

5.5. *Institutions run by the Akademi.*—The Sangeet Natak Akademi runs two institutions, namely, (i) The National School of Drama and Asian Theatre Institute, New Delhi and (ii) The Manipuri Dance College, Imphal.

5.6. *Biographies of Musicians Eminent in their Respective Fields.*—Biographies of Shri Ariyakkudi Ramanuja Iyengar, Anjani Bai Malpekar, Ustad Altaf Hussain, Pt. Mirashi Bua, Pt. Anand Bua and Pt. Onkarnath Thakur have been edited and are expected to be published in the course of the year. The publications viz., a 'Who's who' of Indian musicians and the Geeti Bharati in Bengali and Kannada are in the final stages of printing. Dr. Kapila Vatsyayan's 'Indian Dances in Classical Literature and Art' is also expected to be out shortly.

5.7. *Recording of Classical Music by Distinguished Exponents.*—The Akademi has also a scheme for the collection of Dhrupads of the Tansen family from the Gauripur Music Trust, Calcutta.

5.8. *Dictionary of Technical Terms.*—Work on the compilation of terms and texts made substantial progress during the year.

5.9. *Seminar etc.*—A seminar of Northern and Southern Music is proposed to be held in Madras in collaboration with the Music Akademi in March, 1965. A symposium on 'Theatre Training' is also proposed to be held towards the end of March, 1965.

5.10. *Financial Assistance to the Institutions.*—Financial assistance to the extent of Rs. 5,69,205 was sanctioned to institutions working in the field of dance, drama and music during 1964-65.

5.11. *Institutions Selected for Larger Financial Assistance.*—The Kathak Section of the Bhartiya Kala Kendra, New Delhi was taken over by the Akademi as the nucleus of a National School of Kathak Dance with effect from 1st October, 1964.

5.12. *Activities During 1965-66.*—Of the projects proposed to be taken up during 1965-66 by the Akademi, the following deserve mention :

- (i) A new institution is proposed to be taken over during 1965-66, to be constituted into a National institution, either of music or dance. The Akademi has in view the preparation of documentary films on two noted Indian dancers and an Asian Seminar and Festival of Music, Dance and Drama.
- (ii) The schemes suggested for inclusion in the fourth Five-Year Plan are :
 - (a) An intensive, country-wise survey (including taping and filming) of folk music, folk dance and folk drama of India.
 - (b) A translation programme for all the major treatises dealing with music, dance and drama, starting with the *Natya Sashtra*, to be called the *Sangeet Natak Akademi Series*.
 - (c) Preparation of a comprehensive Handbook of ragas and a companion Handbook of Talas in Hindustani and Karnatak Music and filming the repertoire of outstanding exponents of traditional dance forms.

B. PROGRAMME OF ASSISTANCE TO STATE GOVERNMENTS, ORGANISATIONS/INDIVIDUAL WORKERS

6. *Cultural Exchanges.*—The main objects of the three schemes covered under this programme, are to promote cultural and emotional integration of the country and provide opportunities to the people of a State to get an idea of the cultural heritage of the people of other States and to provide entertainment to the Armed Forces on India's frontiers. The three schemes are :

6.1. *Inter-State Exchange of Cultural Troupes.*—Under this scheme, troupes from 13 States visited other States during 1963-64 and in all 25 visits took place. During 1964-65, a troupe each from Andhra Pradesh, Assam, Jammu and Kashmir, Kerala and Maharashtra visited two other States till December, 1964. Troupes from Manipur, Uttar Pradesh, Bihar, Madras and West Bengal are expected to visit two other States each by the end of March, 1965.

6.2. *Cultural Exchanges of Outstanding Artists/Troupes Amongst the Zones of India.*—The performances under this Scheme are arranged directly by the State Governments and the visits are normally reported to the Government of India if a State Government claims the grant admissible under the Scheme to cover the deficit on arranging the performances or when any artists not covered by the scheme is invited to give performances. Intimation has been so far received of a performance in Jammu and Kashmir.

6.3. *Sponsoring of Cultural Troupes for the Entertainment of Armed Forces in the Forward Areas.*—Troupes sponsored by the States of Andhra Pradesh, Maharashtra, Orissa and Punjab visited forward areas till the end of December, 1964. A troupe from Delhi sponsored directly by the Ministry of Education also visited the forward areas. Some more visits are likely to take place before March, 1965.

7. *Promotion of Drama Movement in the Country.*—The Ministry's schemes : (i) Assistance to theatres for the production of new plays; (ii) Study travel grants to theatre groups; (iii) Professional training to qualified students who take to drama; and (iv) Maintenance grants to theatre groups, which were in operation during the past few years on experimental basis were reviewed with a view to examining whether these should continue to operate or these should be replaced by a new comprehensive scheme.

7.1. It has been decided to introduce a new scheme in replacement of all or some of the schemes referred to above. Draft of a new scheme has been worked out which is being referred to State Governments for their comments. No fresh grants were, consequently, sanctioned during the year under any one of the old schemes.

8. *Open-Air Theatres in Rural Areas.*—State Governments are assisted for the construction of 5 open-air theatres per year. A grant of Rs. 1,150 per theatre is sanctioned and this amount is raised to Rs. 1,500 for the theatres constructed in areas receiving heavy rainfall. Since the introduction of the scheme 266 theatres have been sanctioned in various States.

9. *Grants to Cultural Societies/Organisations.*—Grants are sanctioned on an *ad-hoc* basis to cultural societies in deserving cases for purposes not covered by the specific schemes or for which no grants is admissible from the National Akademi. Grants totalling Rs. 4,72,000 have been sanctioned up to the end of December, 1964.

10. *Building Grants to Cultural Organisations.*—Grants are also given to various cultural organisations in the country towards meeting their expenditure on the construction of buildings. So far Rs. 2,07,660 have been sanctioned under this scheme.

11. *Shankar's International Children's Competition.*—This Competition organised, annually, at the Capital is assisted by the Ministry by way of meeting deficit in the expenditure incurred in arranging the Children's Art Competition, Children's Art Exhibition, On-the-spot Competition, and publication of Children's Art Number and Album, and Prize Distribution on the occasion. The Competition is run by the Children's Book Trust, New Delhi, to whom financial assistance is given by the Ministry for the purpose. During 1964-65 a provision of Rs. 1,25,000 exists.

12. *Financial Assistance to Eminent Artists in Indigent Circumstances.*—To implement the decision of the Union Government to assist persons distinguished in letters, art and similar other walks of life as may be in indigent

circumstances, awards of suitable monthly allowances and or lump sum grants are given by the Ministry under the scheme. There is a lump sum provision for the purpose in India circle of account. First introduced during 1952-53 the scheme was revised in April, 1961. Under the revised scheme the State Governments and the Central Government share the expenditure in the proportion of 1:2. During the year 154 fresh grants have been given under the scheme.

13. *Grants to Literary Institutions.*—Grants-in-aid to the extent of Rs. 1,17,500 approximately have been paid up to 31 December, 1964 to various institutions engaged in literary activities, towards maintenance, research projects etc.

14. *Strengthening of Existing Institutions.*—A grant of Rs. 2 lakh has been paid to the Asiatic Society. Calcutta towards completion of its new building.

15. *Grants-in-aid to Individual Research Workers.*—Under this Ministry's scheme grants-in-aid to individual research workers for fundamental research in Social Sciences and Cultural subjects (subjects not falling under science and technology) financial assistance is extended to scholars (either connected or not connected with any recognised institution) to undertake research work. This scheme was introduced in 1962-63. During the year 1964, grants were given to four research workers.

16. *Grants-in-aid for Memorials etc.*—Under the scheme assistance is given to institutions engaged in the preservation of buildings, sites and remains memorials of historical, cultural, scientific, aesthetic and sentimental appeal. Grants amounting to Rs. 89,000 have been sanctioned so far during 1964-65 to various institutions and one State Government for preservation of sites and memorials not protected by the Archaeological Survey of India. Among these a sum of Rs. 50,000 was sanctioned to the Government of West Bengal for repairs to the Burmese Pagoda in the Eden Gardens, Calcutta.

17. *Grants-in-aid to State Governments for the maintenance of Certain Categories of Monuments and for Excavations at approved Sites.*—Grants-in-aid to some State Governments, amounting to Rs. 68,750 were sanctioned during the current financial year for the maintenance of certain categories of Monuments and also for Excavations. The important item under this scheme is excavations at Yelleshwaram for which a sum of Rs. 65,000 was sanctioned to the Government of Andhra Pradesh.

18. *Cultural Working Group.*—In pursuance of the Planning Commission's suggestion a Cultural Working Group was set up in July, 1963, in the erstwhile Ministry of Scientific Research and Cultural Affairs under the Chairmanship of Secretary (Science). The Cultural Working Group met in January, 1964 and two more meetings were held in June, 1964. A preliminary report was prepared and submitted to the Planning Commission, indicating mainly the proposals for the fourth Plan; and in parts a review of what has been done in the cultural fields during the current Plan.

18.1. The preliminary report deals with specific schemes which have been formulated. Some of them are schemes which are already being implemented but require to be further expanded to reach larger sections of the population. The emerging pattern of the fourth Plan Cultural Programmes would mean a financial outlay of the order of Rs. 18.67

crore. The existing activities in the field of archaeology will be stepped up. Among other things there are fresh excavations of ancient sites to be undertaken e.g. survey of coast line between the United Arab Republic and of India, as well as setting up of an Institute of Archaeology in Indonesia with which our cultural ties date back to ancient past.

18.2. The three National Akademis have now been established themselves fairly strongly and they are now in a position to extend their activities in the field of dance, drama, music, literature and fine arts.

18.3. Museums are yet another effective way of reaching the millions. Statistically there are only 174 museums in the country and majority of them do not receive effective help either by way of financial assistance or expert advice. The proposal suggested will lead to proper development of museums on sound lines.

18.4. The schemes under external culture would promote greater harmony with our neighbouring countries and it is hoped through these schemes we will be able to extend the beneficial influences of our culture abroad.

C. FINANCIAL PROVISIONS

19. The financial provision for the various schemes described in this Chapter are given below:

Sl. No.	Name of the scheme	Provision for 1964-65		Provision for 1965-66
		Original	Revised	
1	2	3	4	5
		Rs.	Rs.	Rs.
1.	(i) Lalit Kala Akademi	7,38,500	6,78,000	9,17,000
	(ii) Sahitya Akademi.. ..	6,40,000	5,40,000	8,00,000
	(iii) Sangeet Natak Akademi . . .	18,60,500	16,00,000	16,00,000
2.	(i) Inter State Exchange of Cultural Troupes.	2,30,000	2,30,000	2,30,000
	(ii) Cultural Exchanges of outstanding Artists/Troupes amongst the Zones of India			
	(iii) Sponsoring of Cultural Troupes for the entertainment of Armed Forces in Forward Areas			
3.	(i) Assistance to Theatres for the Production of New Plays	2,50,000	1,13,000	1,13,000
	(ii) Study Travel Grants to Theatre Groups			
	(iii) Professional Training for Qualified Students who take to Drama			
	(iv) Maintenance Grants to Theatre Groups			
4.	Open-Air Theatres in Rural Areas ..	90,000	40,000	85,000
5.	Grants to Cultural Organisations ..	1,00,000	50,000	75,000
6.	Building Grants to Cultural Organisations	8,00,000	4,00,000	4,00,000
7.	Shankar's International Children's Competition	1,25,000	1,25,000	1,25,000

1	2	3	4	5
8.	Financial Assistance to Eminent Artists in Indigent Circumstances ..	5,00,000	3,75,000	4,75,000
9.	Cultural Working Group	—	—	—
10.	Grants to Literary Institutions ..	2,80,000	2,25,000	1,50,000
11.	Strengthening of Existing Institutions	1,50,000	2,00,000	1,00,000
12.	Grants-in-aid to Individual Research Workers	25,000	25,000	25,000
13.	Scheme for giving assistance to institutions engaged in the preservation of buildings, sites and remains and memorials of historical, cultural, scientific, aesthetic and sentimental appeal	3,00,000	1,00,000	3,00,000
14.	Grants-in-aid to State Governments for :			
	(i) maintenance of certain categories of monuments	60,000	60,000	60,000
	(ii) excavations at approved sites by State Departments of Archaeology	40,000	40,000	60,000

CHAPTER XIII

MUSEUMS, ARCHAEOLOGY AND ARCHIVES

A. DEVELOPMENT OF MUSEUMS

India is rich in her cultural heritage. Museums have been the centres of culture, education and recreation in the country in the past. In present-day India this role of the museums has added significance; by evoking people's interest and supplying varied information, museums today function richly as the cultural centres of the community. The Union Government maintain and develop a few museums of national importance. besides extending financial assistance to State and other museums for their improvement and reorganisation. Incentive for research in museology by way of grants and creation of research fellowships and holding museum camps are the other forms of activities in the field. In order to examine and report on the problems of training and employment prospects of museum personnel and teaching of history of art in Indian universities, a Working Group with the Secretary (Science) as chairman, was set up in early 1964. The other members of the Group were :

- (i) Smt. Kamaladevi Chattopadhyaya, Chairman, All India Handicrafts Board
- (ii) Miss Gera Sarabhai, Ahmedabad
- (iii) Dr. (Mrs.) Grace Morley, Director, National Museum, New Delhi

2. The Committee submitted their report in June, 1964. The various recommendations made in the report are being considered in consultation with the University Grants Commission and the Director, National Museum, New Delhi.

3. *Re-organisation and Development of Museums.*—The scheme of Re-organisation and Development of Museums is a scheme continuing from the second Plan period. For the third Plan period, a programme limit of Rs. 55 lakh was fixed. Financial assistance under the scheme is given on the basis of the priorities laid down by the Central Advisory Board of Museums for certain approved items like minor building extensions, equipment, publication, museum libraries, and training of museum staff. Against the estimated expenditure of Rs. 8,25,000 on this scheme during the current financial year the expenditure so far has been Rs. 76,000.

4. *Central Advisory Board of Museums.*—Central Advisory Board of Museums was set up in 1956 to advise the Government on matters relating to the re-organisation and development of museums in the country and to promote closer contacts between different museums and closer association of Government and the public with the activities of different museums in India.

4.1. *Eighth Annual Meeting of the Board.*—This was held at Patna on December 11, 1964. The recommendations made by the Board for

the development of museums in the country from time to time were brought to the notice of all the State Governments and museums in India for implementation.

5. *National Museum, New Delhi.*—A subordinate office of the Ministry, the National Museum, New Delhi continued its programme of various activities during the year, an account of which is given in the paragraphs that follow.

5.1. *Exhibition.*—Besides the Nehru Memorial Museum at Teen Murti, the temporary exhibitions organised in the Changing Exhibitions Gallery and in the protohistoric gallery of the National Museum were :

(i) An exhibition of Arts of India—Rajasthani and Pahari—composed of decorative arts and arts of daily use and miniature paintings;

(ii) A photographic exhibition entitled “Monuments of India”, to mark Unesco’s International Campaign for the Preservation of Monuments; and

(iii) An exhibition of new archaeological discoveries in Bihar.

5.1.1. The National Museum participated in the following exhibitions and lent them certain exhibits :

(i) Exhibition in honour of the East-West Music Conference 1964 organised by the Sangeet Natak Akademi

(ii) Exhibition of Buddhist Art and Afro-Asian Numismatic Exhibition, Nepal

(iii) Exhibition held in Lytton centre, Hollywood

(iv) Exhibition of Oriental Art, organised to synchronise with the World Olympic Meet at Tokyo

(v) Exhibition of stone sculptures and terracottas, which formed part of an Indian art exhibition held in Japan last year, and currently being shown at important art centres in the United States of America.

5.1.2. Re-organisation of the exhibition, study room and storage for manuscripts and of the jewellery galleries is in progress.

5.1.3. A special room has been installed in the temporary exhibitions gallery, reconstituting a room from the Rangmahal, Chamba, consisting of mural paintings and a painted wood ceiling.

5.1.4. A selection of tribal objects from the collection of the late Verrier Elwin is being presented in one of the Anthropological galleries.

5.2. *Conservation Laboratory.*—Work on the mounting of the murals removed from the Rangmahal, Chamba, was continued in the Conservation Laboratory. Besides caring for the National Museum’s collections, of which an important manuscript, the Tuzuk-e-Jahangiri, is being treated, the Conservation Laboratory also helped several other institutions, such as the National Gallery of Modern Art, the State Department of Archaeology, Hyderabad, and the Department of Archaeology, Government of Nepal. Analysis of the pigments and the plaster of the mural of Kulu was undertaken and a report prepared preparatory to considering its removal.

5.3. *Plaster Casts.*—2646 plaster casts, a reduced scale model of the Ashoka Lion Capital and another of the Mathura Buddha and nine moulds were prepared in the Modelling Section.

5.4. *Educational Service.*—The Museum Educational Service provided its regular scheduled services, such as four daily guided tours of the museum galleries; special guided tours for school children by appointment; special lectures in the Auditorium, illustrated talks on museum subjects by Indian scholars and visiting foreign specialists; illustrated lectures on Indian Art in Delhi schools, university and special institutions by Museum officers; and documentary film show. The educational service organised this year its first special exhibition outside the Museum as part of its extension programme. An exhibition of protohistoric sites in photographs and plaster casts was organised in the Delhi University Library Hall from November 11-14, 1964.

5.5. *Publications.*—Hindi versions of "A Brief Guide to the National Museum, New Delhi", of the educational brochures (a) "Harappan Art" and (b) "Indian Sculptures Through the Ages", are being printed and will be issued in January.

5.6. *Library.*—Nearly five thousand books were added to the Library bringing the total number of books accessioned to 14,000. Special mention may be made of the collection of 3,530 books belonging to the late Verrier Elwin which the Library has acquired, 1,500 slides were added to the slide collection, bringing the total number of slides accessioned to 3,350.

5.7. *Acquisition of Objects.*—During the year under review art objects worth Rs. 2,78,466.87 paise were purchased by the National Museum. These include 47 objects of late Dr. Guha, 1,084, of late Mr. Elwin and 23 other items, all of anthropological interest; an inscribed bronze image from Chamba, another of Buddha from Nepal and wood carvings from Kerala.

5.7.1. The Art Purchase Committee for the three Central Museums viz. the National Museum, New Delhi, the Indian Museum, Calcutta and the Salar Jung Museum, Hyderabad was constituted during the year 1963-64. The Committee was reconstituted for another year. This Committee for the year 1964-65 consists of 9 members including Vice-President as the Chairman and the directors of the three Central Museums, among others.

5.7.2. The additional art objects purchased for the National Museum during 1964-65 included one manuscript 'Suwar-ul-Kawakib' from Syed Masud Hasan Rizavi, Lucknow; Gold coins from the National Defence Fund, Anthropological specimens of Shri S. K. Goswami, Anthropological specimens from the Superintendent, Government of India, N.E.F.A. (Tirap Division), Shillong.

5.7.3. Apart from other purchases, Dr. Elwin's collection was also acquired for the National Museum at the total cost of Rs. 3,01,508.

5.7.4. 380 Palaeoliths and Microliths were acquired through explorations by the Museum staff. Sixty-one prehistoric tools on an exchange basis from Cambridge University, London; 21 silver coins as treasure

trove find from Trichanapali and a big hoard of coins from the Director General of Archaeological Survey of India were added to the collection of the National Museum.

5.7.5. Forty-eight gifts from friends of the Museum including weapons and other anthropological specimen from Nagaland, a fine terracotta grave votive offering from Surat District and an interesting terracotta seal to be attributed to the 9th cent. A.D., from Kashmir, representing preaching Buddha were also received in the National Museum. Besides the above, an ancient amphora from Cyprus along with a coin, a manuscript and five large architectural pieces were also received as gifts.

6. *Establishment of the National Science Museum in Delhi.*—At a meeting held on July 31, 1962, the Committee of the Cabinet agreed that the National Science Museum should be located in Delhi. The availability of site for the location of the museum is yet to be cleared and the actual work on the project may perhaps start only towards the close of the third Plan. A provision of Rs. 1 crore is suggested for the fourth Plan.

7. *Indian War Memorial Museum, Red Fort, Delhi.*—The Indian War Memorial Museum, Red Fort, Delhi, which exhibits arms, ammunition and equipment used in the First World War along with the contemporary regimental colours etc. continued to attract large number of visitors which were over 10 lakh during the year.

8. *Indian Museum, Calcutta.*—Indian Museum has functioned effectively as one of the biggest centres of education in India for the last century and a half. This institution is the first of its kind established in India and is governed by the Indian Museum Act, 1910 as amended from time to time. At present the Museum has been divided into six sections namely, Archaeological, Art, Anthropological, Geological, Industrial (Economic Botany), and Zoological. All these sections except Art Section are administered by various surveys under the Government of India. With a view to improving the present set-up it has since been decided that the sections of the Museum be integrated with the Indian Museum under the direct control of the Board of Trustees. To start with, the two sections viz. Anthropological and Archaeological are being integrated immediately.

8.1. The institution is the biggest of its kind and is visited by persons from all parts of India and abroad totalling a minimum of about 12 lakh each year. Visitors are taken round the galleries by qualified Guide-Lecturers. Organised parties of students and scholars are given special guidance by appointment. The Indian Museum celebrated 'Asutosh Centenary' in 1964.

9. *Victoria Memorial Hall, Calcutta.*—The Victoria Memorial Hall is managed by a Board of Trustees. It accommodates exhibits mainly connected with the British period of Indian History. The exhibits continued to interest a great number of visitors. Grant-in-aid of Rs. 2,09,500 has been released to Victoria Memorial Hall so far.

10. *Salar Jung Museum, Hyderabad.*—The work of construction of the new building of Salar Jung Museum is in progress. The original estimate of Rs. 38.82 lakh approved by the Salar Jung Museum Board

has been revised to Rs. 42.20 lakh in consultation with the Central Public Works Department.

10.1. For the maintenance of the Salar Jung Museum, a grant of Rs. 3,00,000 has been released up to 31st December, 1964. For the new building of the Museum a grant of Rs. 5,00,000 has also been released up to 30th December, 1964. Further grants for the current financial year will be released according to the actual requirements of the Museum before the close of the financial year.

11. *Development of Nava Nalanda Mahavihara.*—The Committee appointed to consider the integrated development of the Nava Nalanda Mahavihara and the Huen Tsang Memorial Hall (at present under construction at Nalanda) has recommended the integrated development of the Nava Nalanda Mahavihara and the Huen Tsang Memorial Hall as one Centre of Research and Learning in Buddhistic studies under a common Board of Management. The recommendations of the Committee in this behalf are under consideration of the Union Government and the State Government of Bihar.

12. *National Gallery of Modern Art.*—The National Gallery of Modern Art is located in Jaipur House. It started with a nucleus collection of about 160 paintings mostly by Amrita Sher Gil in the year 1953. Since then efforts have been made to enrich the collection and to make arrangements for their suitable display and storage. In accordance with the scope of the Gallery, the exhibits represent pictorial and sculptural art from 1857. The collection consists of art objects including metal images from South India, Gujarat and Nepal, hand printed textiles and embroidery, Rajput and Kangra paintings, paintings of the Bengal school represented by those of Abanindranath Tagore, Nandalal Bose, Gagan-dranath Tagore, Abdur Rehman Chughtai, Kshitindranath Majumdar and others, almost the entire work of Amrita Sher Gil, important works of Rabindranath Tagore and of several other artists. Besides contemporary paintings, there are also modern sculptures from all over India and also specimens of graphic art like wood cuts, lino cuts, etching aquatints etc.

12.1. *Artist's Week.*—With a view to making available all the collections of renowned artists at one time to the public and to satisfy the wishes of their patrons, it has been decided that all the paintings of every outstanding artist in National Gallery of Modern Art should be displayed for one week. Under this arrangement, 94 paintings of Amrita Sher Gil were displayed at the National Gallery of Modern Art from 21st to 31st December, 1964.

12.2. *Art Purchase Committee.*—There is an Art Purchase Committee for the National Gallery of Modern Art which was set up in 1961. This Committee advises the Government of India in regard to the purchase of art objects for the Gallery. The Committee meets about 4 times a year at different places in the country. During the year 1964 two such meetings were held at New Delhi and Madras and as a result 48 art objects were purchased at a total cost of Rs. 45,000. The 3-year term of the Committee that expired on 31-3-1964 was further extended up to 30-9-1964. It has been decided to reconstitute the committee.

13. *Fellowships in Museology.*—On the recommendations of the Central Advisory Board of Museums a scheme for the award of fellowships in Museology has been instituted to promote research work in

museums. To begin with 3 fellowships of the value of each Rs. 250 p.m. have been awarded to carry on research in approved subject of museology.

14. *National Art Treasures Fund.*—It has since been decided to wind up the fund and utilise the amount of Rs. 6,48,532 collected so far for the purchase of art objects for the Indian Museum, Calcutta, Salar Jung Museum, Hyderabad and National Museum, New Delhi.

15. *Buddha Jayanti Park.*—At the instance of the late Prime Minister and the then Vice-President, it was decided by the Union Government to lay a Park at the Kushak View, Ridge, Delhi. The work allotted to the Central Public Works Department was divided into two phases. First phase that included the development of land at an estimated cost of Rs. 9,17,800 has been completed. The second phase included development of an additional area of 22 acres at an estimated cost of Rs. 17,21,600. Major portion of the work was completed and the rest was suspended due to the National Emergency in October, 1962. The proposal for laying a Japanese style Garden has been dropped and an administrative approval for Rs. 35,640 to develop the two acres of land kept for the purpose has been issued in 1964-65.

B. ARCHAEOLOGICAL SURVEY OF INDIA

16. The Archaeological Survey of India continued to give attention to all its major activities, viz. conservation of the monuments of national importance and the gardens attached to them, exploration and excavation of sites of archaeological importance, development of archaeological museums and publications of informative and research value.

17. *Exploration and Excavation.*—Eighteen sites are proposed to be excavated during the year, of which the work at Kalibangan. (Rajasthan), Ahichchhatra and Gadharona, (Uttar Pradesh), Burzahom (Jammu and Kashmir), Besnagar (Madhya Pradesh), Gudiyam and Kaveripattinam (Madras), Dharnikotta (Andhra Pradesh) will be a continuation of last year's work. The site at Kalibangan has continued to yield evidence of great importance to the understanding of our culture and civilization of a bygone age. Up to November 1964, 1,876 villages were surveyed as part of a country-wide exploration under the Five-Year Plan. The recent discovery of Harappan sites in Saharanpur District and other sites in Patiala and Amribar revealing the further extent of Harappan culture is noteworthy.

18. *Up-keep and Maintenance of Monuments.*—Seventeen monuments in Goa have been chosen for declaration as monuments of national importance. Of these, large-scale repair works, including chemical treatment (comprising extensive rebuilding and preservation of paintings) were undertaken to the Basilica of Bom Jesus, Se Cathedral and the Church of St. Francis of Assisi so as to bring them in a good state of preservation. Gardening operations were also undertaken to beautify the monuments. Major repair works were also undertaken to the walls of the Sindhudurg fort at Malwan, and to tomb of Zaimul Abdin's mother at Srinagar. The Mahaparinirvana Stupa at Kushinagar, which had collapsed, is being reconstructed. Special repairs to Rani Lakshmi Bai's Palace at Jhansi and monuments at Hampi are in progress.

19. *Archaeological Museums.*—Two new museum buildings have been constructed, respectively at Konarak and Amravati, and these will be opened to the public after arrangement of the exhibits therein. The hill-top Museum at Nagarjunakonda, constructed at a cost of about 8 lakh of rupees, is being got ready. The work received a setback due to national calamities in that area recently and as such, the opening of the museum is likely to take some more time. The Indian Museum, Calcutta, which was badly affected in many ways due to the Emergency, is fast regaining its fulness. A new bronze gallery has been opened at the museum.

20. *Exhibition.*—An exhibition of Ancient Indian Art symbolizing our art and cultural tradition was arranged in Japan from November 1963, to March 1964, which earned encomiums from the public and art-lovers alike. At the request of a few museums in the United States of America, the exhibition is being currently held in the U.S.A., the Archaeological Survey of India also participated in the Exhibition of Arts of Oriental countries arranged by the same Tokyo Organisation for two weeks from 20th October, 1964, to synchronize with the Olympic Games. An exquisite sculpture of Buddha in preaching attitude from the Archaeological Museums at Sarnath known for its remarkable serenity and grandeur was lent for this exhibition.

21. *Activities Outside India.*—As in the past year, the activities of the Survey were not confined to India alone. Shri A. Ghosh, Director General of Archaeology in India visited Afghanistan in July-August, 1964 for exploring the possibilities of preserving the colossal statues of Buddha at Bamian and selecting a suitable site for excavation. His report is under Government's consideration. As part of the aid programme to Nepal, the Archaeological Survey of India proposes to undertake the preservation of paintings at Bhaktapur near Kathmandu as they are deteriorating.

22. *Collaboration with Unesco.*—Known the world over for her priceless monuments and with a culture and history dating back to over 5,000 years, India befittingly responded to the Unesco's call for an international campaign for monuments and organised it at the national level for a fortnight in November, 1964, to educate the public on the cultural, historical and artistic value of the great monuments and to inculcate a sense of responsibility for their preservation for posterity. The campaign was organised by the Government of India through the agency of the Archaeological Survey of India. The State Governments—particularly their Education Departments and Directorates of Archaeology, Museums and Educational Institutions gave their whole hearted cooperation.

23. *Publications.*—Four new sets of picture postcards of representative monuments at Nagarjunakonda, Vishnupur, Lucknow and Goa were published and released for sale to the public as part of publicity programme of the Survey. Another important publication brought out by the Survey is the Monograph on "Pallava Cave-temples" by Shri K. R. Srinivasan, Deputy Director-General of Archaeology, which is the first volume in the Temple Architecture series on the programme of publications of the Temple Survey Project set up under the Survey.

24. *Meetings.*—The twentieth meeting of the Central Advisory Board of Archaeology was held at Patna with the Minister of Education in the

Chair. The Governor of Bihar inaugurated the meeting. A variety of problems relating to archaeology were discussed at the meeting and a number of important resolutions were passed.

C. NATIONAL ARCHIVES OF INDIA

25. The main activities of the National Archives of India relate to accession, repair and preservation of records, research and technical service and training and publication.

26. *Accession.*—192 authenticated copies of Bills passed by the various States Legislatures and assented to by the President of India were received from the Ministry of Home Affairs. 1,163 books and 415 periodicals were added to the Department Library.

26.1. Among the significant additions to the Department's private archives and historical documents, mention may be made of the collections of Dr. M. R. Jayakar, V. S. Srinivasa Sastri, V. Krishnaswami Aiyer and Purushottam Das Tandon. Documents of the India Independence League at Singapore were also acquired.

26.2. Under the programme of acquisition of materials of Indian interests, the papers of former Governors General Lord Dalhousie, Lord William Bentick and Lord Hardinge and former Secretary of State for India Lord Chamberlain were acquired in microfilm from various libraries and repositories.

26.3. Photo copies of a *nishan* of Princess Jahan Ara and a *Farman* of Emperor Akbar were procured from Surat.

27. *Compilation of Reference Media.*—Lists were prepared of the files of Legislative Department (1872-89) and Military Department (1876-89) of the Government of India. Listing of papers of G. K. Gokhale, B. G. Khaparde and Badruddin Tyabji was completed. Lists were prepared of papers of Duke of Argyll and Lord Dalhousie. Further progress was made in preparing a descriptive list of *Persian Correspondence* (1804-07), press listing of Secret Department records (1783-6), indexing of the *Alqabnama*, the Foreign and Political Department records (1781-83) and cataloguing the Survey of India maps.

28. *Research and Reference.*—The number of research scholars including those from the U.K., the U.S.A., Australia, Germany and Sweden, who availed themselves of facilities for consulting records was 118 this year as against 190 last year.

29. *Technical Service.*—A number of institutions and individuals from abroad as well as within the country availed themselves of technical advice of the National Archives of India, notably among them are: Bir Library, Kathmandu, Nepal, Gandhi Smarak Nidhi, Bhandarkar Oriental Research Institute, Poona, Registrar General's Office, New Delhi.

30. *Training in Archives Keeping.*—Three candidates successfully completed the one-year Diploma Course in Archives-Keeping offered by the National Archives of India. The Archivist of the Ceylon Government completed the study-cum-observation tour arranged by the National Archives of India under the Colombo Plan.

32. *Publications.*—In collaboration with the University of Calcutta, Ochterlony Papers on Delhi and Central India (1818-25) were published. Progress was maintained in printing of *Fort William—India House Correspondence* Vol. VII (Home Public, 1773-76) and *Calendar of Persian Correspondence*, Vol. XI (1794-95). *The Indian Archives*, Vol. XIV (Jan. 1961-Dec. 1962) was published. *Fort William—India House Correspondence* Vol. III (Home Public, 1760-63), Vol. XXI (Military Department, 1797-1800), *Descriptive list of Secret Department Records*, Vol. II (1776-80) and *the Indian Archives* Vol. XV (Jan. 1963-Dec. 1964) were sent to the press. Arrangements were made for reprinting of *Selections from Educational Records*.

32. *Grants to State Governments.*—Grants were given to the State Governments of Bihar, Kerala, Madhya Pradesh, Madras, Mysore, Orissa, Punjab, Uttar Pradesh, West Bengal and Rajasthan for the compilation of material for the National Register of Records in private custody.

33. *Advisory Bodies and Committees.*—The National Committee of Archivists met at Trivandrum in December, 1964 to discuss matters of archives in the Union and States. In the same month the Historical Documents Purchase Committee also met to consider the acquisition of some documents from private sources.

34. *Indo-Soviet Cultural Exchange Programme.*—Under this Programme, Shri K. D. Bhargava, Director of Archives, visited the various records repositories of the Soviet Union.

35. *General.*—The administrative control of the archives in Goa was transferred to the National Archives of India from the 1st October, 1964.

36. *Programme for 1965-66.*—In addition to completing its present accession work on hand, the National Archives of India proposes to continue its programme of locating and acquiring documents bearing on modern Indian history, private papers of former Governors General, Viceroys, and Secretaries of State as well as of eminent Indians. Emphasis will continue to be laid on appraisal and weeding of records of ephemeral value in custody of the National Archives of India as well as in the record rooms of other government agencies.

36.1. As regards publication programme, the printing of Vol. XV of the *Indian Archives*, Vol. VII of *Fort William—India House Correspondence* Vol. XI of *Calendar of Persian Correspondence* and *Persian Akhbar* are expected to be completed. Another Volume of *Fort William—India House Correspondence* will be sent to the press. A volume of *Descriptive list of Secret Department Records* and *Index to the Foreign and Political Department Records* (1781-83) will be ready for press. *Descriptive listing of Persian Correspondence* (1806-7) is likely to be completed.

D. FINANCIAL PROVISION

37. *Financial Provision.*—The financial provision for the various schemes described in this Chapter are given below :

Sl. No.	Name of the scheme	Provision for 1964-65		Provision for 1965-66
		Original	Revised	
1	2	3	4	5
1.	Reorganisation and development of Museums	11,00,000	8,25,000	8,25,000
2.	Indian War Memorial	20,800	21,600	21,800
3.	National Museum, New Delhi	21,41,200	19,37,000	22,26,200
4.	Indian Museum, Calcutta	5,69,100	4,55,000	5,00,000
5.	Victoria Memorial Hall, Calcutta	3,44,400	3,44,400	2,16,200
6.	Salar Jung Museum, Hyderabad	17,45,000	10,50,000	17,00,000
7.	Nava Nalanda Mahavihara	50,000	50,000	1,50,000
8.	National Gallery of Modern Arts	4,00,800	3,29,100	3,76,500
9.	Archaeological Survey of India	1,28,30,000	1,16,37,000	1,21,96,400
10.	National Archives of India	15,49,000	15,51,000	16,47,800

CHAPTER XIV

EXTERNAL CULTURAL RELATIONS

A cultural activities programme, designed to promote mutual understanding and goodwill and to foster closer relations with foreign countries, is drawn up each year in consultation with the Ministry of External Affairs and the concerned Indian missions abroad. The scope of this programme is very wide and it includes exchange of delegations of artistes, students and scholars, exchange of publications, exhibitions and art objects, presentation of books, deputation of Indian teachers for service abroad, participation in international congresses and conferences, bilateral cultural agreements, creation of Chairs of Indian Studies in other countries and assisting in the translation and publication of Indian classics into foreign languages and *vice-versa*. At non-governmental level, a significant part of such activities is carried on by the Indian Council for Cultural Relations—an autonomous organisation financed entirely by the Ministry.

A. ACTIVITIES OF THE MINISTRY

2. The activities of the Ministry in respect of cultural relations with foreign countries were carried out on a subdued scale in view of the national emergency and stringent financial conditions—particularly of foreign exchange. The approved programme of Rs. 55.23 lakh was scaled down to Rs. 40 lakh.

3. *Cultural Agreements.*—For some years now the Union Government have executed a number of cultural agreements with foreign countries. At the moment India has cultural agreements with 17 countries, namely, Afghanistan, Bulgaria, Czechoslovakia, Greece, Hungary, Indonesia, Iran, Iraq, Japan, Mongolia, Norway, Poland, Rumania, Turkey, the United Arab Republic, the USSR and Yugoslavia. These agreements envisage cooperation in the fields of culture, education and science. The instruments of ratification in respect of the Indo-Afghan Cultural Agreement were exchanged on February 16, 1965.

3.1. Under the provisions of the respective Cultural Agreements with the USSR and Poland, the Indo-Soviet Joint Committee and Indo-Polish Joint Committee met in New Delhi in the early months of the year 1964 and finalised cultural exchange programmes to be implemented during 1964-65 and 1965-66, respectively. Similarly, under the provisions of the Indo-Hungarian Cultural Agreement, representatives of the two countries met to finalise the cultural exchange plan for 1964-65.

4. *Delegations to Other Countries.*—Indian delegations were sponsored during the year by the Government in various fields on different occasions.

4.1. *Afghanistan.*—A 35-member Cultural Delegation consisting of musicians, dancers and a hockey team were sent to Kabul under the leadership of Shri D. K. Barooah, Education Minister, Government of Assam to participate in the Afghan Jashan celebrations in August, 1964.

4.2. *Burma, Japan and Laos.*—A 31-member Cultural Delegation consisting of artistes of Kathak, Manipuri and Bharat Natyam dance styles visited Burma during January-February, 1964. While the Manipuri troupe returned to India from Burma, the other two troupes went to Laos, and the Bharatiya Kala Kendra troupe to Hong Kong and Tokyo.

4.3. *Ceylon.*—A twenty-seven-member cultural delegation consisting of dancers of Kathak and Manipuri styles visited Ceylon to participate in the 'All Nations Music Festival' organised by the Government of Ceylon in connection with the Industrial exhibition in Colombo. During its stay of 11 days the delegation gave a number of performances there.

4.4. *Mauritius.*—Shri Nand Kishore, music teacher and Smt. Kamal Kirtikar, dance teacher have been sent to Mauritius to teach Indian music and dance at the Hindustani School of Music and Dance opened in Port Louis in April, 1964.

4.5. *Nepal.*—Two well-known Indian musicians—Smt. Kalyani Roy (Sitarist) and Shri M. Ali Khan (Vocalist) were sent to Nepal to participate in the Independence Day Celebrations held in Kathmandu in August, 1964.

4.5.1. A delegation of musicians consisting of Sarvashri V. B. Jog (Violinist), M. A. Kalyanakrishna Bhagavathar (Veena), Nandlal Ghosh (Sarod), Devendra Murdeshwar (Flute), Smt. Lakshmi Shankar and Malvika Kanan (Vocalists) was sent to Nepal to give recitals in connection with the Indian Trade Exhibition being held there. Some of the musicians also participated in the Indian Republic Day celebrations organised by the Indian Embassy in Kathmandu. The Kalakshetra troupe of Madras was also sent to Nepal which gave performances in Kathmandu between January 27 to February 4, 1965. A few poets are likely to visit Kathmandu in March, 1965.

4.6. *Sikkim.*—A troupe of Manipuri dancers from Triveni Kala Sangam visited Sikkim to participate in the Independence Day Celebrations there.

4.7. *Turkey, Hungary, Morocco and Yugoslavia.*—The Indian Revival Group, Calcutta, visited Turkey to participate in the International Folklore Festival held in Istanbul in August, 1964. They also visited Hungary, Morocco and Yugoslavia.

4.8. *U.S.S.R. and Bulgaria.*—The Education Minister visited the USSR and Bulgaria during the year. As a result of discussions held by the Education Minister in the USSR, a number of proposals on educational, cultural and technical cooperation were agreed upon. The significant amongst these are the proposals for the establishment of an Institute of Russian Studies in India and Soviet assistance for setting up of 7 Regional Colleges of Technology in India.

4.9. The following visited the USSR for 4-6 weeks :

4.9.1. Sarvashri G. C. Sharma, B. B. Lal and Y. D. Sharma visited the USSR to acquaint themselves with the latest Archaeological research there.

4.9.2. Shri N. M. Ketkar, Librarian, Central Secretariat Library, New Delhi went for a study of the library system in the USSR.

4.9.3. Dr. B. B. Lal, Archaeological Chemist visited the USSR for specialised work on "Radio Carbon Method of Time Determination."

4.9.4. Shri A. K. Narain, Principal, College of Indology, Banaras Hindu University is scheduled to visit the USSR in the near future under the Indo-USSR Cultural Programme for acquainting himself with collections of coins of the Indo-Greek, Indo-Seythian, Kushan and other Indian series and collect material on "Contacts between Central Asia and Ancient India."

4.10. *Hong Kong, Malaysia.*—At the invitation of some cultural organisations, Shrimati Indrani Rehman visited Hong Kong. She also gave performances, on her return journey in Kuala Lumpur and Singapore under the joint sponsorship of the Information Service of India and the Arts Council of Malaya.

4.11. *Pakistan.*—A delegation consisting of three members namely Dr. Mulk Raj Anand (Panjab University), Dr. Masood Hussain Khan (Osmania University, Hyderabad) and Prof. N. S. Bendre (M.S. University, Baroda) participated in the seminar organised by the Pakistan Thinkers Forum from February 10 to 14, 1965.

5. *Delegations from Other Countries.*—A number of delegations also visited India during the period for diverse purposes and on various occasions. A brief account is given below.

5.1. *Burma.*—Mr. U. Bo Kay, Conservator of the Archaeological Department of Burma came to India in May 1964 for six months on a study-cum-training tour. He received training in Epigraphy in the office of the Government Epigraphist for India at Ootacamund.

5.2. *Hungary.*—A thirtysix-member Dance and Music Ensemble from Budapest arrived in Bombay on 11th February, 1965 on a one-month visit to the country. During its stay the troupe will give performances in Bombay, Hyderabad, Delhi, Chandigarh and Jaipur. During its stay in Delhi, the troupe will give a performance in Surehra village on February 26, 1965.

5.2.1. Miss Edith Toth, Curator of Indian Art in Hungary arrived in New Delhi on 25th January, 1965 on a six-month visit of the country. During her stay, Miss Toth will do research work on the "Development of Indian Paintings" and will visit museums in Delhi, Calcutta, Varanasi and Bombay etc.

5.3. *Japan.*—Mr. Jiro Enjoji, Managing Director and Editor-in-Chief of Nihon Keizai Shimbun, Japan, arrived in India on 14th January on a goodwill visit, for 12 days.

5.4. *Nepal.*—A 15-member Nepalese delegation arrived in Patna on 14th February, 1965 on a three-week goodwill visit. The delegation will visit places of cultural and historical interest in the country.

5.5. *Sikkim.*—A 20-member Sikkimese delegation arrived in India on the 2nd February, 1965 on a one-month visit. During its stay, the delegation will visit places of cultural and historical interest.

5.6. *U.A.R.*—A 55-member cultural troupe (Reda Troupe) came to India in November, 1964 for a period of four weeks. During their stay in India they gave performances in Delhi, Agra, Bhopal, Hyderabad and Calcutta.

5.7. *U.K.*—Dr. P. S. Noble, Principal, King's College, London, arrived in India on 15th January on a one-month goodwill tour of the country, under the cultural activities programme of this Ministry.

5.8. *U.S.S.R.*—Under the Cultural Exchange Programme between India and the USSR, a Soviet Circus consisting of acrobats, magicians, dancers, jugglers, alongwith trained animals including tigers, bears, horses and birds gave performances before large audiences in Bombay, Hyderabad, Madras, Calcutta, Kanpur and New Delhi during March-April, 1964.

5.8.1. Two Soviet Scholars, Mr. Y. V. Gankovsky and V. M. Moskalenko came to India in August, 1964 on a six-week tour to study and collect material on the problems of National Consolidation of the People in India.

5.8.2. A 25-member troupe of Dancers and Musicians came to India in December, 1964—January 1965. During their stay in India, the troupe gave performances in Madras, Hyderabad, Bombay, Jaipur, Delhi, Lucknow and Patna.

6. *Delegations Expected.*—The following delegations are expected :

(i) Hungarian composers—February-March, 1965.

(ii) 10-member Delegation from Afghanistan—March, 1965.

7. *Exhibitions Sent Abroad.*—A brief account of the various exhibitions sent or objects loaned out to foreign countries is given in the following paragraphs.

7.1. *Ceylon.*—An exhibition consisting of paintings, calligraphy, handicrafts etc. having an Islamic background, was sent to Ceylon.

7.2. *Europe.*—An amount of Rs. 15,000 was given to Shri Amarnath Sehgal, an eminent Indian Sculptor, for taking an exhibition of his sculptures to Europe. Exhibitions at Belgrade (Yugoslavia) and Frankfurt (West Germany) have already been held. An Exhibition at Paris (France) is being held during January-February, 1965. An additional sum of approximately Rs. 11,500 has been sanctioned for the purpose.

7.3. *Japan.*—On a request made by the Nihon Keizai Shimbun of Tokyo, the Government loaned three art objects including the sculpture "Preaching Buddha", from Sarnath for an Exhibition of Ancient Arts of Oriental Countries, organised in Tokyo during October-November, 1964.

7.4. *U.S.A.*—Of the 247 art objects loaned for the Exhibition in Japan, 118 sculptures and terracottas have been further loaned to five American Museums for exhibitions in five cities in the U.S.A. The Exhibition has already been held at San Francisco, Seattle and Cleveland, and will be taken to New York and Honolulu.

8. *Exhibition From Hungary.*—A photographic exhibition from Hungary is likely to be organised in India in March, 1965.

9. *Presentation and Exchange of Indian Art Objects, Books, etc.*—Indian art and other objects have been presented to various individuals,

institutions and organisations in Afghanistan, Australia, Brazil, Burma, Canada, Chile, Cuba, Ghana, Iran, Indonesia, Madagascar, Mauritius, Mexico, Poland, Switzerland, Turkey, UAR, USA and USSR.

9.1. Books on Indian history, art, literature etc. were presented to various organisations and institutions abroad through the respective Indian Missions.

9.2. During the current financial year, various Indian Missions abroad organised essay competitions on subjects relating to India in their accredited territories. The winners are being awarded prizes in the form of books, objects of Indian art and handicrafts, gramophone records of Indian music etc.

10. *Fellowships and Scholarships to Tibetan Lamas*.—Twelve learned Tibetan refugee lamas are being given fellowships at the rate of Rs. 300 p.m. per head. They are presently engaged in research work in various Indian universities and institutions of higher learning. Twenty-five undergraduate Tibetan refugee lamas are receiving scholarships at the rate of Rs. 100 per month per head for prosecuting their studies at degree level at the Sanskrit University, Varanasi, Nava Nalanda Mahavihara, Nalanda and Namgyal Institute of Tibetology, Gangtok.

11. *Participation in International Congresses and Conferences Abroad*.—Shri Kanti Chandra Pandey of Lucknow participated in the Fifth International Congress on Aesthetics held in Amsterdam during August-September, 1964. (2) The Children's Little Theatre, Calcutta, participated in the Commonwealth Art Festival in the U.K. (3) Kumari Kamala participated in the Theatre des Nations Festival, Paris, held in May, 1964. (4) The Dagar Brothers gave performances in the Berlin International Festival held in September, 1964.

12. *Subsidies for Travel Abroad for Approved Purpose*.—Swami Ranganathananda of the Ramakrishna Mission, Calcutta, was granted a travel subsidy to enable him to participate in the Swami Vivekananda birth Centenary celebrations in Indonesia. (2) Shri E. M. Aryanayakam was given a travel subsidy to visit West Germany at an invitation from the University of Saarbrücken to lecture on the system of Basic education and the educational experiment at Sewagram. (3) A travel subsidy was given to the Asia Society, New York, who sponsored Shri Ravi Shankar accompanied by two artistes, for visiting the U.S.A. during September 1964—February 1965. The party gave performances at various places under the sponsorship of the Society. (4) Shri M. Zaheer visited France on a Government travel subsidy to study museology and administration of museums in France.

13. *Grant-in-Aid For External Cultural Relations*.—Financial assistance in the form of *ad-hoc* grants was given to various cultural organisations, individuals etc. as mentioned below :

- (i) Educational institution in Nepal through the Indian Embassy, Nepal.
- (ii) Friends of India Society, Santiago, Chile.
- (iii) India League, Sydney, Australia.
- (iv) Indian Council for Africa, New Delhi.

- (v) Indo-Iranian Culture Association, Teheran, Iran.
- (vi) Indian Hospice, Jerusalem, Jordan (Building grant).
- (vii) Indo-Nepal Friendship Association, Kathmandu, Nepal.
- (viii) Indo-Turkish Cultural Association, Istanbul, Turkey.
- (ix) Indo-Arab Friendship Society, Cairo, U.A.R.
- (x) Indo-Austrian Association, Vienna.
- (xi) Italo-Indian Association, Rome, Italy.
- (xii) Japan-India Societies at Tokyo and Kyoto, Japan.
- (xiii) New University Law Library, Oxford.
- (xiv) Pracya Vidya Vihara, Calcutta.
- (xv) Ramakrishna Mission Society, Rangoon, Burma.
- (xvi) Ramakrishna Vedanta Society, Tokyo, Japan.
- (xvii) Ramakrishna Mission Vedanta Centre, London.
- (xviii) Royal School of Medicine, Vientaine, Laos.
- (xix) Royal Asiatic Society, London.
- (xx) Subsidy for Nepali Literary publications through Indian Embassy, Nepal.

14. *International Students Houses*.—A prestige International hostel building, India House, is being erected at the Cite Universitaire, Paris, at a cost of approximately Rs. 44 lakh. The hostel, when completed, will provide accommodation for 100 students/scholars, 30 per cent of which will be utilised by foreign students and the rest will be placed at the disposal of the Indian student community in Paris.

15. *Financial Provisions*.—Activities similar to those mentioned in foregoing pages are likely to be undertaken during 1965-66. A programme of Cultural Activities with a financial limit of Rs. 73,59,800 has been drawn up in consultation with the Ministry of External Affairs, against which a budget provision of Rs. 38,35,000 only has been suggested in the Demands for Grants. A break-up of the financial provisions under broad categories of activities is given below :

Sl. No.	Scheme	Provision for 1964-65		Provision for 1965-66
		Original	Revised	
1.	Grants-in-aid for International Cultural Activities	4,03,900	7,00,000	2,40,900
2.	Cultural Delegations	10,05,500	7,00,000	10,00,000
3.	Other Cultural Activities	15,90,600	16,00,000	15,94,100
4.	Hospitality and Entertainment—Cultural Relations with foreign countries for incoming delegations, visitors, etc.	10,00,000	10,00,000	10,00,000

B. INDIAN COUNCIL FOR CULTURAL RELATIONS

16. The Government grant to the Indian Council for Cultural Relations for the year 1964-65 amounted to Rs. 12 lakh. A brief account of the activities of the Council during the period is given below.

17. Cultural Exchange.—Under this programme the Council received a variety of visitors, played hosts to several delegations, awarded travel grants and organised exhibitions and lectures. These are described in the following paragraphs.

17.1. Visitors.—Among a large number of distinguished scholars, artists, writers and specialists in different fields who visited India at the invitation of the Council or were given hospitality by the Council during their stay here, mention may be made of Dr. R. R. Ralarosy, Director-General of the Public Health and President of the Malagasy Academy, Madagascar; Chief Mrs. T. Ayo Manuwa of Nigeria; Madame Pung Peng Cheng, Deputy in the Cambodian National Assembly; Mr. C. Minderovic, the distinguished author of Yugoslavia; Dr. M. A. Lahababi, poet and Dean of the Faculty of Letters of Morocco; Dr. Kenneth O. Dike, Vice-Chancellor of the University of Ibadan, Nigeria; Lord Robbins, Chairman of the Financial Times and Chairman of the Committee for Higher Education in Britain; and Dr. J. V. Narlikar, the distinguished Indian Scientist. The Council also assisted in the arrangements for the visit of other foreign dignitaries.

17.1.1. The Council sponsored the visit to the USSR of two Indian writers *viz.* Shri R. K. Narayan and Shri C. Balakrishna Rao under the Indo-Soviet Cultural Agreement. A four-week lecture-tour by Dr. R. V. Joshi of Delhi University was also sponsored by the Council. Dr. Joshi visited several European countries and gave lectures on Indian Philosophy and Sanskrit literature in Czechoslovakia, Hungary and Poland. The Council sent a team of two Indian Qazis to participate in the International Quran Reading Competition held at Kuala Lumpur (Malaysia) in January, 1965.

17.2. Delegations.—The Council was host to several delegations from abroad including a three-member goodwill delegation of religious leaders from the Soviet Union and a delegation of four Turkish Scientists. The Council organized a post-Conference tour for 15 delegates to the Conference of World Fellowship of Buddhists held at Sarnath. The Council also extended its hospitality to the delegates to the Conference on International Understanding Through Education and to a group of 18 Trainees from Malawi and Tanzania who visited India under the Commonwealth Assistance programme of the Government.

17.3. Travel Grants.—Travel grants were given to Dr. Maqbul Ahmed of Muslim University in connection with his study-cum-lecture tour of West Asia; to Dr. K. Yunus of Indonesia for a study-tour in India, to Rev. Prof. Xavier S. Thani Nayagam, Head of the Department of Indian Studies, University of Malaysia for a study-tour of India; to Mr. Pieter Brattinga, a Dutch Designer and educationist to visit Design centres in India, to Shri Utpal Dutt and Smt. Soha Sen in connection with their study-tour to see Theatre art in Europe; Dr. De Angelis, Professor of Hindi and Indian Studies at Rome for a study-tour in India. A travel grant was also placed at the disposal of the Indian Council of World Affairs in connection with the Commonwealth Relations Conference.

17.4. Exhibitions.—Five exhibitions were organized by the Council during the year :

1. 'Twenty Years of Bulgaria' in collaboration with the Bulgarian Embassy;

2. 'Polish Poster Art' in collaboration with the Indian National Commission for Unesco;
3. 'Ravenna Mosaics' in collaboration with the Italian Embassy;
4. 'American Prints Today', in collaboration with Prints Council and Asia Society of New York;
5. 'USSR Today and Tomorrow' in collaboration with the Embassy of the USSR.

17.5. *Lectures.*—The Sixth series of Azad Memorial Lectures was delivered in March 1964 by Dr. Carlos P. Romulo, President of the Philippines University. The subject of his two lectures was 'Contemporary Nationalism and World Order'. In addition the Council itself arranged and helped other organizations in the country in arranging a large number of talks by several of the distinguished scholars who visited India during the year. Lord Robbins gave a public lecture at Azad Bhavan on 'University Education in the Modern World'. Mr. Ben Enwonwu of Nigeria spoke on 'Art in Africa'. Rev. William Coffin of Yale University, U.S.A. delivered the George Washington Carver Memorial Lecture on 'Universities and the Social Order'. Prof. Mro Ojeda of Mexico spoke on 'Democracy in Developing Countries'; and Mr. Metin And of Turkey on 'Turkish Theatre and its Scenic Art'.

17.6. *ICCR Professors and Lecturers.*—The Council continued to maintain and support Chairs of Indian studies in Australia, Iran and Yugoslavia and the Visiting Professor of Slav Studies in India. The three Cultural Lecturers of the Council stationed in Trinidad, British Guiana and Surinam have continued their useful work of teaching Hindi and giving lectures on different aspects of Indian culture. The Council continued its subsidy to the Hindi Lecturer at the University of Rome in Italy.

18. *Publications.*—In addition to the three journals *viz.* the Indo-Asian Culture, Thaqafatul Hindi and Cultural News from India, the Council published five books during the year: (i) Contemporary Nationalism and World Order—Carlos Romulo; (ii) India in Ceylonese History, Society and Culture—M. D. Raghavan; (iii) Drama in Rural India—J. C. Mathur; (iv) The Novel in Modern India (Proceedings of the P.E.N. Conference in 1961) and (v) Modern Indian Thought—V. S. Naravane. Three books expected to be released shortly are: (a) Introduction to India; (b) Indian Influence in American Literature and Thought—John Reid and (c) Monograph on the Marathi Language—N. G. Kalelkar.

19. *Students Service Units.*—All overseas students about whom intimation was received in time were received on their arrival by the Council's representatives at Bombay, Calcutta, Delhi and Madras. The Council also helped them in arranging their onward journey to the places of their study and in finding suitable accommodation for them. Other activities of the Council in this field are as described below.

19.1. *Introduction Courses.*—Four courses were organized by the Council for the newly arrived overseas students at Bombay, Calcutta, Delhi and Madras. Over 150 students attended these courses. Sixteen courses were also organised during the year, one for the Syracuse University scholars, two for Indian students going to the U.S.A. in

collaboration with U.S.I.S., ten courses for Indian officers and Technicians going to the U.S.A. in collaboration with the U.S. A.I.D. and three for officers going to France and Germany under the National Productivity Council Programme. The total number of participants in these Courses was over 500.

19.2. *Summer Camps and Educational Tours.*—Four Summer Camps for overseas students were organised by the Council in May-June 1964 as against three in the preceding years. Two Camps were held in Kashmir, one in Mussoorie and one in Ooty, Bangalore and Mysore. 210 students from 38 countries including some Indian students participated in these Camps. Several excursions and picnics by parties of overseas students were subsidised by the Council and the Council itself organized three study-tours, one in the Punjab, another in Rajasthan and the third in Orissa which were highly appreciated by the participating students.

19.3. *Grants and Scholarships.*—The details under this item may be seen in Section V of Chapter on 'Scholarships'.

19.4. *Students' Advisers and Local Welfare Committees.*—25 Indian Universities have now appointed Foreign Students' Advisers in collaboration with the Council. A meeting of Foreign Students Advisers and representatives of the concerned Ministries of the Government of India and of the University Grants Commission was convened by the Council in November in order to consider the ways and means of strengthening the work for the welfare of overseas students. Local Welfare Committees consisting of members of the Faculty and interested citizens are functioning in 12 centres and the Council has continued to subsidise their activities. An effort is being made to set up similar Committees in other places.

19.5. *Hindi Classes.*—Hindi Classes for the benefit of overseas students were arranged by the Council at Annamalai Nagar, Bombay, Chandigarh, Delhi, Kanpur and Varanasi. A course in the Bengali language was also provided at Calcutta.

19.6. *International Students Hostels and Social Gatherings.*—The International Students Hostels at Bombay, Calcutta and the International Centre at Madras continue to provide residential accommodation and club facilities for overseas students. In Delhi a new International Students House started functioning from July, 1964. It provides residential accommodation for 96 students and club facilities for a larger number. The Council is closely associated with its management.

19.7. A large number of social functions were organized by the Council in Delhi as well as at its regional offices with a view to bringing together the overseas and Indian students and Indian families. Special functions were held for overseas students on such occasions as Diwali, Independence Day and Republic Day. The President of the Council gave a Reception to meet overseas students in Delhi.

19.8. *Students Delegations.*—A delegation of 20 Post-graduate students from France visited India for four weeks on the invitation of the Council. A delegation of 4 students from the Osaka University and another of three students from Keo University, Japan visited India and the Council helped them with arrangements during their stay in India. The

Council also extended its hospitality and assistance to a group of 40 students from Malaysia, a group of 50 students from Nepal and another group of 25 students from Nepal during their visit.

20. *Library and Books Presentation.*—The Library of the Council added to its collection over a thousand books in English and over 500 in other languages. The Library and Reading Room are now kept open beyond the office working hours and are being made use of by an increasing number of foreign and Indian scholars. Over 1,500 persons visited the Library during the year.

20.1. Under the Council's programme of books presentation, sets of books on various aspects of Indian life and culture of the total value of about Rs. 22,000 were prepared and sent to Universities, Libraries, Research Institutions and distinguished scholars in 24 countries. Indian dolls were sent as gifts to school children in several countries and saplings of Mahabodhi tree were presented to two cities in Thailand.

21. *Seminar.*—The Council planned a series of Seminars to enable scholars from India and other countries exchange views about contemporary problems of common interest and to think together of the ways and means of fostering the spirit of understanding and cooperation in the world. The first Seminar in the series on 'The Arab World and India in the 19th and 20th Centuries' was organized by the Council at Azad Bhavan, New Delhi from 15—20 February, 1965, and was inaugurated by the Prime Minister. The participants included 35 delegates—14 Arab scholars from different countries and 21 Indian scholars—and about 20 observers.

21.1. Papers and discussions at the Seminar, that centred on the various themes of mutual interests, aroused a great deal of interest in India as well as in the Arab countries and received wide publicity

22. *Other Activities.*—The Council organized several performances by foreign and Indian artistes in New Delhi as well as in other places in the country. To mention a few : A recital of Mexican music by the Morellis sponsored in collaboration with the Embassy of Mexico; a Piano recital by Mr. Vasquez of Mexico; a programme of Chansons from Europe by Miss Belina and Behrend of Germany jointly sponsored by the Council and the Max Mueller Bhavan; a programme of Indian vocal music by Ustad Bade Ghulam Ali Khan in collaboration with Raag Rang. Three performances of Soviet dance and music by a visiting troupe from the U.S.S.R. were also organized by the Council on behalf of the Ministry of Education.

22.1. The Council gave a grant to the Nations' League of Penfriends for its journal 'Pen Friends International' and a subsidy towards the expenses on the International Seminar on the Media of Understanding.

CHAPTER XV

COOPERATION WITH THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION

SECTION I

INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO

The Indian National Commission for Cooperation with Unesco undertook diverse activities during 1964-65 in fulfilment of the functions assigned to it, namely to promote among the people of India an understanding of the aims and objectives of Unesco, to serve as a liaison agency between Unesco and the institutions working in the fields of education, science and culture and to advise the Government of India on matters relating to Unesco. Some of the activities deserving mention are outlined below :

A. PROMOTION OF AIMS AND OBJECTS OF UNESCO

2. The Commission's work-plans for this assignment centred round activities like : dissemination of Unesco's publications and materials; popularising Unesco and implementation of Unesco programmes.

3. *Dissemination of Unesco Publications and Materials*

3.1. *Unesco Publications.*—The Indian National Commission received and distributed a variety of Unesco publications—documents, books, reports on various aspects of education, science and culture and other periodicals *viz.*, Arid Zone Newsletter, Education Abstracts, Educational Studies and Documents, International Journal of Adult and Youth Education, Museum, Orient-Occident, Unesco Bulletin for Libraries, Unesco Chronicle and Unesco Features. In addition to these, photo-sets on different themes and other information materials about Unesco were also widely distributed. The Commission continued to function as a sub-agency for the sale of Unesco publications in India, bringing in the sale proceeds during 1964-65 to over Rs. 20,000. Unesco's significant publications, in particular, the Unesco Courier, were publicised among the various State Governments, educational institutions, libraries and concerned organizations through the columns of the Commission's publications and *ad-hoc* circulars.

3.2. *Publications of the Commission.*—The Commission continued to bring out with Unesco's financial assistance, the *Newsletter* and the *World In the Classroom*. The *Newsletter* gives information about various activities of Unesco and the Commission and other national and international non-governmental organizations engaged in activities in the fields of education, science and culture. The *World in the Classroom* is intended to service the Commission's expanded programme of the Associated Schools Project on Education for International Understanding. The Commission also brought out a Bibliography on Education for International Understanding. In addition, the brochure on the Indian National Commission, its functions and organization is currently being translated into ten Indian languages.

3.3. *Translation of Unesco Publications.*—The Commission continued its participation in Unesco's Mass Communication Programme under which assistance is provided to the member States for translation and publication of Unesco's research studies and other publications. Hindi version of 'The Teaching of Arithmetic in Tropical Primary Schools', 'The Teaching of Science in Tropical Primary Schools', 'The Teaching of General Science in Tropical Secondary Schools' and 'Asia, Arab States and Africa—Education in Progress', have been taken up for publication and are expected to be released shortly. Tamil version of 'The Teaching of Reading and Writing' is also expected shortly.

3.4. *Library.*—The Commission's Library which has 33,300 books and documents and receives over 600 periodicals and official documents, is expected to be developed as a depository library for all Unesco publications. The Library will also serve as a reference library for research students.

4. *Popularising Unesco and Spreading the Work of the Commission :*

4.1. *Exhibitions.*—At the Sixth Conference of the National Commission in March 1964, the Commission arranged an exhibition of Unesco publications and visual materials on Human Rights, UN, Africa, World Health, The Rights of the Child etc. and publications on the life and culture of various countries. The Commission also arranged two Exhibitions in New Delhi, one at the Inter-University Youth Festival in November, 1964 and the other at the National Seminar on Education for the International Understanding in December, 1964.

4.2. *Establishment of Unesco Centres.*—Two Centres, one at the Akademy of General Education, Manipal (South India) and the other at the Ramakrishna Mission Institute of Culture, Calcutta were set up. The Unesco Information Centre at the Asiatic Society, Bombay and the Unesco Centre at the Panjab University, Chandigarh, established last year continued to function. Centres are expected to adopt programmes for lectures, seminars, exhibitions etc. in support of the programmes of Unesco. From the assistance of Rs. 4,762 received from Unesco, the Commission is supplying Unesco materials and World Art Albums to these Centres. Grants-in-aid of Rs. 1,500 and Rs. 850 were sanctioned to the Unesco Centre at Chandigarh for the organization of Seminar from November 23-25, 1964 on the Role of Teacher-Training Colleges in promoting Education for International Understanding and Mutual Cultural Appreciation and for publishing 1,000 copies of the paper, "Spirituality in the West" in a book form. The Unesco Centre at the Asiatic Society, Bombay has plans for setting up of a permanent exhibition of materials depicting the achievements and programme of work of Unesco. In addition, the Commission has enlisted the support of 21 Information Centres run and subsidised by the Ministry of Information and Broadcasting, which have agreed to display and maintain the publications of Unesco and of the Indian National Commission that are being supplied to them on a regular basis.

5. *Implementation of Unesco's Programme.*—Towards the implementation of Unesco's Programme in India, mention may be made of activities in the following projects :

5.1. *East-West Major Project :*

5.1.1. *The National Advisory Committee on Major Project "Mutual Appreciation of Eastern and Western Cultural Values"*.—In order to make it more effective, the National Advisory Committee on Unesco's Major Project on Mutual Appreciation of Eastern and Western Cultural Values was re-constituted with 23 members. A meeting of the reconstituted Committee was held on 20th March, 1964. The Committee was of the view that Unesco's Major Project should be continued even after 1966 when it is scheduled to come to a close and that it should continue to develop with changes in the programme to meet the new needs of the present-day world. It also recommended that Unesco should consider sponsoring an international meeting of eminent thinkers of the East and the West for an overall appraisal of the major projects. This recommendation which was placed before Unesco by the Indian Delegation to the Thirteenth General Conference held in Paris in October-November 1964, has been accepted. An international round-table discussion for the purpose will be held in 1966 in India. The other recommendations made by the Committee pertained to the promotion of Latin American studies in India, production of reading and visual materials on Indian life and culture primarily for use in schools in foreign countries, encouragement to living artists by displaying their art works in public buildings, revision of text-books of history used in other countries for promoting better understanding.

5.1.2. *Research Projects By the Council for Regional Cultural Studies*.—The Research Council for the Regional Cultural Studies established at the India International Centre in New Delhi as one of the four Associated Institutions of Unesco for the study and presentation of cultures continued the three research projects which it had taken up in 1963, viz., (i) A Study of Opinion regarding Work, (ii) Image and International Understanding and (iii) The Tradition of Non-violence in East and West. The Research Council is also compiling a Directory of Cultural Institutions of Eastern countries with financial assistance from Unesco.

5.2. *Programme for Education in International Understanding :*

5.2.1. Under a special programme undertaken by the Commission in support of the Unesco Associated Schools Project for Education in International Understanding and Cooperation, 405 schools and teacher training institutions were selected to participate in this programme. The programme aims at stimulating activities in education for international understanding centred round three main themes : learning about other agencies, teaching about United Nations and its specialised agencies; teaching about other countries; and inspiring respect for Human Rights and Fundamental Freedoms. During the period under review the Commission continued to organize workshops for teachers of participating institutions in different States. In 1964 two such workshops were held at Ahmedabad from 20-23 February and Pondicherry from 21-24 October. The main deliberations that took place at the various workshops so far arranged and some of the experimental projects developed by the participants have been compiled and published by the Commission as a *Report on Teachers Workshops on Education in International Understanding*. In the implementation of this programme the Commission continued the publication of its bulletin entitled "The World in the Classroom".

5.2.2. In order to review the progress made in the two years since inception of this programme and to consider its future development, the Commission in collaboration with Unesco, organized a National Seminar on Education for International Understanding from 14-19 December, 1964 at the India International Centre, New Delhi. Sixty-nine delegates attended the Seminar. Unesco was represented by Mr. D. V. Irvine, Chief, Section of Education for International Understanding. The publications brought out for the Seminar included the Report on Teachers Workshops and a Bibliography on Education for International Understanding. One of the major recommendations of the Seminar was that the programme of education for international understanding should be made an integral part of the educational system at the higher secondary stage. The Seminar also recommended that the programme should be extended to the elementary stage of school education on a pilot-project basis. The Seminar suggested a number of activities for the celebration of the International Cooperation Year in 1965 and the 20th Anniversary of Unesco in 1966.

5.2.3. *Study Kit on India for Use in Schools Abroad.*—A study kit on India comprising photographs, posters, brochures, publications, stamps, films and filmstrips and models of sculptural and architectural masterpieces was compiled and sent to Paris in December 1963 for exhibition on the occasion of the 10th Anniversary of the Associated Schools Project for Education in International Understanding. This was in fulfilment of a contract concluded by the Commission with Unesco, as part of Unesco's programme of assistance to member-States for the preparation of materials about their present-day life and culture for use in other countries. The Sixth Conference of the National Commission resolved that the kit should be duplicated in large numbers.

5.2.4. *Celebration of UN Day.*—A special appeal was made to educational institutions throughout the country to celebrate the UN Day on 24th October, 1964. In consultation and cooperation with the UN Information Centre, New Delhi pamphlets and visual materials on the United Nations and the specialised agencies were widely distributed. A grant of Rs. 7,420 was sanctioned to the Indian Federation of United Nations Association, New Delhi to bring out a special issue of their journal IFUNA NEWSLETTER on the UN Day. A grant of approximately Rs. 2,500 was also sanctioned to the UN Day Committee for celebration of United Nations Day.

5.2.5. *Participation in World Freedom From Hunger Campaign Week.*—A special appeal was made to approximately 400 institutions participating in the Commission's programme of education for international understanding to celebrate the World Freedom From Hunger Week during October 25—31, 1964. Pamphlets and other materials procured from the Food and Agricultural Organization were forwarded to these institutions. On the occasion, a special issue of "The World in the Classroom" was also published and distributed.

5.3. *The Unesco Reading Materials Project.*—This project aims at promoting and aiding in the development of reading materials in the countries of the South Asia region for all levels of readers. The countries covered by the Project are : Afghanistan, Ceylon, India, Iran, Nepal, Pakistan and Thailand. The Commission collaborated with Unesco in the implementation of the project in India through the following activities.

5.3.1. *National Book Exhibition and Seminar.*—The National Book Trust of India entered into a contract with Unesco through the Commission for the organization of a National Book Exhibition and Seminar. This exhibition held at New Delhi from November 26 to December 2, 1964, displayed about 15,000 books in various Indian languages and English. Charts showing the origin and development of various Indian scripts and write-ups introducing the exhibition were also on display. During the exhibition week, a seminar and a convention of the agencies connected with the production, distribution and promotion of books in India was also held at New Delhi. Unesco gave financial assistance of Rs. 19,000 towards these activities.

5.3.2. *National Training Course on Techniques and Methods of Cover-Design and Book Illustration.*—A contract was concluded with Unesco for the conduct of a National Training Course on Techniques and Methods of Cover-Design and Book Illustration. The Course attended by 30 artists was organized by the Southern Language Book Trust, at Madras from October 20—31, 1964. The programme included demonstration by well-known artists in book illustration, practical tests, discussion with publishers and writers and visits to printing presses. Unesco gave financial assistance of \$ 2,000 towards this activity.

5.3.3. *Unesco Regional Seminar on Literature for Children and Juveniles.*—India participated in the 5th Regional Seminar on Literature for Children held at Teheran from April 11—25, 1964 under the auspices of Unesco. The Seminar was attended by 30 specialists from Afghanistan, Ceylon, India, Iran, Pakistan, Nepal and Thailand, including a 3-member Indian delegation. The Seminar recognised the importance of the role of teachers in helping children to read the best literature available. The Seminar developed a model course to be recommended to all teacher training institutions in different countries.

5.3.4. *Visits of Persons Under The Reading Materials Project.*—The Commission facilitated the visit of the following persons, who visited India for a period ranging from 10 days to 3 months, on Unesco fellowships under the Project : (i) Mr. W.D.E. Bastian, a publisher of Ceylon, for studying new methods of book production and book distribution, (ii) Mr. S. N. Adhikari of Nepal, for study of bibliographical techniques, (iii) Mr. N. M. Basnyat, Adult Education Material Writer, Kathmandu, Nepal, Mr. A. G. Ahmady, Adviser to Ministry of Education, Kabul and Mr. F. M. Montazir, Director of Primary School Programmes, Kabul, Afghanistan, for studying preparation, production and distribution of educational materials and books; (iv) Mr. Husain Bani-Adami of Iran and Miss Orrawan Tangvibulpanya and Miss Suwana Aswa—Ampy Wong of Thailand, for training in bibliography. The Commission also arranged the programmes of the following experts and officials of Unesco who visited India under this project : (i) Mr. Antony Kamm, Technical Director of the Regional Seminar on Children's Literature held in Teheran for studying problems of literature for children and juveniles, (ii) Mrs. J. K. Sibunraung, Programme Specialist, Production of Reading Materials Section of Unesco, for studying the reading materials projects in Delhi, (iii) Mr. Will Zachau, Book Promotion Expert of the Regional Centre for Reading Materials in South Asia for acquainting himself with book promotion and distribution problems in India.

5.4. *Unesco's Exchange of Persons Programme.*—The Commission provided the necessary facilities and contacts to a number of persons visiting India under Unesco's exchange of persons programme in different fields, to enable them to fulfil their specific assignments. The Commission also arranged for the study tours abroad of quite a few Indian nationals. Great importance is attached to these exchanges as they provide opportunities for visitors, who are in many cases leaders in their respective fields, to obtain accurate information about the life and the advances made in their respective fields in the country of their visits.

5.4.1. The Commission received a number of visitors and/or arranged for the study tour abroad of Indian nationals under the following Unesco schemes :

I. HUMAN RIGHTS FELLOWSHIP PROGRAMME

Mr. Kahrudin Yunus, Research Scholar from Indonesia.

II. MAJOR PROJECT ON MUTUAL APPRECIATION OF EASTERN & WESTERN CULTURAL VALUES

- (i) *Regional Cultural Study Grants.*—(1) Prof. Fernando Tola Mendoza, Professor of Classical and Oriental Literature at the University of San Marcos, Lima, Peru; (2) Miss Grace Elizabeth Gardner, Professor of Education, Springfield, Missouri, U.S.A.; (3) Mr. Adriano Gallia, Teacher of History, Licco Classico, Monza, Italy; (4) Mr. Henri Lenaerts, Sculptor from Belgium; (5) Miss Mesa Ceballos, Head of the Art Department, Library of Cuba; (6) Mr. Gilles Lefevre, Director-General of Musical Youth, Canada; (7) Mr. Thomas Rossner Kamke, Professor of Theatrical Costume Design, University of Chile; and Shri D. K. Sinha, Junior Keeper of Museum, Eastern Zone, Archaeological Survey of India, Sarnath.
- (ii) *Travel Grants for Leaders of Teachers' Organisations.*—(1) Dr. Hans Bruneder, Vice-President of the International Federation of Modern Language Teachers and Director of the Austrian Bureau of the International Federation of Scholastic Exchanges and Correspondence, Austria; (2) Professor A. Hacquaert, Hony. Secretary-General, International Association of University Professors and Lecturers, Belgium.
- (iii) *Study and Travel Grants for Teachers and School Educational Leaders.*—Shri D. D. Tewari, Principal, Central Pedagogical & Research Institute, Allahabad.
- (iv) *Travel Grants for Youth Leaders.*—(1) Dr. Jamaludin Jailani, Youth Leader from Afghanistan; (2) Mr. Glyn Roberts, Youth Leader from the U.K.
- (v) *Study Tour Scheme for Youth and Students Leaders.*—(1) Kumari Keziamma George of Y.W.C.A., New Delhi; (2) Shri R. Kothari, Secretary, 'Krida', Children and Youth Organization, Baroda.
- (vi) *Study Tour Scheme for Teachers' in Adult Education.*—(1) Mr. A. C. Ferrer, Supervisor in Community and Adult

Education Division, Tarlac, Philippines; (2) Mr. J. M. Rutashoby, Senior Community Development Officer, Dar-es-Salaam, Tanganyika; (3) Shri Gour Prasad Das, Principal Junior Cooperative Training Centre, Gopalpur on Sea, Orissa.

- (vii) *Study and Travel Grants for Organizers of Out-of-school Educational Movements.*—(1) Miss Marijke Geertsema, Teacher and Course Leader, Bergen, The Netherlands; (2) Mr. Henricus C. A. Van Osch, Head of Cultural Affairs, Department of Municipality, Eindhoven, The Netherlands.
- (viii) *Study Tour Scheme for Workers in Africa, Asia and Latin America.*—While the study tour to Japan and Malaya awarded to the three nominees of the Indian National Trade Union Congress has been postponed to March-April, 1965, their four nominees proceeded on a study tour of Japan and Malaysia in September, 1964. Two nominees of the Hind Mazdoor Sabha, Bombay proceeded on a study tour of the Philippines in April 1964.
- (ix) *Study Tour Scheme for Women Adult Education Leaders.*—(1) Mrs. Perin Ferrao, Headmistress, Nutan Bal Vihar, Nagpur; and (2) Miss Shoshanna Prabhakar Padhye, Trade Unionist and Joint Secretary, Samajvadi Mahila Sabha, Bombay.

6. *Unesco Collection of Representative Work of World Literature—Indian Series.*—In the field of literature, Unesco is endeavouring to encourage translation of works representative of the various cultures into most widely used languages. The Commission is participating in the programme for disseminating literature of the Orient to the general public in the Occident. Translation and publication in this programme is implemented in collaboration with the Sahitya Akademi. In the year under review, the translations have been published of *Kavitavali* by TulSIDas in English and *Chemmeen* by Thakazhi Sivashankara Pillai in Dutch. Other translations in progress are: Selections from the *Rig Veda*, *Atharva Veda*, *Upanishads* and *Mahabharata*, *Panchatantra Subhasita Ratnakosa*, and *Therigatha* and *Theragatha—Pithaka Disclosures in English*, Selections from the *Rig Veda*, and *Nala Damyanti* in German and *Panchatantra* and *Chemmeen* in French.

B. LIAISON AGENCY

7. The Commission continued to develop and strengthen its relation with Unesco, other national Commissions, international organizations, foreign organizations and individuals and organizations and individuals in India interested in the common ideals of Unesco and engaged in activities in the fields of Unesco's competence. In fulfilment of its role as a liaison agency, the Commission is called upon to assist and participate in activities which are varied in content and magnitude. However, listed below are a few of the activities undertaken by the Commission in establishment and development of such contacts.

7.1. *Participation in the Programmes of Other National Commissions.*—The Commission arranged for the participation of Indian children in the (i) Tenth World School Children's Art Exhibition in Seoul,

Korea (May 1964), an annual feature of the Korean National Commission for Unesco, (ii) Fifth World School Children's Art Exhibition in Tokyo (August 1964) organized by the Unesco Art Education League in collaboration with the Japanese National Commission for Unesco and (iii) International Exhibition of Children's paintings entitled : The Child and the World in Prague, Czechoslovakia (October 1964) on the request of Czechoslovak National Commission for Unesco. The Commission received an Exhibition of Polish Poster Art from the Polish National Commission for Unesco for circulation in India. The Exhibition was inaugurated in New Delhi in October 1964 and is to be taken to other cities as well.

7.2. *Participation in Programmes of International Organizations.*—At the invitation of the Unesco Mission in Madagascar, material was sent for an International Exhibition of Textbooks for Secondary Education, particularly relating to scientific disciplines to Tanarive (June 1964). At the request of the Unicef Committee of the United Nations Association of Canada, the Commission forwarded a selection of children's art to the Canadian National Exhibition at Toronto (August 1964). An International Children's Art Exhibition received from the Unesco Institute for Education, Hamburg was inaugurated at the National Children's Museum and Bal Bhawan on U.N. Day—24th October 1964 and was on display for ten days. A photographic exhibition on the *Art of Writing* prepared by Unesco has also been received.

7.3. *Assistance in the Programmes of Institutions/Individuals in India.*—At the request of the Udipi Sangeet Sabha, the Commission despatched the Unesco World Art Series Albums and Unesco Art Slides and Art Education slides for the Kanara Art Exhibition organized on the occasion of the Mysore State Art Teachers Seminar in September 1964. The Commission also contacted the diplomatic missions of France, Germany, Italy and the U.K. and arranged for the reproductions of paintings and films on art to be sent to the Sabha. Unesco publications on the life and culture of other countries were sent for exhibition at the Seminar on the Role of Teachers Training Colleges in promoting International Understanding held in Chandigarh in November 1964. An exhibition of Unesco publications and visual material on Unesco and on education in other countries was displayed at a teachers' get-together in New Delhi on the 16th January in which 500 teachers and principals of secondary schools participated.

7.4. *Visits :*

7.4.1. *Visit of Deputy Director-General of Unesco to India.*—Dr. Malcolm S. Adiseshiah, Deputy Director-General, Unesco paid a visit to India on April 5—11, 1964 on official mission. The purpose of his visit was to review the progress of various projects which are receiving technical assistance under the United Nations expanded programme of technical assistance and UN Special Fund. He discussed with the Indian authorities the prospects for technical assistance under the UN expanded technical programme of Unesco for 1965-66. He also delivered a lecture on Unesco's Programmes at a reception given by the India International Centre.

7.4.2. *Visit of Director-General, French Ministry of Education.*—On the invitation of the Indian National Commission, Mr. J. Capelle,

Director-General, National Ministry of Education, France, visited India from August 3—6, 1964 on his way back to Paris from Bangkok. In a meeting arranged with the officials of the Ministry of Education, University Grants Commission, Planning Commission and National Council for Educational Research and Training, he exchanged views on the problems of secondary education and also gave an account of the educational set-up in France.

7.4.3. *Visits of Officials of Other National Commission.*—Officials of the National Commissions who came to this country are as follows : (1) the Russian Delegation to the Fourth Regional Conference of Asian National Commissions for Unesco held in Bangkok on their way back to their country in February 1964; (ii) His Excellency S. K. Romanovsky, the Chairman of the Soviet National Commission for Unesco in February-March 1964; (iii) Mrs. M. Lambart, Director-General, Israeli Commission for Unesco on her way back from the Fourth Regional Conference of Asian National Commission and (iv) Madame M. Paronetto Valier, Secretary-General of the Italian National Commission. These visits were useful in strengthening relations between the National Commissions and in providing opportunity for an exchange of views on matters of common interest in respect of Unesco's programme and activities.

7.4.4. *Visits of Other Foreign Experts.*—Among these mention may be made of (i) Mr. Richard Lewis of the U.S.A., Editor of a Children's Poetry Project; (ii) Mr. Nak Kwan Kim, Economic Affairs Officer, Research and Planning Division, ECAFE, Bangkok; and (iii) Mr. Chester S. Williams, Unesco Educational Planning Adviser, Ministry of Education, Western Samoa and Director, Ethnic Music Section, World Tapes for Education.

7.4.5. *Visits of Indian Officials and Experts to Other Countries.*—(i) On the invitation of the Rumanian National Commission for Unesco, Shri Ravindra Verma, M.P., attended an international meeting of experts dedicated to the problems of educating the youth in the spirit of peace, mutual respect and understanding among peoples, held in Bucharest between 18th to 28th June, 1964. (ii) Shri Veda Prakasha, Deputy Director of the Regional Centre for Training of Educational Planners, Administrators and Supervisors in Asia, New Delhi visited Thailand, Malaysia, Indonesia, Philippines, Japan and Korea during September-October 1964 to study educational development in these countries before proceeding to the U.S.A. for a study of educational planning in general and in South-East Asia in particular, as part of the programme covered by his research award at the University of Hawaii, Honolulu. His programme in the countries visited was arranged by the respective National Commissions on the request of the Indian National Commission. (iii) On the invitation of the French National Commission for Unesco, Dr. Grace Morely, Director, National Museum, New Delhi participated in the International Colloque on the educational and cultural role of museums held at Paris from 23—27 November, 1964. (iv) On the invitation of the Minister of Culture and Guidance, Republic of Iraq, Dr. Narayana Menon, Secretary, Sangeet Natak Akademi, New Delhi, participated in the Seminar on Arab Music held in Baghdad in November 1964.

7.5. *Unesco International Coupon Scheme.*—The Commission continued to operate the Unesco Coupon Scheme designed to assist individuals and institutions working in the fields of education, science and

culture in importing materials for their *bona fide* educational use. Under a contract with Unesco, the Commission assumed full responsibility for the operation of the Unesco Coupon Scheme in India. The Commission received a sum of \$ 1,700 under this contract from Unesco. The Commission has so far supplied coupons worth over Rs. 1,75,000 and by the end of the current financial year the figure is expected to reach Rs. 2,46,926.

C. ADVICE TO THE GOVERNMENT

8. The Commission's function to render advice to the Government of India on matters relating to Unesco is mainly discharged through conferences and meetings. Mention may be made here of the following:

8.1. *Regional Conference of Asian National Commissions* : In response to an invitation from the Thailand National Commission for Unesco, the Commission participated in the Fourth Regional Conference of Asian National Commissions held in Bangkok from February 10-15, 1964. The Conference reviewed the progress made in the implementation of the Karachi Plan on Primary Education and made specific recommendations to National Commissions and to the Asian member-States to expand primary education and to promote the quality of teaching. An important recommendation of the Conference was to recommend to Unesco the possibility of setting up a regional office for liaison and consultation between Asian member-States of Unesco for the implementation of Unesco's programmes in Asia and to develop a consultative machinery for mutual problems concerning the Asian States. The Indian National Commission offered to host the Fifth Conference of the Asian National Commissions in 1966 or in 1967 in India. The Indian delegation consisting of 3 members was led by Shri P. N. Kirpal, Secretary-General of the Indian National Commission.

8.2. *Sixth Meeting of the Indian National Commission for Unesco.*— The Indian National Commission for Unesco met in New Delhi on March 21-22, 1964 under the Chairmanship of Shri M.C. Chagla, President of the Commission. The recommendations made at the two-day Conference were directed to Unesco, to the Indian National Commission for Unesco and to the Government of India.

8.2.1. It was suggested that Unesco should take up the abolition of illiteracy in areas of over-whelming illiteracy in the world as a major project of an urgent nature. It should strive to arouse the conscience of the world and mobilise world resources so that world illiteracy could be reduced to minor proportion. The Conference endorsed the recommendation of the National Advisory Committee on the Unesco's Major Project for the Mutual Appreciation of Eastern and Western Cultural Values regarding the extension of the Major Project beyond 1966 when it was scheduled to come to a close. The Conference emphasised the importance of the preparation of reading and visual materials on the life and culture of India primarily for the use of institutions in other countries. The Conference noted that a large provision of Unesco funds are directed towards the meeting of administrative costs and recommended that the scale and effectiveness of the programme operation should be strengthened by economising on such costs and by the decentralisation

of programme operations. To meet the acute shortage of foreign exchange needed for the development of education, science and culture in the developing countries, the Conference suggested that Unesco should build up an adequate fund with the cooperation of prosperous member States of Unesco and with other United Nations Agencies. The fund would enable developing countries to obtain essential training facilities and materials by expending their own currencies. Other recommendations were also made on natural sciences, social sciences, mass-communication, cultural activities and humanities.

9. *Meetings of the Executive Board of the Commission.*—The Eleventh Meeting of the Executive Board of the Indian National Commission was held on February 3, 1964. The Board selected 25 non-Governmental organisations which had an established programme of work falling within the field of competence of Unesco as Associate Members of the Indian National Commission.

9.1. The twelfth Meeting of the Executive Board was held on 1st February 1965. Items on agenda of the meeting included consideration of applications from non-governmental organisations for associate membership of the Commission, receiving a report on the programme of education for international understanding and discussion on the promotion of national commissions. Mr. Rene Maheu, Director-General of Unesco who was in Delhi at that time also met members of the Board.

SECTION II

GOVERNMENT'S RELATIONS WITH UNESCO

10. The Government of India continued to develop and strengthen its relations with Unesco. On the one hand, the Government gave all practicable support to the Organisation in its cultural, educational and scientific activities and on the other received financial and technical help from the Organisation for developing national and regional programmes and projects. The multifarious nature of Unesco activities involved the active participation of a number of governmental authorities in the implementation of its programmes. The Ministry of Education continued to perform its role as coordinating agency and took up the implementation of such of the activities as came within its purview.

11. *Sixty-seven, Sixty-eighth and Sixty-ninth Sessions of the Executive Board of Unesco.*—The 67th Session of the Executive Board of Unesco was held in Paris from May 4, 1964 to June 6, 1964. Shri Prem N. Kirpal, Education Secretary, deputised for Shrimati Indira Gandhi, the Indian Member of the Board. The 68th Session of the Executive Board of Unesco took place in Paris from the September 29, 1964 to the November 19, 1964. Shrimati Indira Gandhi, who completed her four-year term on the Board on October 28, 1964 was succeeded by Shri Prem N. Kirpal. The 69th Session of the Executive Board of Unesco was held at Paris from the November 20 to 21, 1964. Shri Prem N. Kirpal, the Indian Member of the Board, attended the meeting.

12. *Thirteenth Session of the General Conference of Unesco.*—The Government of India sent a delegation consisting of four delegates, two alternates and a secretariat of 4 members to represent India at the 13th

Session of the General Conference of Unesco. Shri M. C. Chagla, Minister of Education led the delegation. The other delegates were Smt. Indira Gandhi, Minister for Information and Broadcasting; Shri Prem N. Kirpal, Secretary (Education), Ministry of Education; and Dr. S. Husain Zaheer, Director-General, Council of Scientific and Industrial Research, New Delhi. The Indian delegation among others, was also assisted by Shri B. N. Malhan, Deputy Secretary-General, Indian National Commission for Co-operation with Unesco (Secretary-General of the Delegation). The Indian delegation played an important part in the deliberations of the Conference. Shri Prem N. Kirpal, the Indian candidate, was elected by a very large majority to the Executive Board of Unesco. Subsequently Shri Kirpal was also elected Chairman of the Programme and External Relations Commission of the Executive Board. The following are the principal proposals made or mainly promoted by the Indian Delegation :

- (i) That the spirit of universality should distinguish Unesco's publications and their quality and effectiveness should be constantly improved and that narrow, legal or dogmatic restrictions upon the exercise of the creative talent of the writers of these publications should not be imposed. This view was accepted by the General Conference.
- (ii) That in view of the important contribution that international non-governmental organisations are making to the realisation Unesco's objectives and the execution of its programme, the scope of the Organisation and activities of these organisations should be broadened so as to include the continents of Africa and Asia. This view was accepted by the General Conference.
- (iii) That Unesco's action should concentrate on the teaching of science and languages. It was agreed that in the developing countries curriculum planning and teaching methods must take into account the rapid progress made by science and technology.
- (iv) That Unesco should give maximum assistance to member States to eliminate adult illiteracy and to initiate in 1966 a five-year world literacy programme designed to pave the way for the eventual execution of a world campaign in this field. The solemn declaration prepared by the Indian delegate, Shri Prem N. Kirpal and adopted by the General Conference now becomes the charter and sheet anchor for Unesco's action in the field of literacy. India's main resolution on the World Literacy Campaign was unanimously adopted by the General Conference.
- (v) That Unesco's youth activities should be developed and out-of-school education in developing countries should be looked upon as a necessity for the balanced and harmonious education of youth.
- (vi) That substantial aid should be given to developing countries in the organisation and planning of scientific development. The delegation played an important role in the formulation of Unesco's international programmes concerning hydrology and oceanography.

- (vii) That the Unesco Regional Science Cooperation Office should continue in Delhi and be converted into a large Centre for science and technology for the region.
- (viii) That in the field of cultural activities, the Major Project for mutual appreciation of Eastern and Western Cultural Values should continue and develop. The Indian delegation also supported the programme of education through arts and crafts, the production of reading materials for the new reading public and international action to preserve and restore great monuments, especially the monuments of Nubia in Egypt.
- (ix) That the programme for wider dissemination of the history of the scientific and cultural development of mankind and the promotion of international cultural exchanges should be continued.
- (x) That National Commissions set up by member States for co-operation with Unesco should be developed and strengthened with greater assistance from Unesco. A comprehensive resolution based largely on the Indian draft was unanimously adopted after an important discussion.
- (xi) That ethical and moral considerations demand the exclusion of Portugal from the annual Congress on Public Education organised jointly at Geneva by Unesco and the International Bureau of Education.

13. *India's Participation in Unesco Programme.*—The Government of India continued to participate in the Unesco's Emergency Programme of Assistance to member States in Africa for educational development. Training facilities in India for 33 African University personnel were offered but so far only one candidate has availed of these facilities. This candidate, a Nigerian national, has been admitted for advanced study in Delhi University.

13.1. In the field of Natural Sciences, India played host to the International meetings during 1964-65 : (i) Unesco Regional Training Courses in Soil Biology; (ii) Plant Physiology; and (iii) 20th Session of the Advisory Committee on Arid Zone Research. The Government of India was represented at the Seminars etc. organised under the auspices of Unesco viz. (i) Second Regional Symposium on medical plants held at Kandy; (ii) Conference on principles and methods of integrating aerial Survey Studies on Natural Resources for Potential Development held in Toulouse, France.

13.2. In the field of social sciences, India played host to the Training Course for Sociologists held in New Delhi in December 1964. The Government of India entered into an agreement with Unesco for the continuance of the Unesco Research Centre on Social and Economic Development in South Asia, Delhi, for a further period of two years ending 31st December, 1966 on the existing terms and conditions with some minor modifications. The Government of India paid the annual contribution of Rs. 1,67,000 towards the expenses of the Centre during the current financial year. The Centre continued to do important work as an agency for developing studies in social sciences in the South Asia region and for

promoting their application to the analysis of social implications of industrialization in South Asia.

13.2.1. The Centre will cease to be a part of Unesco from 1-1-1967. It is expected that it will then be merged with the Institute of Economic Growth, Delhi University. The Government of India will, however, endeavour to retain the regional (i.e. South Asian) character of the Institute so that it may continue as a focal centre of socio-economic research in South Asia and provide technical assistance and training facilities to the neighbouring countries.

13.3. In the field of cultural activities the Union Government participated in the sixth meeting of the executive committee of the International Campaign to save the monuments of Nubia held at Cairo in November, 1964, and have agreed to contribute Rs. 28 lakh in the form of stores and equipment of Indian origin as its share of expenditure on the Nubian Campaign.

13.4. In the field of education two representatives were deputed by the Union Government to participate in the Seminar on Documentary and Educational Film Production in South and East Asia held at Teheran and the Unesco Pilot Project in Chemistry Teaching in Asia held in Moscow. The Union Government further entered into an agreement with Unesco for the establishment of a Central Adult Education Organisation as a part of the National Fundamental Education Centre, New Delhi. The Unesco will render assistance to the extent of \$ 30,000 towards the establishment of this Organisation in the form of equipment and services of experts. India also participated in the annual International Conference on Public Education held in Geneva in July, 1964.

14. *Fellowships*.—Some of the important fellowships awarded to Indians are listed below.

- (i) Two fellowships under U.N. Special Fund—International Institute of Seismology and Earthquake Engineering, Tokyo, Japan.
- (ii) One fellowship under Regular Programme 1963-64 for International Quiet Sun Year—for Interpretation of Ionospheric I.Q.Y.S. observations.
- (iii) One fellowship under Regular Programme for Oceanography.
- (iv) Seven fellowships in long term Post-graduate Course on Modern Problems in Biology.
- (v) One fellowship for Educational Radio Course organised by Government of Japan under the Unesco Participation Programme.
- (vi) Three fellowships for School Building Course in the hot humid Zone at the Asian Regional Institute for School Building Research at Bandung, Indonesia.
- (vii) Five fellowships for International Seminar for Research and Education in Physics in Uppsala, Sweden.
- (viii) Five fellowships for Training at the Post-graduate Training Centre for Geology, Vienna.

15. *Recruitment of Indians to Unesco Secretariat*.—Government of India continued to assist Unesco in the recruitment of Indians for employment in Unesco Secretariat and for field assignments under Unesco.

16. *United Nations Expanded Programme of Technical Assistance 1963-64.*—Unesco has offered the following assistance under the Expanded Programme of Technical Assistance for the Secondary Science Teaching Programme and the Centres of Advanced Study Project, the details of which are as follows :

16.1. (a) *Unesco Assistance for Secondary Science Teaching Programme.*—Under the Unesco-India Operational Plan for School Science Teaching of 1962, a Planning Mission came to India during December 1963—March 1964 to examine in detail the question of teaching of science and mathematics in secondary schools in India and to recommend improvement. Unesco has agreed to assist the National Council of Educational Research and Training in a programme of science teaching in secondary schools involving supply of equipment and other commodities values at \$2,93,000, services of specialists for 342 man-months (\$5,13,000) and 28 fellowships for the training of Indian counterparts (\$1,12,000). This is in addition to Unesco's commitment undertaken in 1962 to provide equipment worth \$ 2,00,000. This assistance also will be integrated with the project on science teaching. Against this aid, equipment worth \$ 1,75,800 has been or is expected to be received by the end of the current financial year. Three Unesco specialists are now working in the Department of Science Education of the National Council of Educational Research and Training. It is also proposed to send 12 Indian counterparts for training abroad during this year.

16.1.1. The services of Dr. Howard Hayden, Chief of the Division of Comparative Education Unesco, were provided for a period of 3 months to the National Council of Educational Research and Training. Dr. Hayden examined the organisational pattern, working and structure of the National Council and submitted a detailed report on the lines on which the activities of the Council might be organised and developed.

16.2. (b) *Unesco Project of Assistance to the Centres of Advanced Study in Indian Universities.*—The Unesco programme of assistance to the Centres of Advanced Study established in Indian Universities by the University Grants Commission consists of three major components, viz. (1) services of Soviet experts; (2) supply of scientific equipment; and (3) training of Indian personnel in the U.S.S.R. There is also a small token provision in convertible currency for the purchase of books and scientific equipment. The programme is being operated according to the "Plan of Operations" drawn up by the Unesco mission on Science Education which visited India in September 1962.

16.2.1. (i) During biennium 1963-64 five eminent Soviet Scientists visited different Centres in Universities of Delhi, Madras and Osmania early during 1964. The programme is also to be continued during the biennial periods 1965-66 and 1967-68. Another team of nine Russian experts arrived in India during December, 1964. They will be attached to the Centres of Advanced Studies in Calcutta, Madras, Delhi and Osmania universities. (ii) Services of Dr. A. N. Kholodilin, a Unesco Adviser, were made available to the University Grants Commission in early January, 1964. (iii) Prof. S. A. Shumovsky, a member of the Unesco Advisory Mission and now the Chairman of Technical Assistance Committee of Unesco in the U.S.S.R., discussed with the Directors, the programmes to be undertaken during the coming years while visiting Centres.

16.2.2. *Equipments.*—A list of equipment consisting of 42 items required by various Centres/Departments and costing about \$300,687 was forwarded to the Unesco authorities for procurement of equipment during 1962-63. So far nearly 50 per cent of the equipment ordered has been received and despatched to the Centres concerned. Other items of equipment are awaited. A list of equipment amounting to \$10,000 in convertible currency was also forwarded to Unesco Office. A special allocation of \$450,000 with a likely further allocation of \$170,000 for the purchase of equipment from Unesco savings was made available to the University Grants Commission during the year 1964. The lists of equipment to be procured out of this fresh allocation have been finalised and forwarded to Unesco authorities.

16.2.3. *Training of Indian Personnel in the U.S.S.R.*—Out of 8 persons recommended by the various Centres for counterpart training in the U.S.S.R. six were selected. They proceeded to the U.S.S.R. during September-October 1964.

17. *United Nations Expanded Programme of Technical Assistance 1965-66.*—Assistance amounting to \$14,99,300 has been promised by Unesco under the United Nations Expanded Programme of Technical Assistance 1965-1966 for providing services of experts, equipment and training facilities for the Secondary Science Teaching Programme, development of Centres of Advanced Studies and Technical and Scientific Education.

18. *Regional Centre for the Training of Educational Planners, Administrators and Supervisors in Asia.*—The Regional Centre for the Training of Educational Planners, Administrators and Supervisors in Asia was set up in 1962 by the Government of India, in collaboration with Unesco, with three principal objectives in view : (i) to conduct short-term courses for the training of educational planners, administrators and supervisors in Asia; (ii) to conduct research on problems connected with the educational planning and administration and school supervision; and (iii) to provide assistance to member States of the Unesco in the Asian region upon request, through short missions of the staff of the Centre, either to advise on educational planning and administration or to conduct training courses at the national level.

18.1. *Training.*—During the year, the Centre continued with its programme of organising a three-month course each for (i) educational planners, and administrators and (ii) educational supervisors. The fourth training course, for educational planners and administrators, was held from July 31 to October 28, 1964. In all, 27 trainees representing thirteen Asian countries attended the course.

The fifth training course for educational supervisors, which commenced from the November 20, 1964, is in progress. The fifth course like the previous course, is bilingual, that is, both in English and French.

18.2. *Research and Publication.*—The Centre has initiated a survey of wastage and stagnation in education in certain selected primary, middle, and higher secondary schools and colleges of the Punjab, in collaboration with Directorate of Education of the State.

18.3. The publications brought out by the Centre include : Director's Report on the two Training Courses for Educational Planners and Administrators (September—December, 1963 and July 31—October 28, 1964); Preparation of an Educational Plan for an Asian Country (3 volumes); Urgent Problems of Educational Administration in the Developing Countries of Asia and Centre's Mail (Vol. 1, Nos. 1—3), and The Role of Statistics in Research and Development of Education in Asia (in French).

CHAPTER XVI

OTHER EDUCATIONAL AND CULTURAL ACTIVITIES

An account of the other educational and cultural activities distinct from the main schemes, pursued during the year, is presented in this Chapter.

2. *National Awards for Teachers.*—The scheme, was instituted during 1958-59 with the object of raising the prestige of teachers and giving public recognition to the meritorious services of outstanding teachers working in the primary, middle, high and higher secondary schools. Each award carried with it a certificate of merit and a cash payment of five hundred rupees.

2.1. To be eligible for the award a teacher should have had to his credit at least 20 years of recognised teaching service. The selection is made on the basis of the record of work and reputation in the local community of the teachers. University and College teachers, teachers in training colleges and staff of the Inspectorates of schools are not eligible for the awards under the present scheme.

2.2. A budget provision of Rs. 66,000/- (Rs. 48,000 under Non-Plan and Rs. 18,000 under Plan) has been made for the scheme during the current financial year 1964-65.

3. *National Foundation for Teachers Welfare.*—The Foundation was set up in 1962 under the Charitable Endowments Act, 1890 with the objective of providing relief to teachers and their dependents who may be in indigent circumstances and also to sanction ex-gratia grants to such of the selected teachers, upon their retirement, as may have rendered exceptionally meritorious service. A General Committee has been set up under the chairmanship of the Union Education Minister for the management and administration of the Foundation.

3.1. The funds of the Foundation are made up of the contribution paid by the Union and State Governments and the collections made by the States/Union Territories on the occasion of the *Teacher's Day* which is celebrated on the 5th September every year. The total amount collected so far is about Rs. 75 lakh.

3.2. The State Governments/Union Territories have been authorised to start the programme of assistance under the scheme of the Foundation with effect from 5th September, 1964—the 1964 Teachers Day.

4. *Moral and Religious Instruction.*—The Standing Committee on Moral and Religious Instruction has since been wound up. Its recommendations have been forwarded to the State Governments, Union Territories and Universities. The publication of certain literature recommended and approved by this Committee has also been undertaken and the manuscript on the life of Swami Vivekananda has since been sent for publication.

4.1. The other manuscripts are under revision. The likely expenditure on the scheme for the year, 1964-65 is Rs. 30,000.

5. *Jallianwala Bagh National Memorial Trust, Amritsar*.—The Trust was set up in 1951 by an Act of Parliament—The Jallianwala Bagh National Memorial Act—and is run under the stewardship of the Prime Minister. Grants are given to the Trust every year for construction of the Memorial and for meeting the possible deficit. A sum of Rs. 1,61,583 has been released during 1964-65.

5.1. A budget provision of Rs. 2,79,600 has been made for the year 1965-66 as against the revised estimates of Rs. 1,61,600 for the year 1964-65. The budget estimate for 1964-65 was Rs. 65,000 only.

6. *Education For Tibetan Children*.—The Government of India set up the Tibetan Schools Society, under the chairmanship of the Education Minister with the object of providing education to Tibetan refugee children. Besides the Government of India's representatives, three nominees of His Holiness Dalai Lama are on the Governing Body of the Society.

6.1. Under the aegis of the Society, 7 residential schools and several day schools have been set up for the education of the Tibetan children. The residential schools are at Dalhousie, Simla, Mussoorie, Darjeeling, Kalimpong, Mount Abu and Pachmarhi. The day schools are located in rehabilitation colonies for the Tibetan refugees at Bylakupee, Changlang (Tezu), Manipet (Madhya Pradesh) and Chandiragiri (Orissa). The total enrolment of students in the residential schools is about 3,800 whereas in day schools it is 1,250. The Principal of the school is a Tibetan who is appointed on the nomination of His Holiness. Teaching of religion and Tibetan Language is also done by the Tibetan Teachers. The medium of instruction in the school is English. Trained graduates are appointed even at the lower stage to make teaching of subjects through the medium of English effective.

6.2. The salient features of the school are, preservation of Tibetan culture (including dancing and music) and faith; introduction of arts and crafts; and welfare of Tibetan children by Tibetan Foster Parents. For this purpose, the Tibetan Homes Foundation has started 20 Homes for small children and receives from the Tibetan Schools Society a grant at the rate of Rs. 50/- per child per month.

6.3. Grants are being given to a few schools at Kalimpong started by private organisations and to Inchey School in Sikkim. During the year 1964-65, expenditure under various headings is as below :—

	Rs.
1. Establishments in schools	4,13,400
2. Central establishments	87,000
3. Purchase and rent of buildings	8,50,000
4. Food expenditure and equipment	17,30,000
5. Grant to Homes and others	3,38,000
6. Contingencies etc.	1,95,000
Total ..	36,13,400

7. *The Ladakh Institute.*—The Ladakh Institute of Higher Studies has been established in New Delhi for the benefit of students of the border areas i.e. Ladakh, Himachal Pradesh, Spiti, Kulu, NEFA, Bhutan, Sikkim etc., the inhabitants of which belong to one and the same cultural group mainly influenced by the Tibetan form of Buddhism. The Institute has started classes at lower level up to *Praman Patriya* (equivalent to Higher Secondary stage) course of the Sanskrit University, Varanasi. 88 students from the border areas are at present receiving education at the Institute. All these students are getting Government of India scholarships.

7.1. It has now been decided that Directorate of Education, Delhi should provide necessary assistance and exercise supervision and inspection. It has also been decided to give grant on a cent per cent basis to the institution for its maintenance. The grants are being given by the Delhi Administration.

8. *Nehru Memorial Museum and Library.*—The Government of India decided to dedicate the Teen Murti House, the residence of the late Sri Jawaharlal Nehru, to the nation as a memorial. The Ministry of Education has been entrusted with the responsibility to establish a Jawaharlal Nehru Memorial Museum and a Library at the Teen Murti House.

8.1. The Nehru Memorial Museum, which is at the moment functioning as a part of the National Museum in the Ministry of Education, was inaugurated on 14th November, 1964, by the President of India. This Museum has been conceived primarily as a Personalia Museum. Located in the first floor of the eastern wing of the house are the late Sri Jawaharlal Nehru's study room, bed room and the visitor's room, as they were on the night of 26th May, 1964. On the ground floor in the same wing, Sri Jawaharlal Nehru's office room in the Ministry of External Affairs has been reconstituted. The second part of the museum consists of gifts received by Sri Nehru in India and abroad. An exhibition of photographs from his personal collection and some manuscripts of his writings have also been arranged. All material already on display and still proposed to be displayed is being catalogued under expert guidance. Changing exhibitions on different aspects of the late Sri Nehru's life and work will also be held at the museum from time to time.

8.2. Housed in the western wing of the same building will be a Library on Modern India, named after the late Sri Nehru. The core of collection in this wing will be the Nehru papers and other archives material concerning the Indian struggle for freedom. The books on and by Nehru will form an adjunct to the archives material, with an emphasis on the Nehru Period.

8.3. A provision of Rs. 3 lakh has been made in the budget for 1965-66 for the establishment and development of these institutions.

9. *Clearing House Functions.*—One of the major functions of the Union Ministry of Education is to serve as a clearing house of ideas and information in all fields of educational activity. This function is discharged through the agency of three sections, namely, Information, Statistics and Publications, maintained in the Ministry of Education. These provide for the dissemination of educational information relating to statistics and facilities for study at home and abroad and publish reports, periodicals and other literature pertaining to the fields of education

and culture. An outline of their activities during the period is given in the three sub-sections that follow.

9.1. *Information Section.*—The Information Section continued to collect, compile and cyclostyle the latest information on educational facilities in India and abroad for dealing with the multi-farious enquiries totalling 12,000 during the year and feeding the various Students Advisory Bureaux.

9.2. The library attached to the Section which forms the main repository of the information materials in the form of prospectus/syllabii/calendar/Handbook/annual reports/statutes etc. catered to the needs of 850 visitors.

9.3. The Section also distributed over 5,000 forms of application for admission to undergraduate courses in the U.K. and four issues of the quarterly journal, 'Educational Facilities in India and Abroad' amongst the Students Advisory Bureaux and State Governments in India.

9.4. A Seminar of the Students Advisory Bureaux was organised at Calcutta (i) to advise students more intensively on facilities available for higher studies in India and abroad, (ii) to screen the applications of private students wishing to proceed for study/training abroad and (iii) to evolve methods to make the Bureaux discharge their duties more effectively.

9.5. *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 as may be required to improve the quality of the educational data.

9.5.1. *Collection of Statistics.*—During the year, the collection of statistics for 1962-63 from almost all the State Governments was completed. Collection of statistics for 1963-64 was under way. Statistics for 1962-63 were received from most of the universities. Collection of statistics from Universities for 1963-64 was also taken up.

9.5.2. *Statistical Enquiries.*—During the year under review, 144 major enquiries were attended to. The enquiries, apart from having a wide coverage, were more detailed than the previous year.

9.5.3. *Inservice Training Courses in Educational Statistics.*—To improve the reliability and timely supply of statistics, the Statistical Section has been giving technical assistance to the States and Union Territories, and Universities to organise short inservice training courses in educational statistics for the benefit of their staff. Financial assistance has also been given to the universities at the rate of 50% and to the States and Union Territories at the rate of 100% of the total expenditure on such courses. Under this scheme, courses were conducted for Marathwada University and the States of Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Mysore, Orissa, Punjab, Rajasthan and Nagaland and the Union Territories of Himachal Pradesh, Manipur, North East Frontier Agency and Tripura, during 1964-65.

9.5.4. *Seminar.*—The Third National Seminar on Educational Statistics was held at Hyderabad from 2nd to 7th January, 1965.

9.5.5. *Educational Bulletin.*—Quarterly Bulletin giving brief accounts of the latest educational developments in the various States of the country

were issued. This activity will continue in 1965-66 as well. A list of publications brought out during the year is given in Annexure V.

9.6. *Publications Section*.—This Section is the main publishing agency of the Ministry of Education, although a few publications have also been brought out by other Units. Besides bringing out the administrative report of the Ministry and other *ad hoc* publications on different aspects of education, the Section brings out quarterly journals.

9.6.1. *Journals*.—The Section continued to bring out the three quarterly journals of the Ministry, namely, 'The Education Quarterly', 'Secondary Education' and 'Youth'. These journals have entered in their seventeenth, ninth and eighth years respectively of continuous publication during the period. The two Quarterly journals 'Cultural Forum' and its Hindi counterpart 'Sanskriti' brought out by the erstwhile Ministry of S.R. & C.A., are also now the concern of the Ministry of Education. 'Cultural Forum' entered its seventh year of continuous publication and 'Sanskriti' sixth year. While these journals brought out Nehru Special Number, the other journals gave adequate coverage to late Prime Minister's ideas and thinking on different facets of education.

9.6.2. *Publications*.—A list of the publications—educational and cultural—brought out during the period is given in Annexure—V.

10. *Preparation of "Who's Who" of Persons, Who Took Part in the Struggle for Freedom*.—A "Who's Who" of persons who took part in India's struggle for freedom is currently being prepared. The relevant material is being compiled by the respective States under the advice and financial assistance of the Central Government. Under the scheme, financial assistance is being given to the State Government generally at 33-1/3 per cent of the approved expenditure on the entire work subject to a ceiling of Rs. 6,000 per annum for two years or Rs. 12,000 in all. During 1964-65 (up to 31-12-64) the States of Madras, Bihar and Mysore have been paid grants of Rs. 1,140, Rs. 3,386 and Rs. 1,375 respectively. The cases of the States of Punjab, Kerala and Uttar Pradesh are under consideration.

11. *History of Freedom Movement*.—The final editing of the work on the Second Volume of the History of Freedom Movement is in progress. The volume deals with the Renaissance in India in the 19th century and covers the period 1800—1905. The volume is expected to go to the press shortly.

12. *Purchase of Ancient Manuscripts*.—The question of formulation of a scheme for purchase of ancient manuscripts lying unattended with various institutions and individuals all over the country has been engaging the attention of the Government of India for the last several years. With a view to save ancient rare manuscripts and other documents of national importance from further destruction, it was decided to purchase such documents in consultation with an *ad hoc* Committee set up for the purpose. The Committee at its first meeting in October, 1964, examined several offers received from institutions and individuals and has recommended the purchase of various manuscripts. The recommendations of the Committee are under consideration.

13. *The International Centre for the Study of the Preservation and the Restoration of the Cultural Property, Rome*.—India became a member-

of the International Centre for the Preservation and Restoration of Cultural Property, Rome in October 1961. The Centre was set up by Unesco with a view to meeting the increased demands for Scientific and Technical aid for the conservation and safeguarding of the Cultural treasures in countries where the available means are scarcely adequate for tackling the problems involved. Government of India had been taking keen interest in the affairs of the Centre. Early in 1964, Dr. Harold J. Plenderleith, Director, International Centre, Rome visited India and discussed the conservation problems of the country with different organisations.

14. *Copyright.*—The Copyright Act, 1957, which amended and consolidated all previous laws on the subject, came into force in January, 1958. It provides for the establishment of a Copyright Board for adjudicating on certain matters specified in the Act. The Government of India also ratified the Universal Copyright Convention and it came into force in respect of India with effect from January 21, 1958. Until December 31, 1964, the copyright of 3,716 works comprising 2,428 literary (including 10 foreign) works, 1,285 artistic works and 3 cinematograph films, were registered by the Copyright office. The Government have also extended the operation of the 1957 Act to the works of more than 40 foreign countries.

15. *Activities of the Plan Coordination 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 of general education included in the third Five-Year Plan. As in the previous years, three-fourths of the allocated Central grants on State programmes for 1964-65 are being released by the Ministry of Finance in the form of monthly ways and means advances. These are to be adjusted against the payment sanctions to be issued by the Unit in March, 1965.

16. *Central Planning Group Unit.*—A Central Planning Group in Education was set up under the Chairmanship of the Union Minister of Education in January, 1964 to prepare the broad outline of a perspective Plan of Educational Development in India to cover the next 15 years (1966-81) and, against its background to work out a detailed programme for inclusion in the fourth Five-Year Plan (1966-71). The Group consists of 14 members.

16.1. The Central Planning Group set up 3 Study Groups on : (1) Teaching of English at School Stage; (2) Production and use of films for Science Education; and (3) Preparing a Model Education Act for Enactment by the State Governments. The first two study groups have completed their work and have submitted their reports.

17. *Indo-Pakistan Agreement on the Issue of Educational Certificate to Displaced Persons.*—In accordance with the agreement between the Government of India and Pakistan, the Education Ministry of each country is responsible for the clearance of all applications for educational certificates as well as for the verification of educational qualifications. Comparatively, the Government of India have been quite expeditious in disposing of applications received from the nationals of Pakistan. 2283 certificates have been furnished against 2294 applications, the outstanding cases being only 11 fresh applications. The Government of Pakistan, on the other hand, have furnished 3575 against 4208 applications for certificates; 633

fresh applications from Indian nationals are outstanding with that Government besides 270 old applications sent prior to the Agreement in 1957.

17.1. *Recovery and Remission of Educational Loans to Displaced Students.*—The work relating to the recovery and remission of educational loans advanced to displaced students whose guardians have settled down in Delhi was continued during the year. In respect of students in other States, this work is the concern of the Ministry of Rehabilitation. The Social Welfare and Rehabilitation Directorate advanced loans to the extent of Rs. 7,26,736 to 1,401 loanees so far and a sum of Rs. 5,54,990 has been recovered/remitted by the Directorate up to 31st November, 1964. Remission is, however, allowed to non-claimant loanees and to those whose claims amounted to less than the loans given and applied for such remission on or before 30th June, 1962.

17.2. *Financial Assistance to Displaced Students from Pakistan.*—Under this Scheme, financial assistance in the form of freship up to the school stage and stipends up to college stage is given to displaced students from East and West Pakistan through the State Governments, though the entire expenditure is met by the Government of India. However, in the case of such students in Delhi, the assistance is given by the Social Welfare and Rehabilitation Directorate which functions under the administrative control of the Department of Social Security with effect from 1-7-1964. This Scheme was expected to be wound up at the end of the second Plan, but to avoid any undue hardships to such students as were in the midst of their courses, it was decided to continue the Scheme. During the year the total financial assistance is expected to amount to Rs. 6,26,500.

18. *Raising of NCC Troops in Public, Residential and Regimental Schools.*—A scheme of raising new N.C.C. Troops in Public, Residential and Regimental Schools was included for the first time in the third Five-Year Plan, at a cost of Rs. 7 lakh. As far as the expenditure on maintenance of N.C.C. Units in Public Schools is concerned, the Ministry of Education has agreed to meet the expenditure.

18.1. A budget provision of Rs. 2 lakh has been made during the year 1964-65 and the entire amount has already been sanctioned to the Directorate General, National Cadet Corps, to meet the expenditure for raising 25 troops in Regimental Schools.

19. *Grants to Hostels, Institutions and Organisations Outside India.*—Since 1947, the Government of India have been maintaining the Indian Students' Hostel, Guilford Street, London. It is proposed to acquire a new building for the purpose. £2,250 is expected to be spent during 1964-65. Same amount is being provided in the High Commission's budget for 1965-66.

19.1. A provision of Rs. 7,500 exists for giving grant to the Ceylon Estate Workers' Trust for 1964-65. Same amount is being provided for 1965-66.

19.2. £750 have been sanctioned to the School of Oriental and African Studies, London for 1964-65; same amount is being provided in the High Commission's budget for 1965-66.

19.3. A provision of Rs. 25,000 exists for financial assistance to educational institutions in Nepal for 1964-65. Same amount has been provided for 1965-66 for the purpose.

19.4. £250 have been sanctioned to the Y.M.C.A. Indian Students' Union and Hostel, London for 1964-65. Same amount is being provided in the High Commission's budget for 1965-66.

19.5. Against the provision of £275, the Indian High Commission, London has recommended £300 to be sanctioned for Indian Students' Organisations in the United Kingdom for 1964-65. Same amount has been suggested by the High Commission for 1965-66 for the purpose.

20. *Financial Provisions.*—For the main schemes of educational and cultural programmes described in this chapter, the following table indicates the financial provisions made in the budget for 1964-65 and 1965-66.

Sl. No.	Scheme	Provision for 1964-65		Provision for 1965-66
		Original	Revised	
		Rs.	Rs.	Rs.
1.	Preparation of "Who's Who" of Persons who took part in the Struggle for Freedom	50,000	32,000	30,700
2.	Purchase of Ancient Manuscripts	1,00,000	50,000	1,00,000
3.	The International Centre for the Study of the Preservation and Restoration of the Cultural property, Rome	17,000	17,600	18,000
4.	Jallianwala Bagh National Memorial Trust, Amritsar	65,000	1,61,600	2,79,600
5.	Indian Students Hostel, London	19,000	30,000	30,000

CHAPTER XVII

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

The National Council of Educational Research and Training which was established in 1961 to undertake integrated programmes of educational research, advanced training for educational personnel and extension work at the national level, completed its third year during 1964-65. The main agencies through which the Council implements its programmes of training, research and extension are the National Institute of Education and the four Regional Colleges of Education which have been established during the last two years at Ajmer, Mysore, Bhopal and Bhubaneswar.

2. At the beginning of the current year, the National Institute of Education consisted of 9 Departments—Department of Psychological Foundations; Department of Curriculum, Methods and Textbooks; Department of Science Education; Directorate of Extension Programmes for Secondary Education; The National Institute of Basic Education; The National Institute of Audio-Visual Education; The National Fundamental Education Centre; Department of Educational Administration; and the Central Institute of Education.

3. The Teacher Education Unit which had been started during the previous year developed into a full-fledged Department of Teacher Education. A Central Adult Education Organisation is being set up in the National Fundamental Education Centre in association with Unesco. The organisation will establish "operational norms" of education for adults in relation to a net-work of "polyvalent centres". They are designed to serve the whole community in selected areas.

4. Construction of buildings commenced at the campus of the National Institute of Education, a beginning being made with the Central Science Workshop. It is expected to be ready by March 1965, when the equipment will be moved in and work commenced.

5. The three main activities of the Council are research in education; pre-service and in-service training of education workers; and educational extension. Other ancillary functions relate to clearing house responsibilities, dissemination of information about important educational practices and techniques, undertaking, sponsoring or organising investigations, studies and surveys relating to educational matters, or evaluation of educational programmes. All the Departments engage themselves in all the three kinds of activities, but with varying accent according to their basic objective and pattern of work. Working groups of specialists from the Departments were set up during this year to develop the Plan and Programme of the Departments of the N.I.E. for the next three years. This Plan and Programme is in press and is expected to be released shortly. The major activities of the Council under these areas are reported in the subsequent paragraphs.

A. RESEARCH

6. The research activities fall under two parts—those that are carried out by the different Departments of the National Institute of Education;

and those to which the Council extends financial assistance—in the universities, educational institutions and other organisations. The research activities are assisted in an advisory capacity by two Standing Sub-committees—one for research projects undertaken by the N.I.E. itself, and the other for those that are assisted outside the N.I.E.

7. Major Research Projects of N.I.E.—Some of the major research projects carried out by the N.I.E. are those which have been undertaken in collaboration with the Department of Health Education and Welfare of the U.S.A. They are : (i) A Survey of Secondary Schools in India; (ii) Study of the Achievement Motive in High Schools and the training for it; (iii) Development of Scholastic Aptitude Tests in Hindi at two levels of School Education; (iv) Development of Evaluative Criteria for Inspection and Supervision of Secondary Schools in India; (v) A Study of the Problem of Wastage and Stagnation in Secondary Schools; (vi) A Survey of Achievement in Mathematics at three levels of School Education—primary, middle and high (vii) A Study in Costs of Education during the decade 1951 to 1961; (viii) Identification of Talent in Elementary and Secondary Schools; and (ix) Curriculum and Teaching of Mathematics in Higher Secondary Schools. All these projects made steady progress during the year under report, and when completed will make sizeable contribution to educational practice.

8. Projects in Curriculum.—In the area of curriculum, two major projects have been the highlights of the year—a comprehensive developmental project in social studies, and the Reading Project. In social studies, a total curriculum was developed for classes I to XI based on carefully formulated objectives for each school stage. A beginning was made in the preparation of instructional materials in the form of hand-book for teachers of social studies. In-service programmes for these teachers are being planned. At every stage of the project, specialists from Universities, lecturers from training colleges and experienced teachers of social studies have been actively associated and this has given the project vitality and a sense of earnestness.

8.1. Reading Project.—The Reading Project is designed to identify the problems in reading with special reference to Hindi, from the primary to the secondary classes. A Reading Readiness Test for school beginners was developed after systematic collection of data. Other aspects of the project taken up were the compilation of children's spoken vocabulary, analysis of existing texts and other Hindi reading materials.

8.2. Hindi Readers and Kit.—The preparation of Hindi readers and teachers manuals for primary classes made progress. A Reading Readiness kit was prepared consisting of visual aids for school beginners. A comprehensive language curriculum in Hindi for primary grades was developed. A monograph on reading was also prepared as part of the project.

8.3. Other Projects.—Other projects carried out in the area of curriculum studies are on (i) Price trends of textbooks; (ii) Class-size and effective teaching; (iii) Development of Illustrated Children's Constitution of India; (iv) Preparation of a Young Reader's Guide to India; (v) Position of History in India; (vi) Handbook for Teachers of History; (vii) Position of Economics in India; (viii) Curriculum Development and (ix) Problems of Teaching English.

9. *Studies in Educational Psychology.*—In the area of educational psychology, some of the studies undertaken have been (i) A survey of technical potential in delta class level; (ii) A study of the academically gifted children; (iii) A study of motivation for higher education; (iv) Developmental norms for pre-school children.

10. *Studies and Investigations by Examination Unit.*—The Examination Unit carried out studies and investigations related to the programmes of Examination Reform. Some of these investigations are (i) An investigation into the structural and operational analysis of the Boards of Secondary Education; (ii) A pilot study of the examination system of different Boards of Secondary Education; (iii) Analysis of B.Ed. and M.Ed. syllabii of different universities; (iv) Research design on the study of ambiguity in questions and answers of class X students; (v) Compilation and analysis of Board result of high and higher secondary examinations 1962-63; and (vi) Research report on common errors in English.

11. *Investigations in Basic Education.*—In the area of Basic education some of the investigations in progress are (1) Development of Basic education; (2) Intensive study of elementary teacher training institutions, and (3) An investigation into the methods of teaching arithmetic in the first three grades of elementary schools in Delhi. Research studies have been initiated on (i) A study of agriculture and gardening as crafts in Basic Training Colleges in India; (ii) A study of the pattern of supervision and inspection of Basic schools and difficulties of supervisors; (iii) An analysis of the syllabii of Basic schools of different States, and (iv) Intensive development of Basic schools in Delhi.

12. *Studies in Arts and Crafts.*—Three studies in the teaching of arts and crafts have been completed during the year : (i) Art syllabus for classes I to VIII; (ii) A syllabus in clay modelling and pottery for classes I to VIII and (iii) Art Education in elementary schools.

13. *Studies in Teacher Education.*—A series of studies have been initiated in the area of Teacher Education. These include a comprehensive survey of secondary and elementary teacher training institutions in the country and a study of the requirements for teachers in Delhi.

14. *Project in Educational Administration.*—A project on 'A study of the administrative organisation of the educational system in selected States of India' has been started in the Department of Educational Administration.

15. *Projects in Social Education.*—In the area of social education, two projects were completed (i) A Study of per capita cost of literacy in India; and (ii) a critical study of the Gram Shikshan Mohim (mass approach to literacy) in Maharashtra. Some of the programmes in progress are : (i) Evaluation of books for the neo-literates; (ii) A Study of the problem of relapse into illiteracy of the adult neo-literates of the Delhi Territory; (iii) A Study of the growth of literacy in India; (iv) Preparation of Basic Hindi vocabulary in rural Delhi; (v) Determination of agricultural and educational needs of out-of-school youth in rural areas; and (vi) Evaluation of literacy kit.

B. TRAINING

16. One of the important functions of the National Council is to organise pre-service and in-service training programmes for educational personnel at advanced levels. These programmes are conducted by the different departments of the N.I.E. and the Regional Colleges of Education. Working Groups were set up during this year to develop programmes of courses of study in the various areas.

16.1. Within the N.I.E., the Central Institute of Education is the main agency for carrying out pre-service training at B.Ed., M.Ed., and Ph.D., levels. During the year under report, 91 candidates qualified for B.Ed. degree, 24 candidates for M.Ed. degree and 1 candidate for Ph.D. degree. Forty additional seats were added to B.Ed. course to train graduate teachers in Science and English for the Delhi Administration. The Faculty of Education of the Delhi University has approved two additional new courses being conducted at the Institute for M.Ed. degree, one in "Education of the Backward Child" and another in "Finance of Education and Educational Planning".

16.2. Special training courses were organised by the other departments in the N.I.E. such as (i) Training Course in Research Methodology; (ii) Diploma in Early Childhood Education; (iii) Diploma in Educational and Vocational Guidance; (iv) In-service Course in Statistics; (v) Training Course for Social Education Officer; and (vi) Training Course in Audio-Visual Education.

C. REGIONAL COLLEGES OF EDUCATION

17. Three of the Colleges which had already started during the previous year entered their second year during 1964-65. The college at Ajmer started all the courses as originally planned with a total strength of 290; the college at Bhubaneswar with 203; and the college at Mysore with 175. The Regional College of Education at Bhopal started its first session during the current year with a limited number of courses and enrolment.

17.1. *The Programme.*—The colleges undertook a comprehensive programme of internship in teaching in collaboration with selected schools in the region as cooperating schools. This programme is broad and many faceted and contributes considerably towards the professional competence of the trainees far beyond the usual teaching practice programmes. The Management Committees with the Vice-Chancellors of the affiliating universities as Chairmen were constituted for each college and met periodically to review and guide the programmes of the Colleges. A programme of instructional material development was started in order to provide guide materials in the various subjects of the school curriculum, particularly in technology, commerce and agriculture.

17.2. *Demonstration Multipurpose Schools.*—The demonstration multipurpose schools with two classes—VI and IX, attached to each college started on the campus except in the case of Bhopal where the school will be started next year. The courses for these schools have been drawn up by all-India committees of specialists and reviewed by special committees of the Central Board of Secondary Education to which the schools are affiliated. The elements of interest in the programme of these schools are its flexibility, the two levels of education, terminal and

college preparatory—a sound foundation of science education for all students, a broad programme of exploratory experiences in industrial crafts in the middle school classes, which will enable pupils to find their aptitudes.

17.3. *In-service Courses.*—Each college also organises a variety of in-service courses for teachers and educational administrators through the various departments as well as the Extension Services Centre in the college.

D. EXTENSION SERVICES

18. In order to strengthen the research and training activities of the National Institute with reference to the immediate and practical problems of education, a programme of extension services has been organised in every Department of the Institute. Through these extension services, problems are located and studied in the field in each sector by the concerned Departments. The extension programmes also include in-service training courses at different levels, evaluation studies, organisation of clubs and fairs, seminars, workshops, etc.

19. *Extension Centres.*—In the field of secondary education, 74 Extension Centres and 23 Extension Units are being maintained. These Extension Centres and Units in turn maintain a close link with the field. During the year under report, an assessment was made of 45 Extension Service Centres and Units. Five new Extension Centres were started, four of which are located at the Regional Colleges of Education and one at DEPSE.

19.1. Each Extension Service Centre has undertaken intensive development of a few selected schools in its area. State level seminars of Headmasters were held on total school improvement and follow-up workshops were organised. State level conferences were also held in order to devise measures to improve and strengthen extension activities as also the work of the State Departments of Education. A programme for school libraries was formulated in co-operation with the Ministry of Education, including the training of trainers of librarians.

19.2. In the field of primary education, 30 Extension Centres were set up in primary teacher training institutes. Fifteen more such centres are proposed to be set up in the course of the current year at the State Institutes of Education. State-level conferences of the officers of the Extension Centres were held to develop programmes of extension service in primary education.

20. *Seminars.*—In the field of educational psychology, three seminars were held during the year under report, one on Modern View Points in the use of Tests (for guidance workers), another on Practical Aspects in Nursery Schools and the third for Teachers of Statistics in Higher Secondary Schools. The Department of Psychological Foundations also assisted the Indian Institute of Technology, Kharagpur in the preparation of selection tests and the United States Educational Foundation in India in the selection of scholars for studies abroad.

20.1. The first Seminar Reading Contest of 1962-63 concluded with an all-India conference of the winners where the papers were discussed and cash awards of Rs. 500 each were made to 20 selected papers. Essays received for the 1963-64 Contest are being evaluated.

20.2. Eight seminars and workshops were also held on different aspects of teacher education including remedial education for principals and teachers of secondary schools. In addition, seminars were held on research approaches to the school and classroom, educational planning and the educational thought of Gandhiji.

21. *Examination Reform.*—In the area of examination reforms, 400 paper-setters, 1,500 teachers and a number of State Evaluation Officers were oriented to the concept and techniques of evaluation. The Boards of Secondary Education, Rajasthan, Gujarat, Maharashtra, Mysore and Vidarbha as also the Panjab University have undertaken intensive programmes of examination reform with particular reference to question papers and marking. The National Institute extended assistance and technical advice to the authorities concerned in this work.

22. *Literacy Pilot Project.*—A National Study Group on adult literacy and adult education was organised under the joint auspices of the Ministry of Education and Unesco. The Study Group prepared outlines of literacy pilot projects to be organised under the World Literacy Programme sponsored by the Unesco. It is proposed to hold a seminar on Reading Materials and Library Services and a regional seminar on mass literacy campaign. A special unit was set up at the National Fundamental Education Centre to study the problems of education of scheduled tribes.

E. AUDIO-VISUAL EDUCATION

23. Workshops, seminars and orientation sessions on various aspects of audio-visual education were held both at the Institute of Audio-Visual Education and at a number of educational institutions. Several schools in Delhi were assisted in the development and use of audio-visual aids.

24. *Film-Strips and Other Aids.*—Film-strips on a wide range of topics like 'Indus Valley Civilization', 'Chemistry in the Service of Man', 'Properties of Light', 'Family Planning', and 'Scenic Beauty of India' were prepared. The film-strip produced by the Institute on 'Historical Monuments of Delhi' received a National Award. A series of slide books relating to social studies topics was also prepared. Graphic prototypes and experimental aids were prepared on a variety of topics.

25. *The Nehru Legend.*—An exhibition of photographs depicting Nehru's life entitled "The Nehru Legend" was organised by the Institute that drew appreciative crowds for over three weeks. The exhibition will be taken round to the different States.

F. SCIENCE EDUCATION

26. In view of the importance of science teaching at the school stage, a full-fledged Department of Science Education was set up last year in the National Institute of Education to develop the correct techniques and methods, curricula, textbooks, apparatus experimental kits, training of teachers, etc. In association with the University Grants Commission and the United States Agency for International Development, 16 Summer Institutes were held during the year under report for secondary school teachers in science. 625 secondary teachers who participated in the summer institutes were trained in the new methods of teaching science to

school children with particular reference to an understanding of the basic scientific concepts, principles and processes. With the assistance of Unesco, a Central Science Workshop is being set up in the Department to develop new experiments, apparatus and equipment for the teaching of science subjects and also to develop prototypes of experimental sets to be produced on a mass scale for use in schools.

27. *Science Talent Search*.—The Science Talent Search scheme was extended to cover the whole country during the year under report. Out of 7,000 students who took the test, about 1,200 were called for interview and 345 students were finally selected for the awards of scholarships and certificates of merit. Five regional workshops were organised for the selected students to provide them an opportunity to know and to work with university professors and research scientists. Extension Services were organised in the form of science clubs, science fairs and seminars at various centres. During the year under report, assistance was given to 100 secondary schools to establish science clubs.

28. *Teaching of General Science*.—A comprehensive scheme for the teaching of general science as an integral part of school curriculum was formulated. An Instructional Materials Centre was set up to prepare literature and teaching aids in science. A critical study was initiated on the training of science teachers. |

29. *Special Planning Mission*.—Under the Unesco programme of assistance, a Special Planning Mission visited India to study the problems of science and mathematics education in secondary schools. The Mission submitted a detailed report on the present position of science teaching in the country and on the lines along which science and mathematics education should be improved and developed.

G. TEXTBOOKS

30. One of the major activities of the National Council is to prepare model textbooks in different subjects for all stages of school education. For this purpose, panels of experts for individual subjects have been set up. During the year under report, model Hindi textbooks in prose and poetry for classes IX to XI were prepared, printed and widely circulated. These model textbooks have been approved for use in its schools by the Central Board of Secondary Education. Hindi textbooks for classes VI, VII and VIII are under preparation.

31. *Model Textbooks*.—Model textbooks in history, geography, Sanskrit, social studies, mathematics, physics, chemistry, general science, commerce, technology and agriculture are in various stages of preparation. Some are expected to be ready either by the end of the current year or in the early part of 1965-66. The first two sections of the textbooks in biology for classes IX to XI were completed and printed. The textbook has been prescribed for schools under the Central Board of Secondary Education.

31.1. *Textbooks in Hindi and Other Regional Languages*.—These textbooks when published are being sent to the State Governments for adoption or adaptation and translation into regional languages. The translation into Hindi will be done by the Council.

H. PUBLICATIONS

32. During the year under report, the National Council undertook preparation and publication of the following works :

- (i) Educational Studies and Investigations—Vol II.
- (ii) Examinations and Evaluation in Education
- (iii) The First Year Book of Education 1947—61—Revised Edition
- (iv) Year Book on Secondary Education
- (v) Year Book on Educational Research
- (vi) Research Symposia—Adolescence
- (vii) Source Books on Indian Education
- (viii) Low Cost Reprints of Foreign Textbooks—PSSC Physics; CHEM Chemistry; BSCS Biological Sciences
- (ix) Supplementary Reading Material—On Science, Social Studies and other topics.
- (x) Directory of Training Colleges in India—Revised Edition

32.1. *Periodicals*.—The Council continued the publication of its journals, *School Science; Teacher Education, Audio-Visual Education, The Child, Buniyadi Talim; Guidance Review* and *Basic Education Abstracts*. The Council has decided to bring out a half yearly journal entitled, *The Indian Educational Review*. A list of the publications of the Council for the year 1964-65 is given at Annexure V.

32.2. *Low-priced Reprints*.—The Council has undertaken a programme of bringing out low-priced Indian Reprint editions of outstanding U.S.A. publications. The programme is being assisted by the U.S.I.S. under the Joint Indian-American Standard Works Programme. The entire series of PSSC Physics text materials, CHEM Study materials have been already reprinted. The BSCS Biology materials and three books of the Educational Testing Service are in press. Negotiations are under way for the reprinting of the off-prints of Scientific American and the series of MSG Mathematics materials.

ANNEXURE I

ATTACHED AND SUBORDINATE OFFICES AND AUTONOMOUS ORGANISATIONS OF THE MINISTRY OF EDUCATION

A. ATTACHED OFFICE

1. Archaeological Survey of India, Janpath, New Delhi.

B. SUBORDINATE OFFICES

2. National Gallery of Modern Art, Jaipur House, New Delhi.
3. Indian War Memorial Museum, Red Fort, Delhi, (C/o Director of Education, Old Secretariat, Delhi).
4. National Museum, Janpath, New Delhi.
5. National Archives of India, Janpath, New Delhi.
6. Central Reference Library, Belvedere, Calcutta-27.
7. National Library, Belvedere, Calcutta-27.
8. Eastern Regional Office, Ministry of Education, 5-Esplanade East, Calcutta-1.
9. Western Regional Office, Ministry of Education, Construction House, Ballard Estate, Bombay-1.
10. Southern Regional Office, Ministry of Education, University Building, Chepauk, Madras-5.
11. Northern Regional Office, Ministry of Education, 7169, Swarupnagar, Kanpur-2.
12. Indian School of Mines, Dhanbad.
13. Directorate of Practical Training, C/o Indian School of Mines, Dhanbad.
14. Botanical Survey of India, 14-Madan Street, Calcutta-13.
15. Zoological Survey of India, 34-Chittaranjan Avenue, Calcutta-12.
16. Anthropological Survey of India, 27-Chowringhee Road, Calcutta-13.
17. Survey of India, Eastern Canal Road, Post Box No. 37, Dehra Dun (U.P.).
18. National Atlas Organisation, 1-Acharya Jagdish Bose Road, 3rd Floor, Calcutta-20.
19. Central Hindi Directorate, U.G.C. Building, Bahadur Shah Zaffar Marg, New Delhi.
20. National Discipline Scheme Directorate, "E" Block Hutments, New Delhi.
21. Unesco Regional Centre for the Training of Educational Planners, Administrators & Supervisors in Asia, Indraprastha Estate, New Delhi.

C. AUTONOMOUS ORGANISATIONS

22. University Grants Commission, Bahadur Shah Zaffar Marg, New Delhi.
23. Central Board of Secondary Education, 17-B, Indraprastha Estate, New Delhi.
24. Tibetan Schools Society, Curzon Road, 'B' Block, New Delhi.
25. Central Institute of English, Hyderabad.
26. Kendriya Sanskrit Vidyapeetha, Tirupati.
27. National Book Trust, 23-Nizamuddin East, New Delhi-13.
28. Kendriya Hindi Shikshan Mandal, Gandhinagar, Agra.
29. School of Buddhist Philosophy, Leh.
30. National Institute of Sports, Motibagh Palace, Patiala.
31. Lakshmbai College of Physical Education, Shaktinagar, Gwalior.
32. Bal Bhavan and National Children's Museum, Kotla Road, New Delhi.

33. Delhi Public Library, S.P. Mukherji Marg, Delhi-6.
34. National Council of Educational Research & Training, Bharat Scouts and Guides Building, 16-Ring Road, Indraprastha Estate, New Delhi.
(Constituent Departments of the National Institute of Education are under the National Council of Educational Research and Training.)
 - (i) Directorate of Extension Programmes for Secondary Education, 7, Lancer Road, Timarpur, Delhi.
 - (ii) Central Institute of Education, 33, Chhatra Marg, Delhi-6
 - (iii) National Fundamental Education Centre, 38-Friends Colony, Mathura Road, New Delhi.
 - (iv) National Institute of Basic Education, D-14/A 6, Model Town, Delhi-9.
 - (v) National Institute of Audio-Visual Education, Indraprastha Estate, New Delhi.
 - (vi) Department of Science Education, H-2/3, Model Town, Delhi-9.
 - (vii) Department of Curriculum, Methods and Text-books, 5, Soni Bhavan, West Patel Nagar, New Delhi.
 - (viii) Department of Psychological Foundations, H-2/3, Model Town, Delhi-9.
 - (ix) Department of Teacher Education, 33, Chhatra Marg, Delhi-6.
 - (x) Department of Educational Administration, B-2/6-A, Model Town, Delhi-9.
35. Salar Jung Museum, Hyderabad. (Andhra Pradesh)
36. Indian Museum, 27, Chowringhee Road, Calcutta-16.
37. Victoria Memorial Hall, Calcutta-16.
38. Indian Council for Cultural Relations, Azad Bhavan, Indraprastha Estate, New Delhi.
39. Sangeet Natak Akademi, Rabindra Bhavan, Feroze Shah Road, New Delhi.
40. Lalit Kala Akademi, Rabindra Bhavan, Feroze Shah Road, New Delhi.
41. Sahitya Akademi, Rabindra Bhavan, Feroze Shah Road, New Delhi.
42. Council of Scientific and Industrial Research, Rafi Marg, New Delhi-1.
43. National Research Development Corporation, Lytton Road, Mandi House, New Delhi-1.
44. School of Planning and Architecture, Indraprastha Estate, New Delhi.
45. Indian Institute of Technology, Hauz Khas, New Delhi.
46. Indian Institute of Technology, P.O. I.I.T., Powai, Bombay-76.
47. Indian Institute of Technology, P.O. I.I.T., Madras-36.
48. Indian Institute of Technology, Agriculture Gardens, Kanpur.
49. Indian Institute of Technology, P.O. Kharagpur Technology, Kharagpur (S.E Railway).
50. Indian Institute of Science, Bangalore-12.

ANNEXURE II

UNIVERSITIES INCLUDING INSTITUTIONS DEEMED TO BE UNIVERSITIES

1. Agra University, Agra.
2. Agriculture University, Ludhiana.
3. Aligarh Muslim University, Aligarh.
4. Allahabad University, Allahabad.
5. Andhra University, Waltair.
6. Andhra Pradesh Agricultural University, Hyderabad.
7. Annamalai University, Annamalainagar.
8. Banaras Hindu University, Varanasi-5.
9. Bangalore University, Bangalore.
10. Bhagalpur University, Bhagalpur.
11. Bihar University, Muzaffarpur.
12. Bombay University, Bombay.
13. Burdwan University, Burdwan (W. Bengal).
14. Calcutta University, Calcutta.
15. Delhi University, Delhi.
16. Gauhati University, Gauhati.
17. Gorakhpur University, Gorakhpur.
18. Gujarat University, Ahmedabad-9.
19. Indira Kala Sangeet Vishwavidyalaya, Khairagarh (M.P.).
20. Indore University, Indore.
21. Jabalpur University, Jabalpur.
22. Jadavpur University, Jadavpur, Calcutta-32.
23. Jammu & Kashmir University, Srinagar.
24. Jawaharlal Nehru Krishi-Vishwa-Vidyalaya, Jabalpur.
25. Jiwaji University, Gwalior.
26. Jodhpur University, Jodhpur.
27. Kalyani University, Kalyani (W. Bengal).
28. Kameshwar Singh Darbhanga Sanskrit University, Darbhanga (Bihar).
29. Karnatak University, Dharwar (Mysore).
30. Kerala University, Trivandrum.
31. Kuruksetra University, Kuruksetra (Punjab).
32. Lucknow University, Lucknow.
33. Madras University, Madras.
34. Magadh University, Bodh Gaya (Bihar).
35. M.S. University of Baroda, Baroda-2.
36. Marathwada University, Aurangabad (Deccan).
37. Mysore University, Mysore.
38. Nagpur University, Nagpur.
39. North Bengal University, Siliguri.

40. Orissa University of Agriculture and Technology, Bhubaneswar-1.
41. Osmania University, Hyderabad-Dn.-7.
42. Panjab University, Chandigarh.
43. Panjabi University, Patiala.
44. Patna University, Patna.
45. Poona University, Poona.
46. Rabindra Bharati, Calcutta.
47. Rajasthan University, Jaipur.
48. Ranchi University, Ranchi.
49. Ravi Shankar University, Raipur.
50. Roorkee University, Roorkee.
51. Sardar Vallabhbhai Vidyapeeth, Vallabh Vidyanagar, *Via Anand (W. Rly).*
52. Saugar University, Sagar (M.P.).
53. Shivaji University, Kolhapur-3.
54. S.N.D.T. Women's University, Bombay.
55. Sri Venkateswara University, Tirupati (Andhra Pradesh).
56. Udaipur University, Udaipur.
57. University of Agricultural Sciences, Bangalore.
58. U.P. Agricultural University, Pant Nagar, Distt. Nainital.
59. Utkal University, Bhubaneswar.
60. Varanaseya Sanskrit Vishwavidyalaya, Varanasi.
61. Vikram University, Ujjain (M.P.).
62. Visva Bharati, Santiniketan (W. Bengal).

INSTITUTES DEEMED TO BE UNIVERSITIES

1. Birla Institute of Technology and Science, Pilani.
2. Gujarat Vidyapeeth, Ahmedabad-14.
3. Gurukul Kangri Vishwavidyalaya, Hardwar.
4. Indian Agricultural Research Institute, New Delhi.
5. Indian Institute of Science, Bangalore-12.
6. Indian School of International Studies, New Delhi-1.
7. Jamia Millia Islamia, New Delhi-25.
8. Kashi Vidyapeeth, Varanasi-2.
9. Tata Institute of Social Sciences, Bombay.

ANNEXURE III

LIST OF NATIONAL LABORATORIES/INSTITUTES UNDER C.S.I.R.

Sl. No.	Name of Laboratory/Institute	Functions
(1)	(2)	(3)
1.	National Chemical Laboratory, Poona.	Fundamental and applied research covering the whole field of chemistry for which other specialised institutes have not been set up. The National Collection of Type Cultures is housed in the Laboratory.
2.	National Physical Laboratory, New Delhi.	Research in problems relating to physics, both fundamental and applied, Maintenance of Standards. Testing facilities are also available.
3.	Central Fuel Research Institute, Jealgora (Bihar).	Fundamental and applied research on fuels—solid, liquid and gaseous. Physical and chemical surveys of Indian coals are conducted through seven coal survey stations under the Institute.
4.	Central Glass and Ceramic Research Institute, Jadavpur.	Research on different aspects of glass and ceramics, pottery, porcelain, refractoris and enamels; development of processes for manufacture of glass and ceramic articles; standardisation of raw materials used in the ceramic industry.
5.	Central Food Technological Research Institute, Mysore.	Food processing and conservation of food, food engineering and all aspects of fruit technology. Regional fruit and vegetable preservation stations at Trichur, Nagpur, Bombay and Lucknow have been established.
6.	National Metallurgical Laboratory, Jamshedpur.	Fundamental and applied metallurgical research.
7.	Central Drug Research Institute, Lucknow.	All aspects of drug research including evaluation and standardisation of crude drugs, discovery of substitutes for pharmacopocial drugs and plants, pharmaceutical and synthetic chemicals, biochemistry and biophysics, infection, immunisation, pharmacology, chemotherapy and experimental medicine.
8.	Central Road Research Institute, New Delhu.	Research on road materials, testing of road materials and road surfaces.
9.	Central Electro-Chemical Research Institute, Karaikudi (Madras).	Research on different aspects of electro-chemistry, including electro-metallurgy, electro-deposition and allied problems.
10.	Central Leather Research Institute, Madras.	Fundamental and applied aspects of leather technology.
11.	Central Building Research Institute, Roorkee.	Engineering and structural aspects of building and human comforts in relation to buildings.
12.	Central Electronics Engineering Research Institute, Pilani (Rajasthan).	Design and construction of electronic equipment and components and test equipment.
13.	National Botanic Gardens, Lucknow.	Collection and large-scale cultivation of economic and medicinal plants of industrial importance.

(1)	(2)	(3)
14. Central Salt and Marine Chemicals Research Institute, Bhavnagar.		Investigation of production of pure salts; reduction in cost of production; economic utilisation of by-products of salt manufacture; development of new methods and techniques for the recovery, production and utilisation of marine and allied chemicals.
15. Central Mining Research Station, Dhanbad.		Research in methods of mining, safety in mines and mine machinery.
16. Regional Research Laboratory, Hyderabad.		Research in problems relating to the industries and raw materials of the region.
17. Indian Institute for Bio-chemistry and Experimental Medicine, Calcutta.		Research in various aspects of bio-chemistry as applied to medicine, bacteriology etc.
18. Birla Industrial and Technological Museum, Calcutta.		A museum to depict scientific and technological advancement.
19. Regional Research, Laboratory, Jammu-Tawi (Jammu & Kashmir).		Research in problems relating to the industries and raw materials of the region and research specially directed to medicinal plants of the Himalayas (Kashmir Region).
20. Central Mechanical Engineering Research Institute, Durgapur (W. Bengal).		Research in mechanical engineering in all its aspects.
21. Central Public Health Engineering Research Institute, Nagpur.		Research in all aspects of public health engineering and co-ordination of work of all interested agencies in this field in the country. Field centres and units of the Institute are functioning at various places in the country.
22. National Aeronautical Laboratory, Bangalore.		Scientific investigation of the problems of flight with a view to their practical application to the design, construction and operation of aircraft in India.
23. Regional Research Laboratory, Jorhat.		Research in problems relating to more efficient utilisation and better conservation of important national resources of Assam and other regional needs posing special problems.
24. Central Indian Medicinal Plants Organisation, Lucknow.		Co-ordination of activities in the development of cultivation and utilisation of medicinal plants on an organised basis.
25. Central Scientific Instruments Organisation, Chandigarh.		Promotion and development of indigenous manufacture of scientific instrument for teaching, research and industry.
26. Indian Institute of Petroleum, Dehra Dun.		Research in petroleum refining and processing of natural gas, petro-chemicals, etc. and providing facilities for the training of personnel for petroleum industry.
27. National Geophysical Research Institute, Hyderabad.		Correlation of the field data in all fundamental aspects of geology and geophysics with laboratory investigations and theoretical studies.
28. Visvesvaraya Industrial and Technological Museum, Bangalore.		A museum to depict scientific and technological advancement.
29. Indian Ocean Expedition, New Delhi.		Research on various aspects of physical, biological, geological and chemical oceanography including prospecting for petroleum and minerals in sea bed.

(1)	(2)	(3)
30.	Mafatlal Scientific and Technological Museum, Bombay	A museum to depict the scientific and technological advancement.
31.	Regional Research Laboratory, Bhubaneshwar (Orissa)	Research in problems relating to the industries and raw materials of the region.
32.	National Biological Laboratory, Palampur (Kangra Valley, Punjab).	Both fundamental and applied research in modern aspects of biological sciences.
33.	Indian National Documentation Centre, New Delhi.	To provide full range of documentation services.

ANNEXURE IV
CENTRES OF ADVANCED STUDY IN UNIVERSITIES

Subject	Special Discipline	University
Astronomy ..	1. Experimental Astronomy	Osmania
Botany ..	2. Plant Morphology and Embryology	Delhi
	3. Plant Pathology and Mycology	Madras
Chemistry ..	4. Chemistry of Textile Fibres & Dyes	Bombay
	5. Chemistry of Natural Products	Delhi
Economics ..	6. Public Finance and Industrial Economics	Bombay
	7. Economics of Development and Economic History	Delhi
	8. Agricultural Economics	Poona
Education ..	9. Educational Research	Baroda
Geology ..	10. Himalayan Geology and Palaeontology.	Punjab
	11. Structural Geology, Geomorphology, Petrology and Mineralogy	Saugar
History ..	12. Ancient Indian History & Culture	Calcutta
Linguistics ..	13. Applied Linguistics	Poona
	14. Dravidian Linguistics	Annamalai
Mathematics ..	15. Pure Mathematics	Bombay
	16. Allied Mathematics	Calcutta
	17. Pure Mathematics	Punjab
Philosophy ..	18. Philosophy (Indian)	B.H.U.
	19. Advaita and Allied System of Philosophy	Madras
	20. Metaphysics	Visva-Bharati
	21. Theoretical Physics and Astrophysics	Delhi
	22. Radio Physics and Electronics	Calcutta
	23. Crystallography and Biophysics	Madras
Sanskrit ..	24. Sanskrit Literature	Poona
Zoology ..	25. Cell Biology and Endocrinology	Delhi
	26. Marine Biology	Annamalai

ANNEXURE V

PUBLICATIONS BROUGHT OUT BY THE MINISTRY OF EDUCATION AND ITS AGENCIES

A. PUBLICATIONS SECTION

A. 1. *Educational Publications*

1. Annual Report of the Ministry of Education 1963-64 (English).
2. Annual Report of the Ministry of Education 1963-64 (Hindi).
3. Two-year Certificate Course in Agricultural Science.
4. Indian National Commission—Secretary General's Report—1960-63.
5. The Single Teacher School (Reprint).
6. A National Plan for Physical Education and Recreation (English Reprint).
7. Post-war Educational Development in India—Report of the C.A.B.E. (Reprint).
8. Report on Educational Developments in India in 1963-64 —Presented at XVIII International Conference on Public Education, Geneva, July 1964.
9. Coordination and Integration of Schemes operating in the Field of Physical Education, Recreation and Youth Welfare—(Kunzru Committee Report).
10. Blind Can See (Hindi).
11. Proceedings of the 30th Meeting of the Central Advisory Board of Education.
12. National Physical Efficiency Drive—1964.
13. Fourth Annual Report of the National Council for Women's Education (March 1963-Feb. 1964).
14. National Loan Scholarship Book.
15. National Loan Scholarship Bond.
16. Report of the Committee of Members of Parliament on Higher Education.
17. Citations—National Awards for Teachers—1964-65.
18. Indian Institute of Advanced Study Society—Memorandum of Association and Rules and Regulations.
19. Presidential Address by Dr. P. D. Shukla, Joint Educational Adviser, Government of India, on Development of Secondary Education at the Secondary Education Section, 39th Session of the All-India Federation of Educational Association.
20. Silhouettes in Indian Education (Off-prints of the Education Quarterly, September 1964).

A. 2. *Cultural & Other Publications*

22. Cultural Forum Quarterly (Nehru Special Number).
23. Sanskriti Hindi Quarterly (Special Number on Indology and Nehru Special Number).
24. Scholarships for study Abroad and at Home.
25. Model Syllabus for Five-Year Integrated Course for first Degree or Equivalent.
26. Indian Museums Review—1959-60 and 1960-61.

B. STATISTICAL SECTION

1. Provisional Statistics of Education in the States, 1961-62 (cyclostyled).
2. Provisional Statistics of Education in Universities, 1961-62 (cyclostyled).

C. NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING AND THE
DEPARTMENTS OF NATIONAL INSTITUTE OF EDUCATION

C.1. *Primary and Basic Education*

1. Craft Education in Indian School System.
2. Tyohar Aur Shiksha (Hindi).
3. Buniyadi Shalaon Ka Nirikshan (Hindi).
4. Buniyadi Shiksha Aur Navin Samaj Vyavastha (Hindi).
5. Buniyadi Shiksha Main Yogyata Ka Mulyankan (Hindi).
6. Buniyadi Shalaon Ke Liye Pathyacharya Ka Nirman (Hindi).

C.2. *Social Education*

7. Sahayak Pustak (Hindi) A Handbook of Suggestions for Adult Literacy Instructors.
8. Organizing a Village Library.
9. Radio Listening Groups.
10. Prachin Bharat Ke Shastrastra Aur Yodhakala (Hindi).
11. Chart on Literacy in India—1951-1961. Statewise, separately for rural, urban; male and female population.
12. The Inaugural address of Shri Prem Kirpal, Secretary, Ministry of Education to the National Study Group on Adult Literacy and Adult Education held at New Delhi in September.

C.3. *Curriculum*

13. Metric System in Secondary Schools.
14. Metric Measures II.
15. The Position of Social Studies in India.

C.4. *Guidance*

17. Guidance Service in Schools.
18. Guidance Movement in India (Reprint).
19. A Survey of School Guidance Services (Reprint).
20. Orientation to Defence Services in Secondary Schools (Reprint).
21. The Role of Guidance Personnel During the National Emergency (Reprint).
22. National Cadet Corps (Reprint).
23. Officers in the Making (Reprint).

C.5. *Evaluation*

24. Specimen Unit Tests in English, Mathematics, Science & Social Studies, 1964.
25. Specimen Test Items for Secondary Schools of Delhi—Mathematics, 1964.
26. Specimen Test Items for Secondary Schools of Delhi—English, 1964.
27. Specimen Test Items for Secondary Schools of Delhi—Physics and Chemistry, 1964.
28. Specimen Test Items for Secondary Schools of Delhi—Biology, 1964.
29. Specimen Test Items for Secondary Schools of Delhi—Social Studies, 1964.
30. Proceedings of the Fifth Conference of Chairman and the Secretaries of the State Boards of Secondary Education, 1964.
31. Examination Abstracts, No. 2 October, 1964.
32. Evaluation Newsletter, No. 1 August, 1964. & No. 2 December, 1964.
33. Report of the Workshop for the Secondary Teacher's College Lecturers in Mysore State held at the R.V. Multipurpose Higher Secondary School, T. Narsipur, 1963.
34. Report of the Evaluation Workshop for lecturers of the Teachers' Training Colleges of Bihar and Orissa, (Held at Patna Training College, Patna) 1964.

35. Report of the Evaluation Workshop for Method Masters of Training Colleges affiliated to Agra University, Agra, 1964 (Held at P.B. Municipal Intermediate College, Hardwar).
36. Report of the Evaluation Workshop for Lecturers of Secondary Teacher's Colleges (Held at Allahabad), 1964.
37. Report of the Workshop for Paper-setters, Board of Secondary Education, Rajasthan, Ajmer, Udaipur, 1964.
38. Setting Better Question Papers—Workshop—Secondary Education Board, Mysore State, Bangalore, 1964.
39. Setting Better Question Paper—Continuation Workshop of Paper-setters, Secondary Education Board, Mysore State, Bangalore, Beigam, 1964.
40. Report of the Workshop for Paper-setters and Senior Moderators—Maharashtra Secondary School Certificate Examination Board, Poona, Panchgani, 1964.
41. Report of the Workshop for Paper-setters, Maharashtra, S.S.C. Examination Board, Poona, Panchgani, Karad and Aurangabad in 1963 and 1964.
42. Report of the First Workshop for Paper-setters, Vidarbha Board of Secondary Education, Nagpur 1964.
43. Setting Better Question Papers—Second Workshop of Paper-Setters, Gujarat S.S.C. Examination Board, Baroda.
44. Setting Better Question Papers—Second Workshop of Paper-setters—Gujarat S.S.C. Examination Board, Baroda, Vallabh Vidyanagar, 1964.
45. Report of the Workshop of Paper-setters, Panjab University & Punjab Education Department, Chandigarh, 1964.
46. Report of the Second Evaluation Workshop for Paper-setters of Maharashtra held at Khandala, 1964.
47. Report of the Second Evaluation Workshop for Paper-setters of Gujarat, 1964 (held at Ahmedabad).
48. Evaluation in Mathematics, 1964.

C.6. *Audio-Visual Education*

49. A.V. Aids in Community Development.
50. Simple A.V. Aids for Social Education.
51. A.V. Aids for Social Welfare.
52. Self-made Teaching Aids.
53. Preparing Graphic Aids and Hand-made Globes.
54. Projected and Audio Aids.
55. History—Time Charts.

C.7. *Teacher Education*

56. Teacher and National Emergency (Reprint)
57. Survey of Teacher Education in India.
58. Report of the All India Seminar on the Elementary Teacher Programme.
59. Learning Process.
60. A Handbook of Practical Work.
61. Recommendations of the Workshop for the Principals and Vice-Principals of the State Institutes of Education (cyclostyled).
62. Correspondence Courses in Training Colleges —A Report of the Study Group.
63. Report of the Half-yearly Conference of the State Institutes of Education, (cyclostyled).

C.8. *Science*

64. General Science Handbook of Activities for classes VI to VIII.
65. Essays in Science (Reprint).

66. Organising Science Fairs.
 67. Planning and Writing a Project Report.
 68. Essays by Young Scientists (in English).
 69. Scientists of Tomorrow.
 70. Essays by Young Scientists (in Hindi).
 71. Science Talent Search, Information Brochure, 1965.
 72. A Report of the Science Talent Search Examination, 1964.
 73. Project Reports by Young Scientists, 1964.
- C.9. *Textbooks and Research Monographs*
74. Kavya Sankalan—Poetry Textbook in Hindi for Higher Secondary Classes.
 75. Gadya Sankalan—Prose Textbook in Hindi for Higher Secondary Classes.
 76. Biology—A textbook for Higher Secondary Schools—Section I and II.
 77. Child Development—A Symposium.
 78. Educational Studies and Investigations.
 79. Educational Evaluation and Examination.
 80. Commissions and Committees on Education (prior to 1947).
- C.10. *Source Books for Teachers and Instructional Materials*
81. Our Plan and Plan Projects.
 82. Organizing Agriculture Circle.
 83. Organizing Commerce Circle.
 84. Organizing Technology Circle.
 85. Organizing History Circle.
 86. Instructional Material Series 1—Internship in Teaching.
 87. Instructional Material Series 2—Unit on Electricity.
 88. Instructional Material Series 3—Wood Working.
 89. Source Book for Teachers—Leather Work.
 90. Source Book for Teachers—Paints and Varnishes.
 91. Ganit Manoranjan (in Hindi).
- C.11. *Reprints of Science Books*
92. P.S.S.C. Physics Teachers Resource Book and Guide Parts I to IV.
 93. P.S.S.C. Physics Laboratory Guide.
 94. Chemistry—An Experimental Science (Textbook).
 95. Chemistry—An Experimental Science (Teachers' Guide).
 96. Chemistry—An Experimental Science (Laboratory Manual).
 97. Biological Science—An Inquiry Into Life (Textbook).
 98. Biological Science—An Inquiry Into Life (Teacher's Manual).
 99. Biological Science—An Inquiry Into Life (Student Laboratory Guide).
 100. Biological Science—An Inquiry Into Life (Teachers' Manual to Student Laboratory Guide).
- C.12. *Other Publications*
101. Scheme of Grant-in-Aid for Approved Projects in Education (Reprint).
 102. Annual Report of NCERT (Reprint).
 103. Sanstha Ka Jnapan Patra Aur Niyamavali (Hindi).
 104. Bibliography of Periodicals.
 105. Summary of M.Ed. Reports 1961-62.

106. Administrative Directory of N.C.E.R.T.
107. Educational and Economic Development.
108. Symbols of Unity and Freedom.
109. Education and Economic Development.
110. Bibliography on Educational Administration

D. NATIONAL BOOK TRUST, INDIA

1. Traditions of the Indian Army (Hindi).
2. Ajanta Portfolio (Hindi and English).
3. Educational Reconstruction in India (Hindi) (Reprint).
4. India Today and Tomorrow (Hindi) (Reprint).
5. Aspects of Science (Hindi) (Reprint).
6. Educational Reconstruction in India (Assamese).
7. Judy and Lakshmi (Malayalam).
8. Transposed Heads (Tamil).
9. Women's Folk Songs of Rajputana (English).

E. SAHITYA AKADEMI

Assamese

1. RABINDRA CHAYANIKA (101 Poems of Tagore). Translated by Ratnakant Barkakati and Navakanta Barua.
2. RAJA (Italian classic : THE PRINCE) by Machiaveli. Translated by Praphulladatta Goswami.
3. YUDDHA ARU SHANTI (Russian novel : WAR & PEACE). Translated by Surendramohan Das.

Bengali

4. LUN-YU (Chinese classic : ANALECTS OF CONFUCIUS). Translated by Amtendranath Tagore.

Tagore Works in Devanagari

5. EKAYIMSATI (21 Short Stories of Tagore). Transliterated by Harishankar Sharma.
6. YOGAYOG (novel) by Tagore. Transliterated by Kanika Biswas.

English

7. HISTORY OF ASSAMESE LITERATURE by Birinchi Kumar Barua.

Gujarati

8. BUDDHI GHODI LAL LAGAM (Bengali Plays : BURHO SALIKER GHARE ROM and EKEI KI BOLE SABHAYATA) by Michael Madhusudan Dutta. Translated by the late Bachubhai Shukla.
9. MATINO MANAVI (Oriya novel : MATIR MANUSH) by Kalindicharan Panigrahi. Translated by Smt. Uttara Desai and Narayan Desai.
10. DON KIHOTE (Spanish classic : DON QUIXOTE) by Cervantes. Translated by C. C. Mehta.
11. SARSVATICHANDRA (novel) by Govardhanram Tripathi. Abridged by Upendra Pandeya with an Introduction by Umashankar Joshi. (Second edition).

Hindi

12. RAVINDRANATH KE NIBANDH Part I (Select Bangla essays of Tagore) : Translated by V. S. Narvane, with an Introduction by Kazi Abdul Wadud.
13. RAJWADE LEKH SANGRAHA (Select writings of Rajawade). Edited by Tarkateertha Laxmanshastri Joshi. Translated from Marathi by Vasant Dev.

14. WALDEN SAROVAR (American classic : Walden) by H. D. Thoreau. Translated by Banarsidas Chaturvedi.
15. MOLIERE KE DO NATAK (two French plays : TARTUFFE and LE BOURGEOIS CENTILHOMME) by Moliere. Translated by Bijinath Madhav Vajpeyi.
16. 23 HINDI KAHANIYAN (an Anthology of Hindi short stories). Edited by Jainendra Kumar.

Kannada

17. KEMPU MEENU (Malayalam novel : CHEMMEEN) by Thakazhi Sivasankara Pillai. Translated by N. Kasturi.
18. TAMILU SANNA KATHEGLA KANAJA (an Anthology of Tamil Short Stories). Compiled by A. Chidambaranatha Chettiar. Translated by K. Sampathgiri Rao.
19. PARTIBANA KANASU (Tamil novel: PARTIPAN KANAVU) by Kalki. Abridged by Mi. Pa. Somasundaram. Translated by Seshanarayana.
20. ANDHRA KATHA MANJUSHA (an Anthology of Telugu Short Stories). Compiled by Swamy Sivasankara Sastry. Translated by K. Chennabasappa.
21. ELLA MANUSHYARU SAHODARARU (select writings of Gandhiji : ALL MEN ARE BROTHERS). Edited by K. R. Kripalani. Translated from English by D. L. Narasimhachar.
22. WALDEN. (American classic) by Thoreau. Translated by Devudu Narasimha Sastry.

Malayalam

23. TAGORINTE PRABANDHANGAL, Vol. II (select essays of Tagore). Translated by P. K. Govinda Pillai and revised by V. Unnikrishnan Nair.
24. BALA SAHITYAM (a selection of Tagore's writings for children). Compiled and edited by Lila Majumdar and Kshitis Roy. Translated by Rama Panicker.
25. JEEVANA LEELA (Gujarati travalogue) by Kakasaheb Kalelkar. Translated by Ratnamayidevi Dikshit.
26. CHANDRAGUPTAN (Hindi play : CHANDRAGUPTA) by Jai Shankar Prasad. Translated by N. I. Narayanan.
27. SAMAKALEENA BHARATIYA SAHITYAM. Translated from English of CONTEMPORARY INDIAN LITERATURE by Edayaranmula K. M. Varughese.
28. ELLA MANUSCHYARUM SAHODARAR (select writings of Gandhiji : ALL MEN ARE BROTHERS). Edited by K. R. Kripalani. Translated from English by Kuttipuzha Krishna Pillai.
29. THERANJEDUTHA TAMIZHKATHAKAL (an Anthology of Tamil short stories). Edited by A. Chidambaranatha Chettiar. Translated by G. Sreedharan.
30. THAVALAKAL (Greek play : FROGS) by Aristophanes. Translated by E.M.J. Vennyoor.

Marathi

31. GORA (novel by Tagore). Translated by Smt. Sarojini Kamatanurkar.
32. NIBANDHAMALA Vol. II (select essays of Tagore). Translated by Mama Warerkar.
33. ARANYAK (Bengali novel) by Bibhutibhushan Bandyopadhaya. Translated by S. B. Shastri.
34. CHIPLUNKAR LEK-SANGRAHA (selections) from the writings of Chiplunkar. Edited by M. G. Buddhisagar.

Punjabi

35. VIVEKANAND (The Life of Swami Vivekananda as told by Romain Rolland). Translated by Prabhjot Kaur.
36. SAMRAT (Italian classic : THE PRINCE) by Machiavelli. Translated by R. S. Ahluwalia.

Sanskrit

37. ABHILEKHA SANGRAHA Vol. VI in the series of the Anthology of Sanskrit Literature covering Inscriptions. Ed. by B.Ch. Chhabra

Sindhi

38. INSAN SABH BHAUR (Select writings of Gandhiji : ALL MEN ARE BROTHERS). Translated by Manohardas Kauromal.

Tamil

39. RAVINDIRAR KATTURAI THIRATTU, Vol I (select essays of Tagore). Translated by T. N. Senapathi.
 40. YAVARUM SODHARAR (select writings of Gandhiji : ALL MEN ARE BROTHERS). Translated by R. Venkatarajulu.
 41. KABEER ARULVAKKU (Hindi poems : KABIR VACHANAVALLI). Translated by T. Seshadri.
 42. CHEMMEEN (Malayalam novel) by Thakazhi Sivasankara Pillai. Translated by Sundara Ramaswami (2nd edition).
 43. KOOTTUPPANNAI (Malayalam play : KOOTTUKRISHI) by Edasserri Govindan Nair. Translated by R. Sourirajan.
 44. SAMUHA OPPUNERI (French classic : SOCIAL CONTRACT) by Rousseau. Translated by K. S. Venkataraman.

Telugu

45. DEENENA SABHAYATHA ANTARU (Bengali Plays : EKEI KI BOLE SABHAYATA and BURHO SALIKER GHARE ROM) by Michael Madhusudan Dutta. Translated by Jeevan.
 46. MANAVULANDARU SODARULU. (select writings of Gandhiji : ALL MEN ARE BROTHERS). Edited by K. R. Kripalani. Translated from English by P. Lakshmikantam.
 47. BANABHATTUNI SWIYA CHARITRAM (Hindi novel : BANABHATT KI ATMAKATHA) by Hazariprasad Dwivedi. Translated by A. C. Kamakshi Rao.
 48. ROYYALU (Malayalam novel : CHEMMEEN) by Thakazhi Sivasankara Pillai. Translated by G. Subbaramaiah.
 49. ABALA JEEVITHAMUM (Marathi novel : PAN LAKSHANT KON GHETO) by Hari Narayan Apte. Translated by P. V. Narasimha Rao.
 50. VIRIGINA VIGHARAM (Marathi poem : BHAGNAMURTI) by A. R. Deshpande 'Anil'. Translated by Kota Sundararama Sarma.

Urdu

51. AURAT (Hindi novel : NARI) by Siyaramsharan Gupta. Translated by Razia Sajjad Zaheer.

F. SURVEYS

F.1. *Anthropological Survey of India*

- (a) Bulletin : (i) Vol. IX, No. 2 (July, 1960).
 (ii) Vol. XI, No. 1 (April-June, 1962).
 (iii) Vol. XI, No. 2 (July-September, 1962).
 (b) Memoir : (i) No. 11 'Changing Times'.

F.2. *Botanical Survey of India*

- (a) Bulletin : (i) Vol. IV (Nos. 1-4).
 (ii) Vol. V (Nos. 1 & 2).
 (b) Reports : (i) 1957-58.
 (ii) 1958-59.
 (iii) 1959-60.
 (iv) 1960-61.
 (v) 1961-62.

F.3. Zoological Survey of India

- (a) Records : (i) Vol. 59, Part 3
 (b) Memoirs : (i) Vol. IV, No. 4
 (c) Annual Report : (i) 1957-58.

F.3. Miscellaneous Publications

- (a) Proceedings of the First Summer School of Zoology (Simla—1961).
 (b) Bibliography of Indian Zoology from 1960.
 (c) 48 scientific papers and 13 general papers.

F.4. Archaeological Survey of India

1. Ancient India 18-19 (double No.).
2. Indian Archaeology—A Review 1961-62.
3. Guide to Ajanta (Reprint) by Mrs. D. Mitra.
4. Monograph on Cave Temples of Pallavas by Shri K. R. Srinivasan.
5. 'Annual Report on Indian Epigraphy' Reports for 1958-59 and 1959-60.
6. Corpus Inscriptionum Indicarum Series. Part II of volume II, Bharut Inscriptions, by Heinrich and Volume V, Inscriptions of the Vakatakas by Dr. V. V. Mirashi.
 'Epigraphia Indica' :—Part VIII (October, 1960) of Volume XXXIII, Part VIII (October, 1962) of Volume XXXIV and Parts II, III, IV, V and VI (April, 1963 to April, 1964) of Volume XXXV.

ANNEXURE—VI
MEMBERS OF EDUCATION COMMISSION

Chairman

1. Dr. D. S. Kothari,
Chairman,
University Grants Commission,
New Delhi.

Members

2. Shri A. R. Dawood, former Director,
Extension Programmes for Secondary Education,
New Delhi.
3. Mr. H. L. Elvin, Director, Institute of Education,
University of London, London.
4. Shri R. A. Gopaldaswami, Director,
Institute of Applied Manpower Research, New Delhi.
5. Dr. V. S. Jha, former Director of the Commonwealth
Education Liaison Unit in London.
6. Shri P. N. Kirpal, Educational Adviser to the Government of India,
New Delhi.
7. Prof. M. V. Mathur, Professor of Economics & Public Administration, University
of Rajasthan, Jaipur.
8. Dr. B. P. Pal, Director, Indian Agricultural
Research Institute, New Delhi.
9. Kumari S. Panandikar, Head of the Department of Education,
Karnatak University, Dharwar.
10. Prof. Roger Revelle, Dean of Research,
University of California, U.S.A.
11. Shri K. G. Saiyidain, former Educational Adviser to the Government of India,
New Delhi.
12. Dr. T. Sen, Rector, Jadavpur University, Calcutta.
13. Mr. Jean Thomas, Inspector General of Education,
France, and formerly Assistant Director-General of
Unesco.
14. Prof. Shumvosky, Director, Methodological Division,
Ministry of Higher and Special Secondary Education,
RSFSR, Moscow and Professor of Physics, Moscow
University.
15. Prof. Sadatoshi Ihara, Professor of the First Faculty of Science & Technology,
Waseda University, Tokyo.

Secretary

Shri J. P. Naik

Consultants

1. Sir Eric Ashby,
Master, Clare College,
Cambridge, U.K.
2. Prof. P.M.S. Blackett,
Professor of Physics, Imperial College of Science & Technology,
London.
3. Prof. Fedrick Seitz,
President, United States National Academy of Science,
Washington.

4. Sir Willis Jackson,
Professor, Electrical Engineering,
Imperial College of Science & Technology, London.
5. Lord Robbins,
till recently Chairman of the Committee
on Higher Education, U.K.
6. Dr. John Guy Fowlkes,
Department of Education,
University of Wisconsin, U.S.A.
7. Dr. John Henry Fischer,
President, Teachers College,
Columbia University, New York.
8. Dr. Wilfred Cantwell Smith,
Professor of World Religions,
Harvard University, U.S.A.
9. Mr. F. Cyril James,
President and Principal Emeritus,
Mcgill University, Canada.
10. Dr. P. H. Coombs,
Director, International Institute for Educational
Planning, Paris.
11. Dr. S. Dedijer,
Director,
Institute of Theoretical Physics
University of Lund, Sweden.

ANNEXURE—VII

SCIENTISTS POOL GIVING THE POSITION REGARDING SELECTIONS
AND PLACEMENTS OF CANDIDATES

As on 1-12-1964

Sl. No.	Selections/Placements	In India	Abroad	Total
1.	Working in the Pool :			
	More than 24 months	63		
	18 to 24 months	51		
	12 to 18 months	121		
	6 to 12 months	135		
	Less than 6 months	188		
		558	—	558
2.	Pool Officers who left after joining	646	48	694
3.	Placement finalised not yet joined or joining reports not received	147	185	332
4.	Placements to be finalised	19	182	201
5.	Acceptance awaited	113	397	510
6.	Offers to be made	29	147	176
7.	Secured employment in India—did not join the Pool	459	30	489
8.	Employed abroad at present or not interested	—	136	136
9.	Others			
	(a) no replies to enquiries, offers not made ..	17	2	19
	(b) Offers cancelled	8	25	33
	TOTAL	1,996	1,152	3,148

ANNEXURE VIII
CENTRAL SCHOOLS

Andhra Pradesh

1. Central School, Trimulgherry,
Secunderabad-15.
2. Central School, Secunderabad,
C/o Zila Parishad High School,
Ficket, Secunderabad.

Bihar

3. Central School, Dinapore Cantt.,
C/o The Bihar Regiment,
Dinapore, Cantt.
4. Central School, Patna,
Anisabad, Patna.

Gujarat

5. Central School, Jamnagar,
C/o Air Force Station,
Jamnagar.
6. Central School, Ahmedabad,
R.C. Commerce School Building,
Delhi Chakla, Ahmedabad.

Kerala

7. Central School, Cochin,
Naval Base, Cochin-4.
8. Central School, Trivandrum,
Pattom, Trivandrum-4.

Madhya Pradesh

9. Central School, Amla,
C/o Air Force Station,
Amla.
10. Central School, Pachmarhi,
C/o A.E.C. Training College & Centre,
Pachmarhi.
11. Central School, Saugor,
C/o Mahar Regimental Centre,
Saugor.
12. Central School, Bhopal,
Primary School Building,
Near Habib Ganj Railway Station,
Bhopal.
13. Central School, Indore,
South Tukoganj,
Race Course Road, Indore.

Madras

14. Central School, Madras,
C/o Indian Institute of Technology,
Madras-36.
15. Central School, Avadi,
C/o Air Force Station,
Avadi, Madras-55.

16. Central School, Tambaram,
C/o Air Force Station,
Tambaram.

Maharashtra

17. Central School, Ahmednagar,
C/o Armoured Corps Centre,
Ahmednagar.
18. Central School, Colaba,
Naval Holiday Camp,
Colaba, Bombay-5.
19. Central School, Powai,
C/o Indian Institute of Technology.
Powai, Bombay-76.
20. Central School, Dehu Road,
Station Headquarters,
Dehu Siding.
21. Central School, Khadakvasla,
C/o National Defence Academy,
Khadakvasla (near Poona).
22. Central School, Kirkee,
C/o Bombay Engineer Group,
Kirkee, Poona-3.
23. Central School, Lonavala,
C/o I.N.S. 'Shivaji',
Lonavala.
24. Central School, Nasik Road Camp,
C/o Artillery Centre,
Nasik Road, Camp.

Mysore

25. Central School,
A.S.C. Centre (South),
Bangalore-7.
26. Central School, Jalahalli,
C/o Air Force Station,
Jalahalli, West Bangalore-15.
27. Central School,
Madras Engineer Group and Centre,
Bangalore-1.

Punjab

28. Central School, No. 1,
Ambala Cantt.
29. Central School No. 2, Ambala Cantt.,
C/o Air Force Station,
Ambala Cantt.
30. Central School, Ferozepur Cantt.,
C/o Station Headquarters,
Ferozepur.
31. Central School, Jullundur Cantt.,
C/o Sub-Area,
Jullundur Cantt.
32. Central School, Simla,
Jakoo Hills,
Near the Ridge, Simla.

Rajasthan

33. Central School, Bikaner,
Cantonment,
Bikaner.

34. Central School, Jaipur,
Adarsh Nagar,
Jaipur.
35. Central School, Jodhpur,
C/o Air Force Flying College,
Jodhpur.

Uttar Pradesh

36. Central School No. 1, Agra,
C/o Air Force Station,
Kheria, Agra.
37. Central School No. 2, Agra,
C/o 50 Independent Para Brigade,
Agra Cantt.
38. Central School for Boys, Bareilly,
C/o Jat Regimental Centre,
Bareilly Cantt.
39. Central School for Girls, Bareilly,
C/o A.S.C. School,
Bareilly Cantt.
40. Central School, Dehra Dun,
C/o Forest Research Institute,
Dehra Dun.
41. Central School, Jhansi,
Kanpur Road,
Jhansi Cantt.
42. Central School No. 1, Kanpur,
C/o Air Force Station,
Chakeri, Kanpur.
43. Central School, Ranikhet,
C/o Kumaon Regimental Centre,
Ranikhet.
44. Central School, Lansdowne,
C/o Garhwal Rifles,
Lansdowne.
45. Central School,
A.M.C. Centre, Lucknow.
46. Central School, Manauri,
C/o Air Force Station,
Manauri (Allahabad).
47. Central School,
C/o Sikh Regimental Centre,
Meerut.
48. Central School,
C/o Punjab Regimental Centre,
Meerut Cantt.
49. Central School for Boys, Roorkee,
C/o Bengal Engineer Group and Centre,
Roorkee.
50. Central School for Girls, Roorkee,
C/o Bengal Engineer Group and Centre,
Roorkee Cantt.

West Bengal

51. Central School, Barrackpore,
I.A.F. Station,
Barrackpore.

Delhi

52. Central School, Delhi Cantt.,
Old Cantonment Board Hospital Building,
Delhi Cantt.
53. Central School No. 1, New Delhi,
Sector III,
Ramakrishnapuram,
New Delhi.

Manipur

54. Central School, Imphal,
Johnstone High School Building,
Imphal_(Manipur).

ANNEXURE IX
COUNTRYWISE DISTRIBUTION OF INDIAN SCHOLARS ABROAD
AND FOREIGN SCHOLARS IN INDIA

A. INDIAN STUDENTS ABROAD

Name of the Country	No. of Scholars at present abroad	No. of scholars sent during 1964-65
Australia	8	—
Austria	1	—
Belgium	4	3
Canada	93	20
Ceylon	7	2
Czechoslovakia	26	5
France	57	38
Greece	2	—
German Democratic Republic	56	12
Hungary	5	—
Italy	12	—
Japan	8	6
Malaya	1	—
The Netherlands	5	5
New Zealand	5	—
Nigeria	1	—
Poland	2	1
Rhodesia & Nyasaland	2	—
Sweden	5	—
Switzerland	11	4
Thailand	1	1
Turkey	1	—
U.A.R.	2	—
U.K.	238	54
U.S.A.	39	14
U.S.S.R.	192	24
West Germany	212	44
Yugoslavia	8	10
TOTAL	1,004	243

B. FOREIGN STUDENTS IN INDIA

Name of the Country	No. of foreign students/ scholars at present in India	No. of foreign students/ scholars who came to India during 1964-65
Argentina	1	1
Austria	1	1
Ceylon	4	1
Czechoslovakia	1	1
France	3	4
German Democratic Republic ..	1	2
Norway	1	—
The Netherlands	1	—
Spain	—	1
U.A.R.	7	8
Uruguay	1	1
West Germany	6	8
Yugoslavia	4	3
TOTAL	31	31

ANNEXURE X

ADVISORY BODIES FUNCTIONING IN THE MINISTRY OF EDUCATION

Sl. No.	Name of the Body	Year of Establishment	No. of meetings held during 1964-65
1.	National Board of Basic Education	1962	One
2.	Central Advisory Board of Education	1935	One
3.	Education Minister's Conference	1949	One
4.	National Council for Women's Education	1959	One
5.	Popular Literature Committee	1953 (Originally known as the Folk Literature Committee)	One
6.	Central Advisory Board of Education on Social Education @	1962	One (in March, 1964)
7.	Council of the National Library, Calcutta	1903 (Reconstituted in 1963)	One
8.	National Council for Rural Higher Education	1956	One
9.	All India Council for Technical Education	1945	One
10.	Board of Assessment for Technical and Professional Qualifications	1953	One
11.	Expert Committee in Mining	1956	One
12.	Board of Post-Graduate Engineering Studies and Research	1962	One
13.	Pharmaceutical Education Committee	1954	—
14.	Expert Committee in Metallurgy	1956	—
15.	Working Group on Technical Education for the fourth Five-Year Plan*	1963	One
16.	Expert Committee to review the M.Sc. Technical Applied Physics Courses*	1963	One (Submitted its final report)
17.	Aeronautical Engineering Committee* @	1962	One (Submitted its final report)
18.	Central Advisory Board of Biology	1958	—
19.	Central Advisory Board of Anthropology	1957	—
20.	Advisory Board for National Atlas and Geographical Names	1961	—
21.	Hindi Shiksha Samiti	1951	One

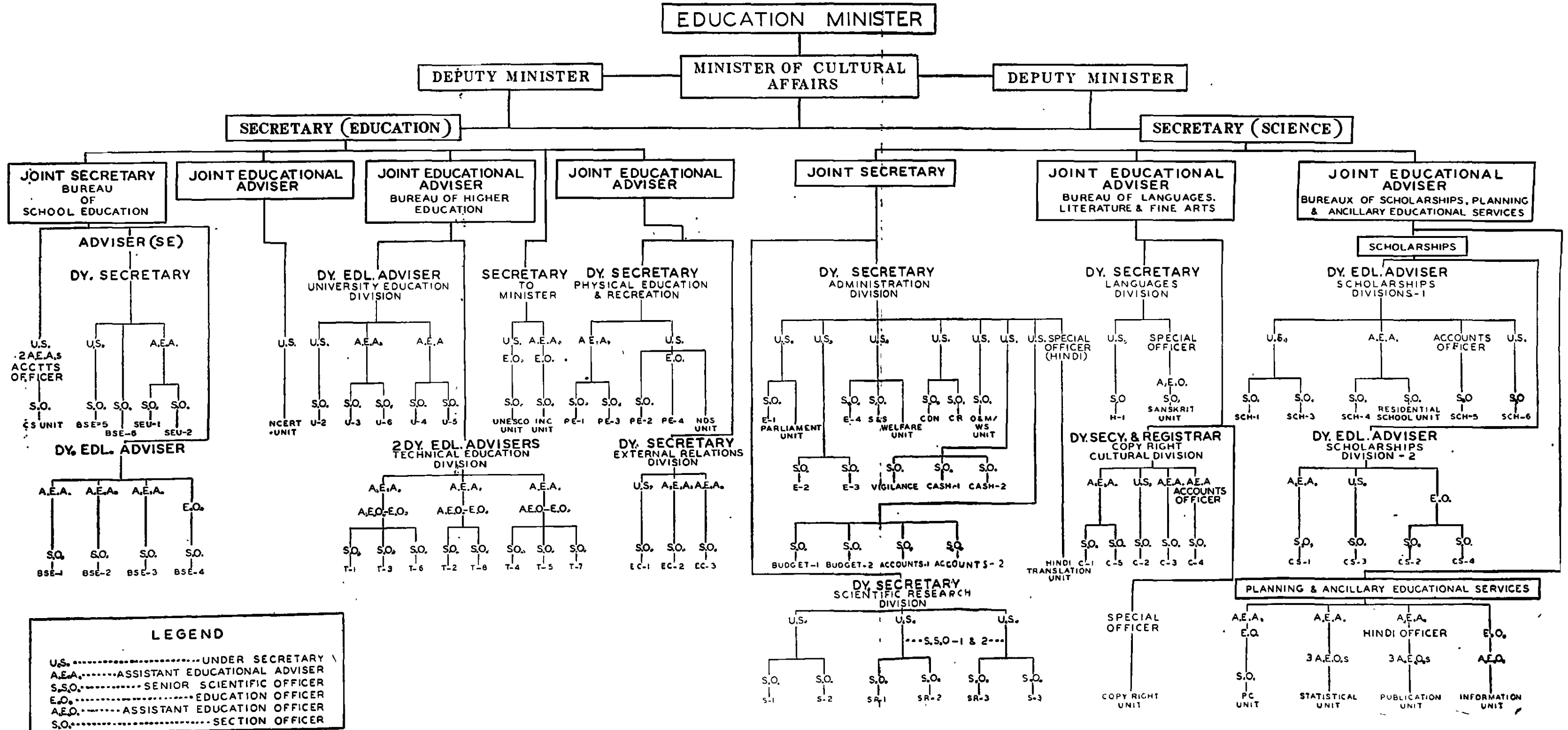
@Since wound up.

*Ad-hoc Bodies. ..

(1)	(2)	(3)	(4)
22.	Central Sanskrit Board	1959	One
23.	Central Advisory Board of Physical Education and Recreation	1953 (Last re-constituted in 1961)	One
24.	All India Council of Sports	1954 (Last re-constituted in 1962)	Four
25.	Central Advisory Board of Museums	1956	One
26.	Advisory Committee for the Development of Nava Nalanda Mahavihara, Nalanda (Bihar)	1963	One
27.	Art Purchase Committee for the National Gallery of Modern Art	1961	Two
28.	Central Advisory Board of Archaeology	1944	One
29.	Committee for the Co-ordination of the Delivery of Books and Newspapers (Public Libraries) Act—1954	1964	Two
30.	Combined Art Purchase Committee for National Museum, Salar Jung Museum and Indian Museum	1963	One
31.	Indian National Commission for Co-operation with Unesco	1949	One
32.	Informal Advisory Committee to Advise Dr. Tara Chand, M.P. in the Preparation of the History of Freedom Movement in India	1962	Four

ADMINISTRATIVE CHART

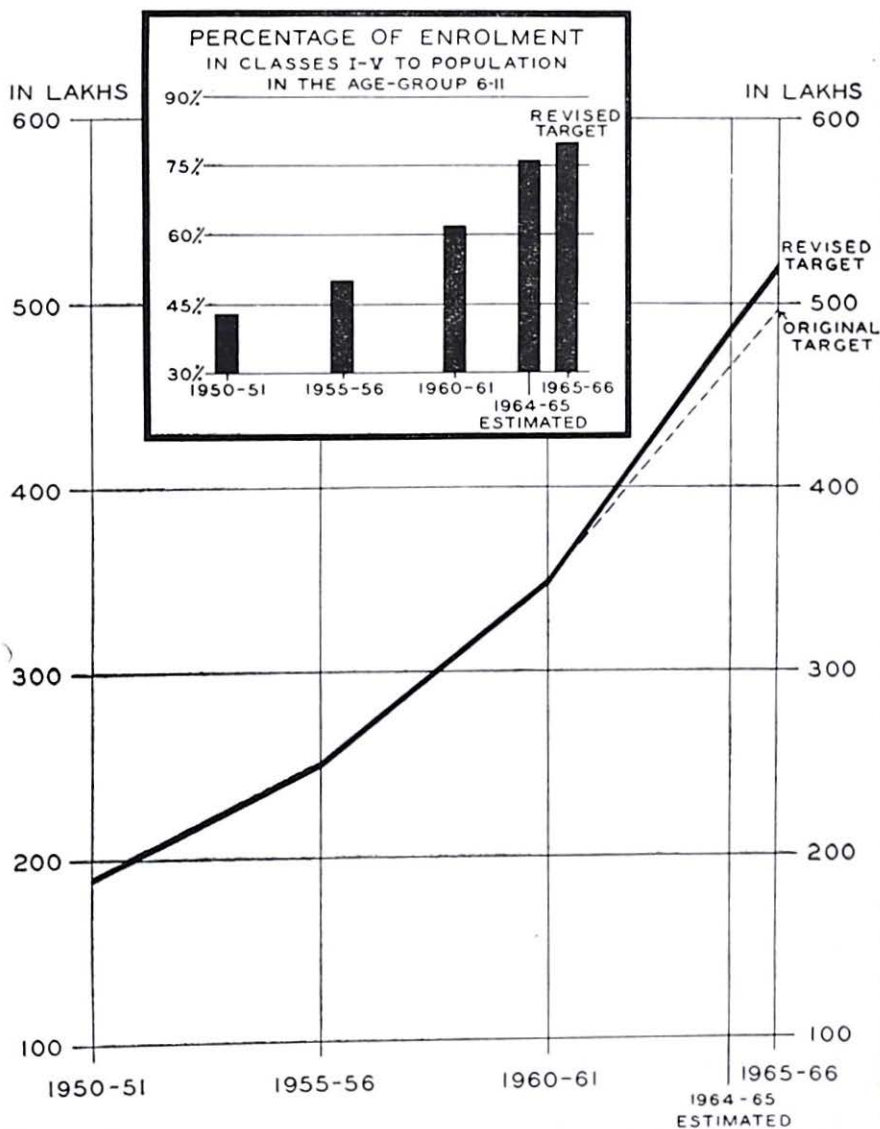
MINISTRY OF EDUCATION



LEGEND

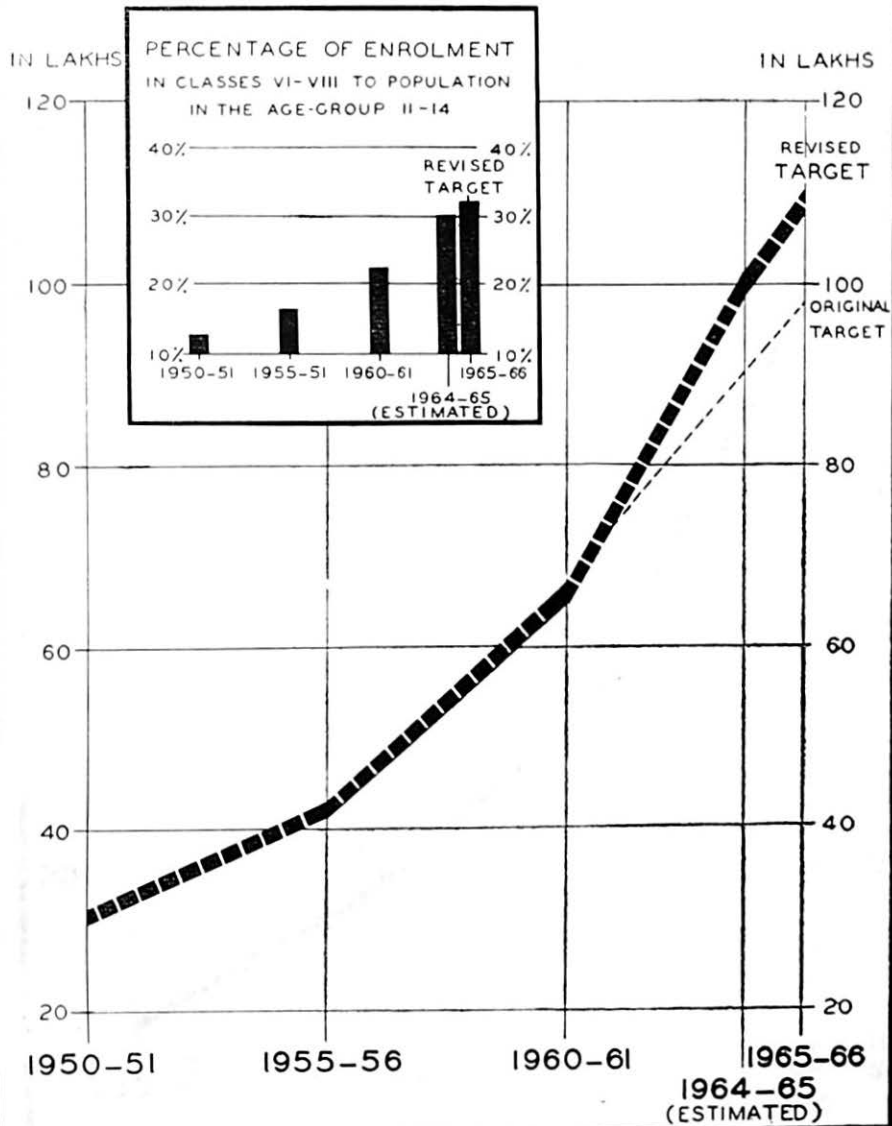
U.S. UNDER SECRETARY
 A.E.A. ASSISTANT EDUCATIONAL ADVISER
 S, S.O. SENIOR SCIENTIFIC OFFICER
 E.O. EDUCATION OFFICER
 A.E.O. ASSISTANT EDUCATION OFFICER
 S.O. SECTION OFFICER

PROGRESS OF PRIMARY EDUCATION ENROLMENT IN CLASSES I - V

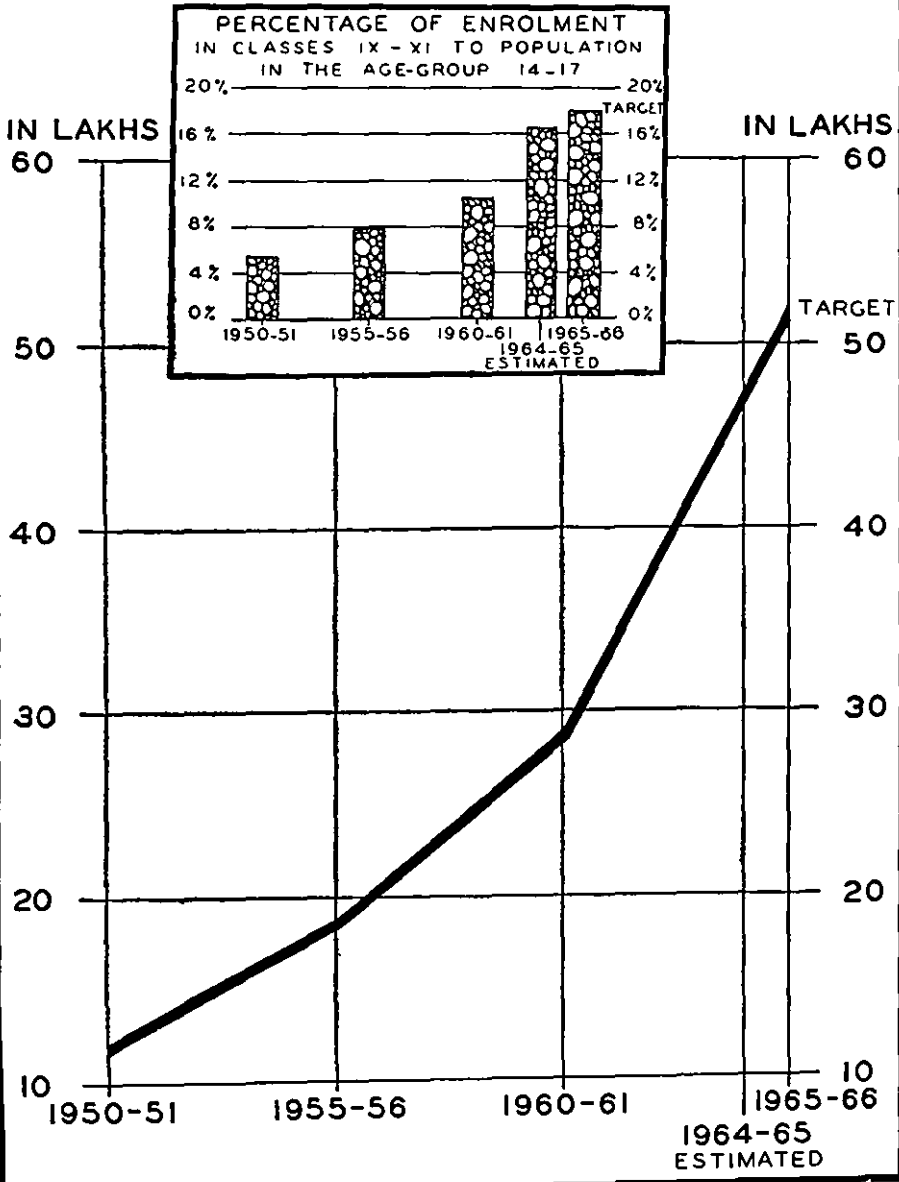


PROGRESS OF MIDDLE SCHOOL EDUCATION

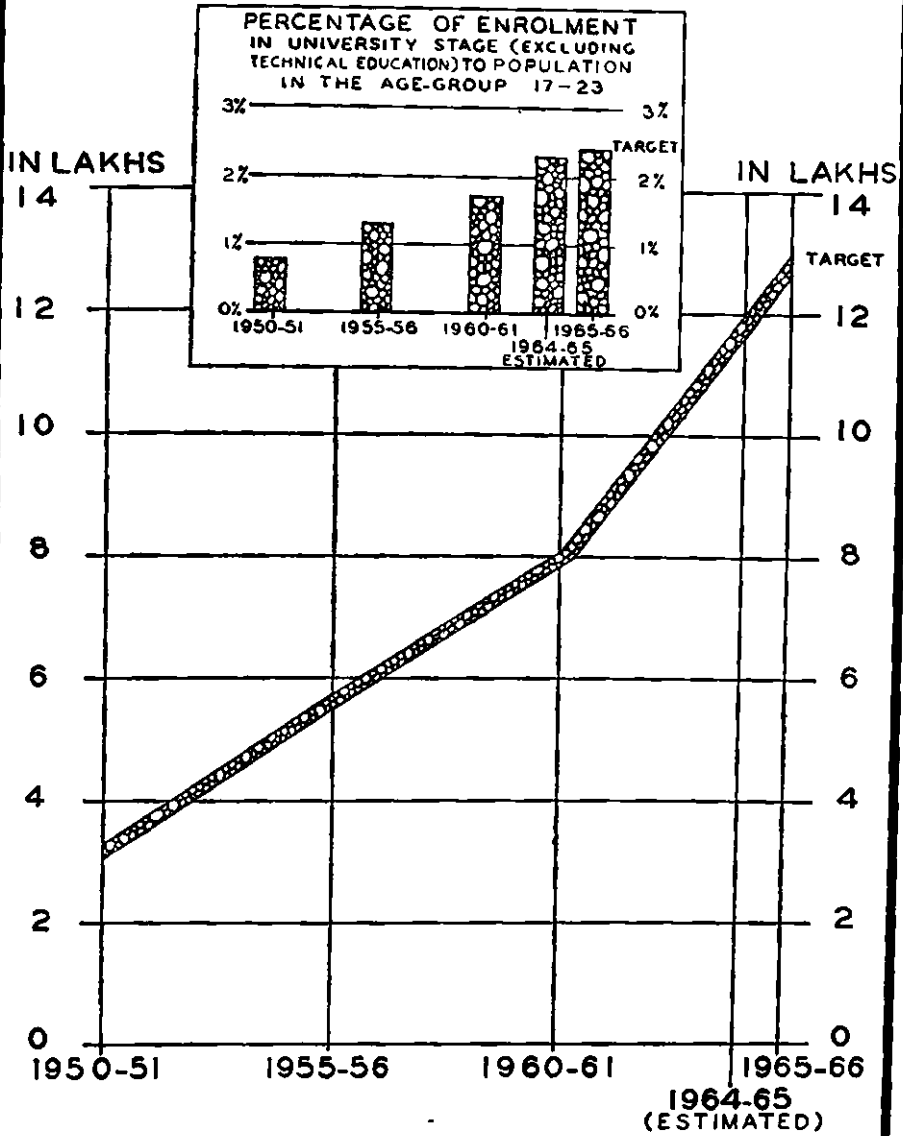
ENROLMENT IN CLASSES VI-VIII



PROGRESS OF SECONDARY EDUCATION ENROLMENT IN CLASSES IX-XI



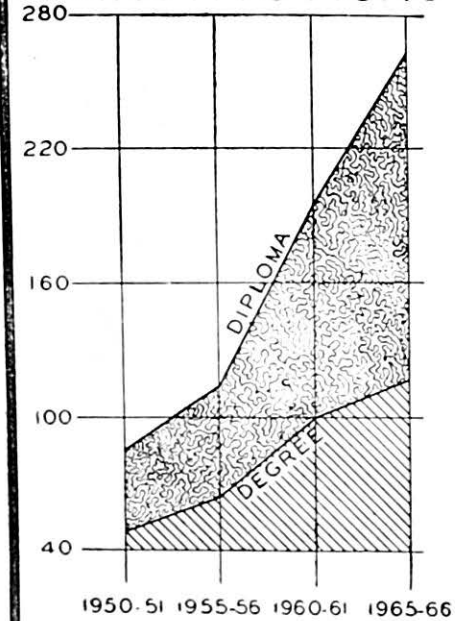
PROGRESS OF UNIVERSITY EDUCATION ENROLMENT (EXCLUDING TECHNICAL EDUCATION)



PROGRESS OF TECHNICAL EDUCATION

DEGREE AND DIPLOMA COURSES

NUMBER INSTITUTIONS



INTAKE AND OUTTURN

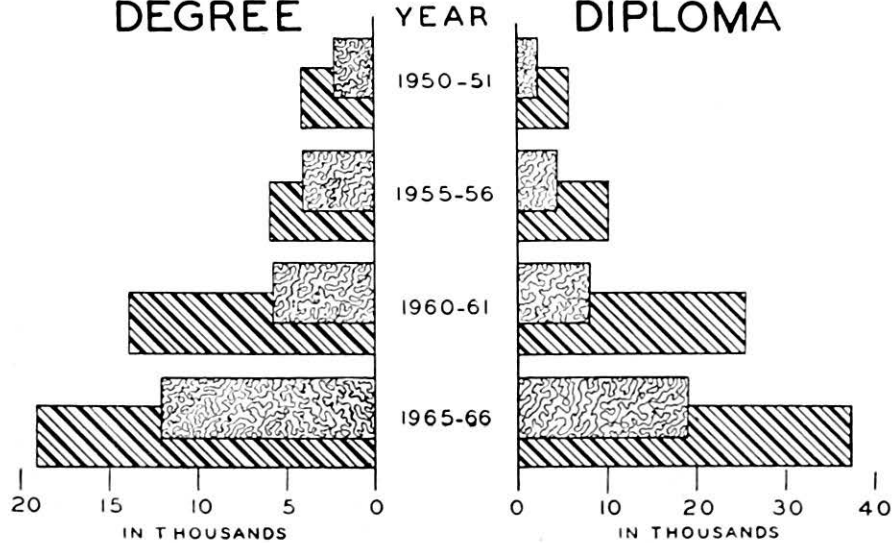
INTAKE

OUTTURN

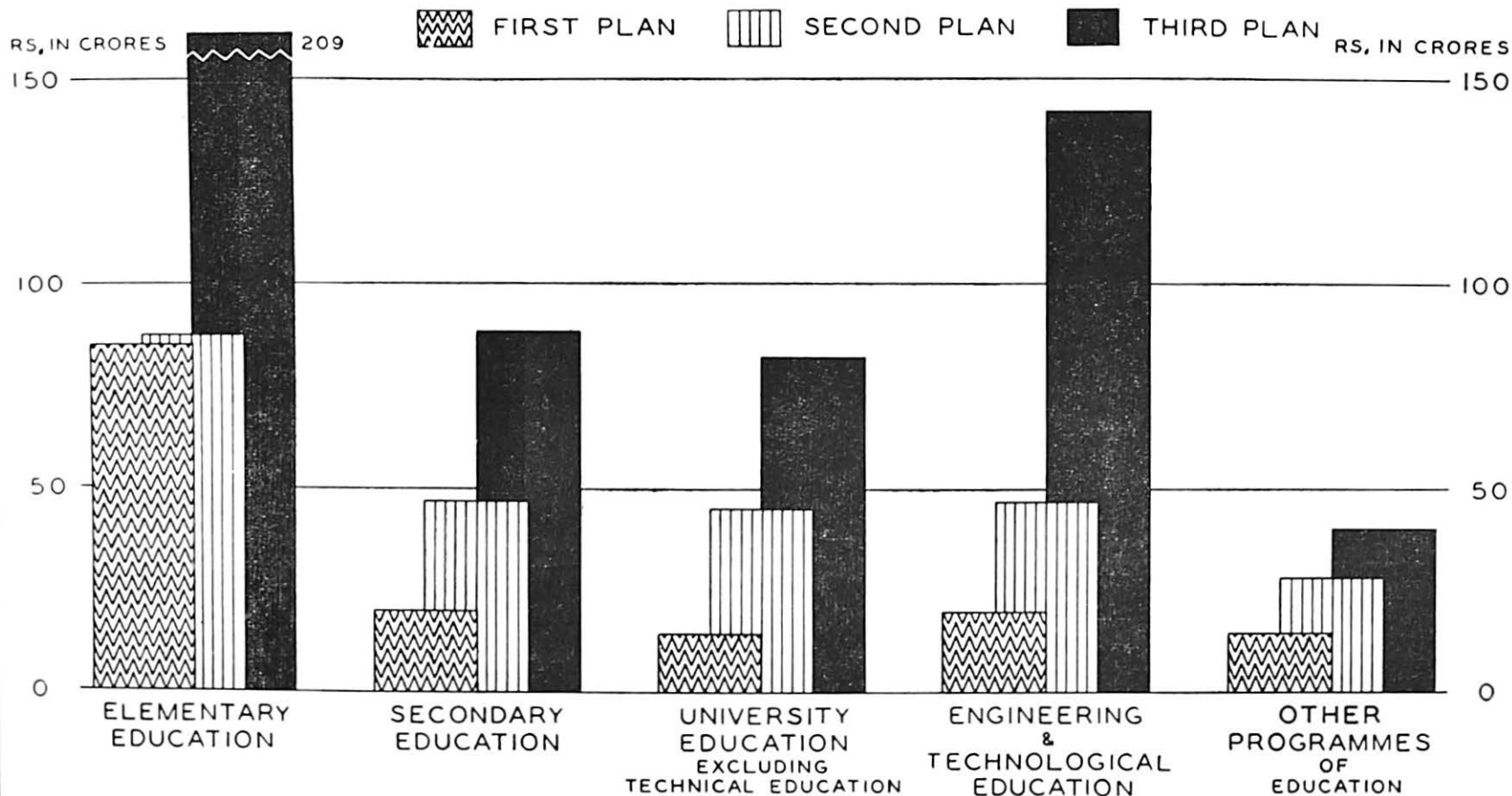
DEGREE

YEAR

DIPLOMA



DISTRIBUTION OF OUTLAY UNDER PLAN SCHEMES BY HEADS OF CHARGE



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